

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

Main School: Westmar Middle School

Principal: Lora Puffenberger

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I. VISION, MISSION, AND CORE VALUE

Mission Statement

Every student will have access to the CCRS standards through high quality instruction aligned with the standards every day. All teachers are prepared and receive the support needed to implement the standards into classrooms, so students are college and career ready.

Vision

Our educational vision is to promote in our students the ability to think critically, solve problems, work in teams, use technology, be self-directed, and to demonstrate good citizenship and community service. We are committed to developing a “College & Career Ready Culture” at Westmar to support each student’s dreams and future goals.

Core Values

W	Wellness as a means to enhance individual’s self-image as well as intellectual, social, physical, and emotional growth
I	Individualizing educational experiences that remove barriers to students’ success and promote independence
L	Lifelong learning and professional growth as the basis for outstanding instruction and positive outcomes in student learning
D	Diversity as our strength and means of promoting civility and appreciation for existing differences in our learning community
C	Creating and maintaining a culture of excellence
A	Academic programs focusing on problem solving, critical thinking, instructional technology, and innovation
T	Trust, respect, and acceptance of responsibility for actions as the foundation for character development in a democratic society
S	

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	Shared responsibility for fostering a positive and productive school environment
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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).	Economically Disadvantaged, Special Education				
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				

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.

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographic

Number of years the principal has been in the building? 9

B. Student Demographics

Table 2		
SUBGROUP DATA	2025-2026 COUNT	2025-2026 Percent
American Indian/Alaskan Native	2	≤10
Hawaiian/Pacific Islander	2	≤10
African American	2	≤10
White	247	93%
Asian	0	n/a
Two or More Races	6	≤10
Hispanic/ Latino	7	≤10
Special Education	45	17%
LEP	0	n/a
Males	137	52%
Females	128	48%

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Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	0	24	24
Itinerant staff	6	0	6
Paraprofessionals	0	3	3
Support Staff	0	4	4
Other	13	9	22
Total Staff	19	42	61

Gender X	0	n/a
Total Enrollment	265	

III. ATTENDANCE

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Table 4a	2022-2023	2023-2024	2024-2025
Grade Level – School Level	Attendance Rate	Attendance Rate	Attendance Rate
Grade 6	89.6	92.0	91.5
Grade 7	89.8	90.5	91.5
Grade 8	91.0	90.1	91.1

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024	2024-2025
All Students	90.2	91.0	91.4
Hispanic/Latino of any race	≤10	≤10	≤10
American Indian or Alaska Native	n/a	n/a	n/a
Asian	n/a	n/a	n/a
Black or African American	≤10	≤10	≤10
Native Hawaiian or Other Pacific Islander	≤10	≤10	≤10
White	90.3	91.1	91.5
Two or more races	≤10	≤10	≤10
Male	90.3	90.2	90.2
Female	90.1	91.7	92.5
EL	n/a	n/a	≤10
Special Education	91.7	90.6	90.3
Free/Reduced Meals (FARMS)	88.7	89.8	90.3

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.

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Table 5	2023	2024	2025
Not Chronically Absent (percentage)	58.52	64.8	67.5
Report Card Points Earned (out of 15)	1	3	4

ATTENDANCE FOCUS AREA 1: Grade Band (s) or Subgroup (s)	Chronically Absent Students in All Grade Levels
Focus Area Goal	Westmar utilizes a tiered approach to attendance. The school has a staff attendance committee that guides our Tier I work by providing basic foundational support and universal prevention for all students. Tier II (Early Intervention 10% missed days) and Tier III (Intensive Intervention 20% missed days or chronically absent) students are addressed through our Pupil Service Team. Overall, in 2024-2025 Westmar carried an attendance rate of 91.4% . This was the highest attendance rate among all ACPS middle schools, ACPS high schools, and above both the ACPS middle school rate (89.9%) and ACPS high school rate (87.9%). However, our overall Not Chronic Absent rate did not correlate the same way. By the end of the 2025–2026 school year, our goal is to increase our Not Chronically Absent rate to 70.7% from 67.5% maintaining our current rate increase of 2.5% since 2022-23. Special attention will be given to the special education sub groups.
Root Cause(s):	● Family Engagement ● Physical Health ● Behavioral and Mental Health ● Academic Support
Barriers:	● Lack of access to needed community services and transportation ● Misconceptions of excusable rational for missing school, ie:family vacations, weather, student acting as a caregiver, extracurricular activities not related to school ● Lack of physiological (hygiene, food, clothing) needs ● Social and peer challenges

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Needed Resources:	• Daily automated phone calls made to notify/confirm absences with parents/guardians through Powerschool. • Access to specific student data for incoming 6th grade students • Parent educational resources on attendance • Incentives for Not Chronically Absent students • Resources to support families of chronically absent students -Attendance Works Handouts • Use the Scan of Environment and Attendance Tool (SEAT) in Attendance Works
Strategies	Tier 1 - Foundational Supports and Universal Preventions • Ensure all Tier I indicators are being implemented - Recognition of good and improved attendance, clear attendance expectations, PBIS incentives daily and weekly, afterschool program, Monthly wellness events for students and staff, weekly SEL lesson, school nurse working with families, school wide access to sensory tools in the classroom, PAW care bags, universal cleaning precautions, recognition programs, Advisory, FriYay clubs, afterschool program, daily tutoring • Use the Scan of Environment and Attendance Tool (SEAT) in Attendance Works- Monthly by stakeholders Tier II - Early Intervention (target students at 10 missed days) • Attendance Contracts, Check in Check Out, daily phone calls, success mentors, small SEL groups, peer mediation, ISI reflections sheets, tutoring and class supports, health plans for chronically absent, parent meetings, Friday Friends weekend meal kits, classroom supplies provided Tier II - Intensive Intervention (target Chronically Absent 20% or more) • Attendance Contracts revised, Social Worker support for families, arrival/dismissal Check In Check Out, individualized attendance plans, PPW work directly with family (H&H), mandatory tutoring, summer school, legal involvement
How will it be funded?	ACPS funding-COP and TSI
Steps towards full implementation with timeline:	• Data analysis of previous years' contracts will occur during the second nine-weeks. • Celebration of improved attendance will be scheduled as soon as possible based on the school calendar. • Weekly team updates will be given by the assistant principal, starting at the beginning of the second nine-weeks and continuing throughout the remainder of the school year. • Attendance incentives will be ongoing throughout the entire school year. • Utilize the Attendance Works resources for families and root cause analysis. • Complete the Scan of Environment and Attendance Tool (SEAT) with students and staff.
Monitoring Procedure:	The Community School Coordinator will track the daily, weekly, monthly, and quarterly attendance rates. PST team will monitor attendance, prioritizing tier II and III. Administration will have staff and students complete the Scan of

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	Environment and Attendance Tool (SEAT)..
ATTENDANCE FOCUS AREA 2: Grade Band (s) or Subgroup (s)	Middle School Class of 2027-28 Grade Cohort (Current 6th graders)
Focus Area Goal	Westmar utilizes a tiered approach to attendance. The school has a staff attendance committee that guides our Tier I work by providing basic foundational support and universal prevention for all students. Tier II (Early Intervention 10% missed days) and Tier III (Intensive Intervention 20% missed days or chronically absent) students are addressed through our Pupil Service Team. Overall, In 2024-2025 Westmar carried an attendance rate of 91.4%. This was the highest attendance rate among all ACPS middle and high schools, surpassing the ACPS middle school average of 89.9% and ACPS high school average of 87.9%. By the end of the 2025–2026 school year, students in Grades 6 will demonstrate an attendance rate of 93% The 6th grade class respectfully had an attendance rate of 92% in 5th grade in 2024-2025. This would be an increase of .5% for the grade level. Typically, this drops when students enter middle school. Westmar would like to maintain and increase the rate to 93%. Special attention will be given to the special education and socioeconomically disadvantaged sub-groups.
Root Cause(s):	• Lack of access to needed community services and transportation • Misconceptions of excusable rational for missing school, ie:family vacations, weather, student acting as a caregiver, extracurricular activities not related to school • Lack of physiological (hygiene, food, clothing) needs • Social and peer challenges • Transition from elementary school to middle school
Barriers:	• Lack of access to needed community services • Misconceptions of excusable rational for missing school, ie:family vacations, weather, student acting as a caregiver, extracurricular activities not related to school • Lack of access to transportation • Lack of physiological (hygiene, food, clothing) needs • Social and peer challenges

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Needed Resources:	• Daily automated phone calls made to notify/confirm absences with parents/guardians through Powerschool • Access to specific student data for incoming 6th grade students • Parent educational resources on attendance • Incentives for 6th grade attendance
Strategies:	Evidence-based Interventions: • Family engagement activities through community schools • Utilize the Attendance Works handout resources for families • Weekly PBIS Advisory lessons using Second Step • Weekly grade and attendance checks by 6th grade Advisors Strategies • 5th grade visitation and back to school tours for 6th grade • More personalized learning through modified lessons, tutoring, and high interest reading material
How will it be funded?	ACPS funding-COP and TSI
Steps towards full implementation with timeline:	• Tutoring begins during the first nine-weeks. Special Education Staff will monitor case loads for tutoring. • Teams will co-plan with special education professionals throughout the year as scheduling permits. • Reading materials chosen with students input will be available in reading labs during the second nine-weeks. • Guidance Department resources located in Wildcat Corner - guidance will review with all 6th grade. • Guidance will track referrals for Peer Mediation, Tutoring, and guidance referrals for 6th grade and provide the data to grade level teams.
Monitoring Procedure:	The Community School Coordinator will track the daily, weekly, monthly, and quarterly attendance rates for 6th grade students. The PST team will monitor attendance, prioritizing tier II and III interventions.

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	251	197	175
All Suspensions	21	34	17
In School	0	0	0
Out of School	21	34	17
Sexual Harassment Offenses	1	5	0
Harassment/Bullying Offenses	1	7	4

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.

Westmar follows a tiered intervention approach to school discipline, emphasizing restorative practices to foster a positive learning environment. At the Tier I level, we focus on early interventions and proactive strategies to reduce disciplinary referrals. All students participate in Second Step lessons, which help develop essential social-emotional skills such as building positive relationships, managing emotions, and setting goals. As a PBIS school, we reinforce positive behavior through our Paw Stamps reward system. Students earn Paw Stamps for demonstrating good behavior, which they can redeem at the Roar Store for school supplies, treats, clothing, and other items. Additionally, students who meet the criteria—including no referrals—can participate in PBIS Booster Activities. Each classroom is equipped with a Sensory Tool Kit to assist students to self sooth and remain in the classroom. Staff and students were trained on how to utilize the Sensory Tool Kits in 2024-2025. Implementation was reviewed this year with some minor adjustments.

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Teachers utilize the ACPS-Secondary Schools Office Referral process to document behavior concerns. When conflicts arise, administration and staff facilitate Conflict Resolution Circles, peer mediation, and other restorative practices to help students resolve issues constructively. Students with multiple discipline referrals are identified as Tier II and referred to our Pupil Service Team (PST) for targeted interventions. The team collaborates with teachers to provide classroom management support and implement individualized strategies. For Tier III students, the PST team and parents work together to develop Individual Support Plans (ISP) or Behavior Intervention Plans (BIP). During this process, teachers maintain ongoing communication with families, discussing strategies they have tried to help the student improve behavior before an office referral is issued.

Students assigned to In-School Intervention will complete a reflection lesson with Mrs. Cuthbertson, ISI Coordinator. They will then meet with Ms. McKenzie, Social Emotional Coach, to review their reflection sheet and discuss strategies for improvement. For students who consistently struggle with behavior, Ms. McKenzie provides additional support through the Check-In/Check-Out program. She collects and shares progress data with staff and parents and leads a morning check-in group, helping students develop self-regulation strategies. She also holds various lunch bunch groups that focus on social skills.

Students receiving an Out-of-School Suspension (OSS) must attend a Student Reentry Meeting with their parent/guardian to establish a plan for successful reintegration into the school community.

VI. EARLY LEARNING (Elementary Only)

VII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ART

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 of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

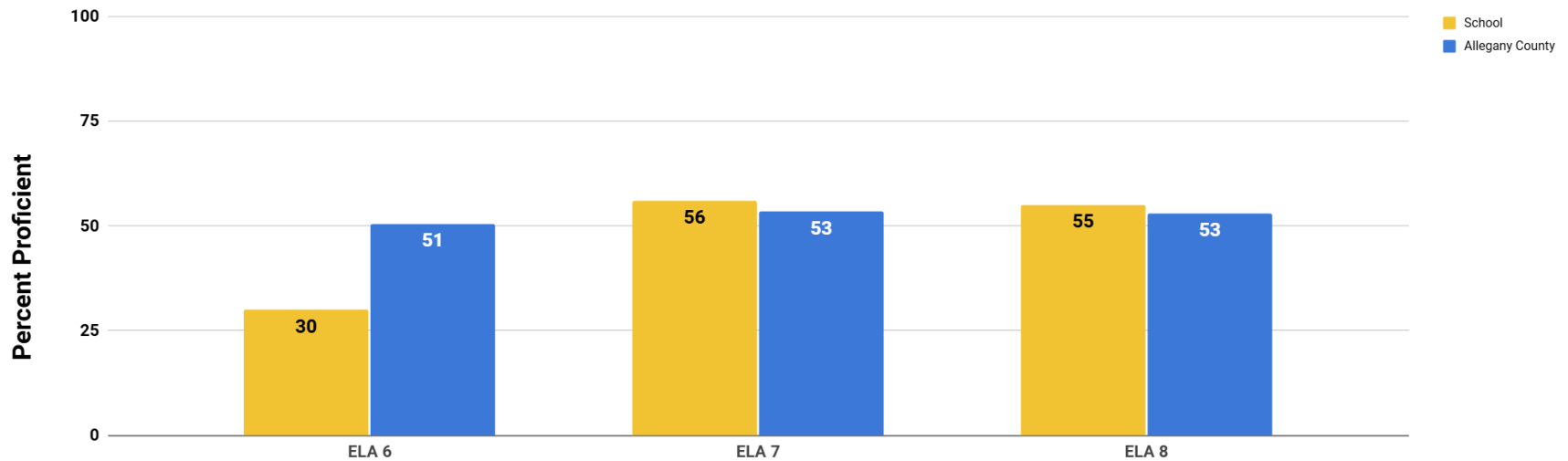
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

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2025 ELA Report Card Results		
	2024	2025
ELA Proficiency out of 5	2.5	2.42
ELA Average levels out of 5	3.1	3.04
ELA Growth out of 12.5	8.5	7
Total ELA Report Card Points out of 22.5	12.5	12.46

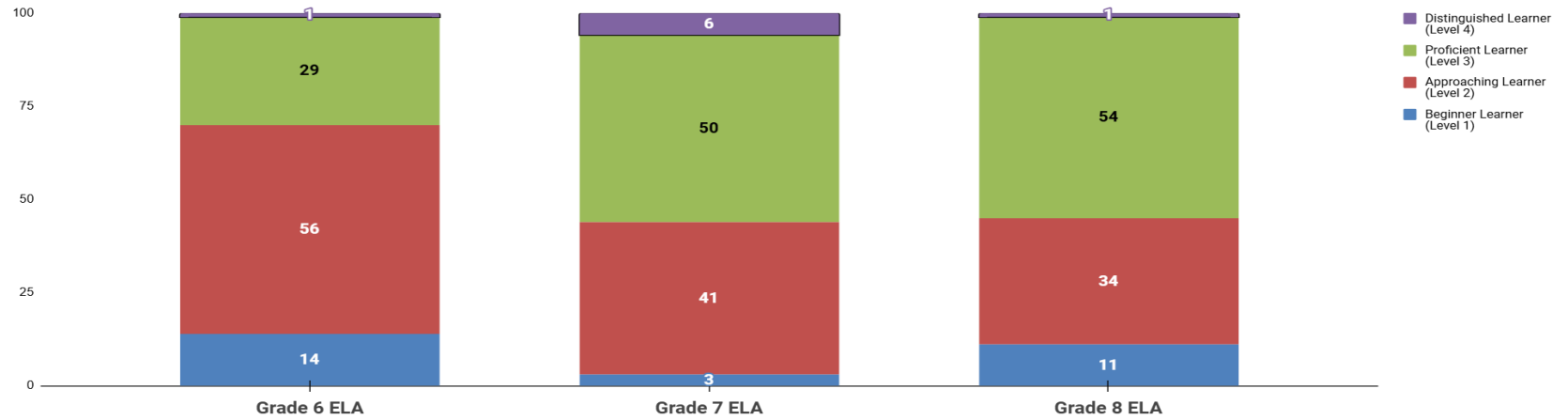
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

Westmar Middle 2025 ELA Proficiency Rates

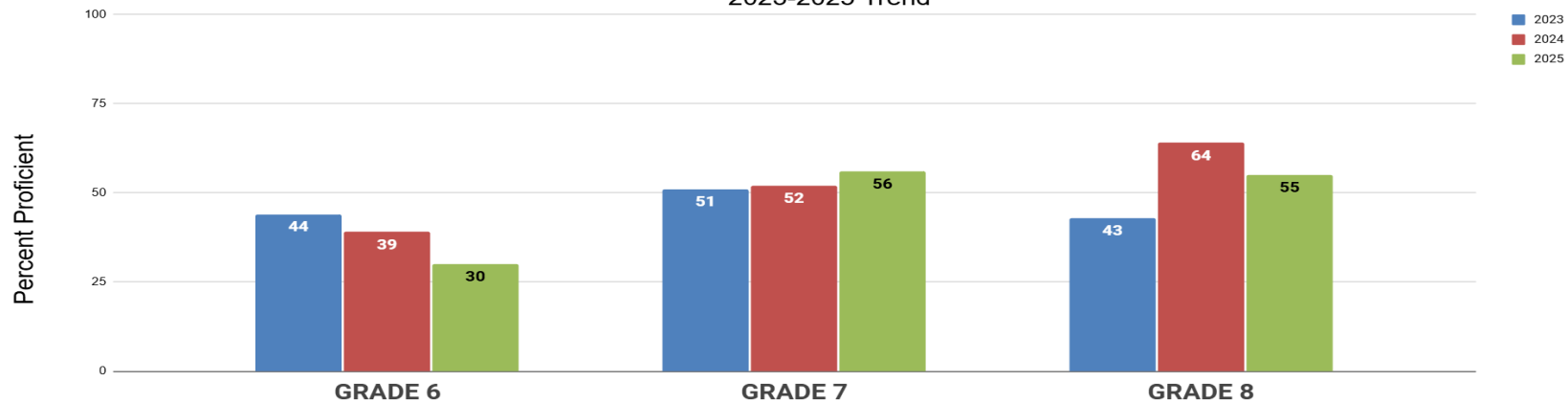


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Westmar Middle 2025 MCAP ELA Proficiency Levels

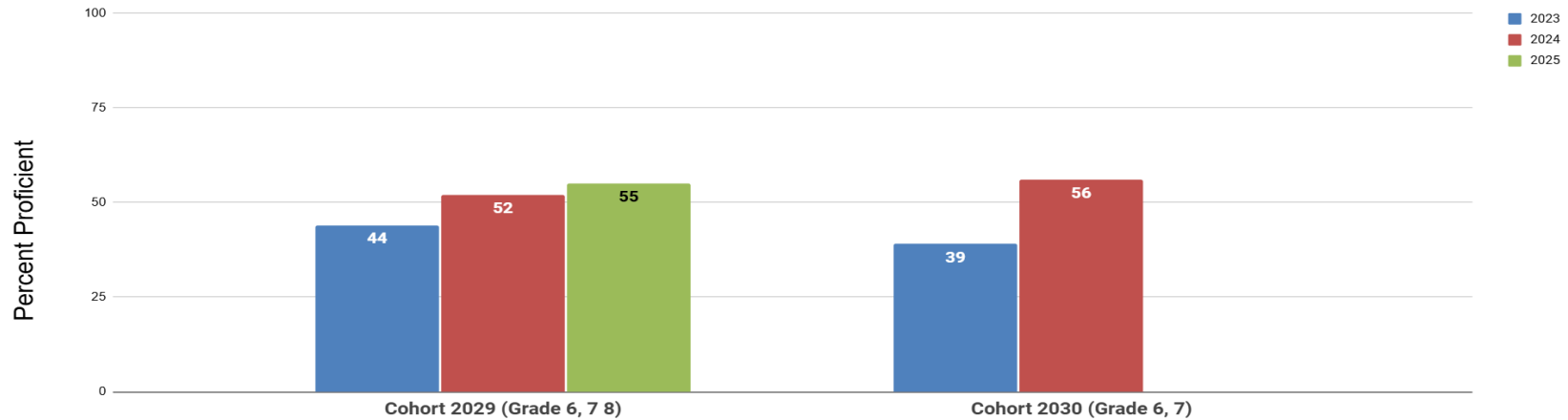


Westmar Middle ELA Proficiency Trend
2023-2025 Trend



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Westmar Middle ELA Cohort Proficiency Growth



2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Writing 6-8
Focus Area Goal	By the end of the 2025–2026 school year, students in Grades 6–8 will demonstrate a 5% increase in Writing Domain scores, as measured by the MCAP assessment. Special attention will be given to the special education and socioeconomically disadvantaged sub-groups. A total of 73% of all sixth grade students scored as beginner or approaching learners in reading. Of these, 14% scored as beginner learners, and 58% scored as approaching learners of the 2024-2025 MCAP. In the sixth grade IEP sub-group, 86% of the students scored as beginner or approaching learners. Of these, 36% scored as beginner learners, and 50% scored as approaching learners. In the sixth grade socioeconomically disadvantaged sub-group, 75% of the students scored as beginner or approaching learners. Of these, 13% scored as beginner learners, and 63% scored as approaching learners. The focus area for this goal is for all students who were identified as beginning or approaching learners on the 2025 MCAP to increase their growth rate by 5%.

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	A total of 45% of seventh grade students scored as beginner or approaching learners in reading. Of these, 1% scored as beginner learners, and 44% scored as approaching learners of the 2024-2025 MCAP. In the seventh grade IEP sub-group, 86% of the students scored as beginner or approaching learners. Of these, 36% scored as beginner learners, and 50% scored as approaching learners. In the seventh grade socioeconomically disadvantaged sub-group, 53% of the students scored as beginner or approaching learners. Of these, 2% scored as beginner learners, and 52% scored as approaching learners. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2025 MCAP to increase their growth rate by 5%. A total of 47% of eighth grade students scored as beginner or approaching learners in reading. Of these, 14% scored as beginner learners, and 33% scored as approaching learners of the 2024-2025 MCAP. In the eighth grade IEP sub-group, 83% of the students scored as beginner or approaching learners. Of these, 33% scored as beginner learners, and 55% scored as approaching learners. In the eighth grade socioeconomically disadvantaged sub-group, 51% of the students scored as beginner or approaching learners. Of these, 16% scored as beginner learners, and 35% scored as approaching learners. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2025 MCAP to increase their growth rate by 5%.
Root Cause(s):	• The 2024-2025 scope and sequence of the HMH curriculum places complex writing tasks before basic writing skills have been reviewed with students. • The 2024-2025 pacing guide limits opportunities for in-depth coverage of the writing standards. • Students are unfamiliar with the verbiage and expectations of the MCAP English Language Arts and Literacy rubrics. • Students are unable to create and type their work in a timely manner. • The HMH text teaches grammar and the conventions of Standard English in isolation and lacks scope and sequence.
Focus Content Standard(s):	W.1 Write arguments to support claims with clear reasons and relevant evidence. W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Barriers:	• Teachers have not fully internalized the recent changes and additions to curriculum. • The rigor and structure of the pacing guide inhibits in-depth coverage of the complete writing process.

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	• The success criteria for writing was unclear. • Prioritizing curriculum causes reduced time for attention to some standards. • Keyboarding skills are not covered in the curriculum.
Needed Resources:	• Supplemental materials and mini-lessons to target specific writing skills • Direct grammar instruction using SIM, (Strategic Instruction Model) • Practice activities with MCAP rubrics • Additional resources for RACE and GTAP models and practice • Timed writing practice activities • Keyboarding instruction • Learning Walk tool focused on writing instruction
Strategies and/or evidence-based interventions:	Evidence-based Interventions: • Strengthen Tier 1 instruction in writing through unit and lesson internalization during grade level and discipline collaboration with focus on adapting for special subgroups. • Develop writing lessons with clear and explicit learning goals through grade level and discipline collaboration (learning walk). • Use benchmark unit assessment and classroom writings for progress monitoring to identify students needing additional Tiers II and III support through small group or individual specifically designed instruction. Strategies: • Continue implementation of Tier II response interventions to target low socioeconomic demographic population. • Use the 11 pt. MCAP rubric to score students' extended writing. • Provide student responses for peer analysis to establish success criteria. • Use Read180 Writing Zones and small group guided writing lessons. • Begin a systematic school-wide approach to grammar using the SIM model.
How will it be funded?	ACPS Funding (School Improvement)
Steps towards full implementation with timeline:	Quarter 1: Implement curricular changes and SIM assignments through teacher collaboration and guidance from the reading coach. Strengthen writing instruction through collaboration with the literacy coach. Collect baseline data using unit benchmarks. Begin internalizing units with a focus on writing instruction during collaborative planning. Quarter 2: Continue to strengthen and deliver lessons in ELA and reading labs through guided instruction and independent practice. Monitor student progress using classroom writings and unit benchmarks. Identify students requiring Tier II and Tier III support and adjust instruction accordingly. Quarter 3: Continue implementing lessons in ELA and reading labs through guided instruction and independent practice. Track student progress using classroom writings and unit benchmarks. Provide targeted support for students requiring Tier II and Tier III interventions. Quarter 4: Review writing lessons, incorporate MCAP public release items and practice tests, and model exemplary

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	responses using the MCAP rubric to prepare students for assessments. Year-Long: Conduct biweekly progress monitoring and collaborate with grade-level ELA and special education teachers. Adjust instruction and interventions based on data to ensure consistent student growth.
Monitoring Procedure:	• Monitor and analyze student understanding of the writing success criteria through county benchmarks, as well as formative and summative writing assessments from ELA classes and labs. • Use the MCAP rubric for scoring benchmarks and extended writing assignments. • Biweekly progress monitoring and collaborative planning meetings with administration, literacy coach, grade level ELA and special education teachers.

ELA FOCUS AREA 2:	Citing Textual Evidence and Text Annotation, 6-8
	By the end of the 2025–2026 school year, students in Grades 6–8 will demonstrate a 5% increase in Writing Domain scores, as measured by the MCAP assessment. Special attention will be given to the special education and socioeconomically disadvantaged sub-groups. A total of 73% of all sixth grade students scored as beginner or approaching learners in reading. Of these, 14% scored as beginner learners, and 58% scored as approaching learners of the 2024-2025 MCAP. In the sixth grade IEP sub-group, 86% of the students scored as beginner or approaching learners. Of these, 36% scored as beginner learners, and 50% scored as approaching learners. In the sixth grade socioeconomically disadvantaged sub-group, 75% of the students scored as beginner or approaching learners. Of these, 13% scored as beginner learners, and 63% scored as approaching learners. The focus area for this goal is for all students who were identified as beginning or approaching learners on the 2025 MCAP to increase their growth rate by 5%. A total of 45% of seventh grade students scored as beginner or approaching learners in reading. Of these, 1% scored as beginner learners, and 44% scored as approaching learners of the 2024-2025 MCAP. In the seventh grade IEP sub-group, 86% of the students scored as beginner or approaching learners. Of these, 36% scored as beginner learners, and 50% scored as approaching learners. In the seventh grade socioeconomically disadvantaged sub-group, 53% of the students scored as beginner or approaching learners. Of these, 2% scored as beginner learners, and 52% scored as approaching learners. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2025 MCAP to increase their growth rate by 5%.
Focus Area Goal	A total of 47% of eighth grade students scored as beginner or approaching learners in reading. Of these, 14% scored as

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	beginner learners, and 33% scored as approaching learners of the 2024-2025 MCAP. In the eighth grade IEP sub-group, 83% of the students scored as beginner or approaching learners. Of these, 33% scored as beginner learners, and 55% scored as approaching learners. In the eighth grade socioeconomically disadvantaged sub-group, 51% of the students scored as beginner or approaching learners. Of these, 16% scored as beginner learners, and 35% scored as approaching learners. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2025 MCAP to increase their growth rate by 5%.
Root Cause(s):	• Essential details in a text are difficult to distinguish from general details. • Failure to follow the steps of close reading (i.e. re-reading, inferencing, and defining advanced vocabulary) inhibits students' in-depth comprehension of a text which limits their ability to identify essential details. • Lack of connections (limited background knowledge/limited vocabulary) needed to understand and engage in complex text with regard to special education and low-socioeconomic subgroups.
Focus Content Standard(s):	RI 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Barriers:	• Complex texts written above many students' independent reading Lexile level • Lack of tools to teach and implement strategies for citing evidence effectively • A need for further internalization and clarity of standards, lessons, and goals for Tier-1 instruction
Needed Resources:	• Supplemental materials offering further practice with citing evidence • Additional lessons targeting citing evidence to be taught in reading labs • HMH pacing guide review to accurately plan activities for citing text evidence • Direct vocabulary instruction, Frayer Model, LINCing, or other strategy used with vocabulary to assist with scaffolding for understanding of complex text • Scaffolding of HQIM to target both low socioeconomically disadvantaged and special education sub-groups
Strategies and/or evidence-based interventions:	Evidence-based Interventions: • Strengthen Tier 1 instruction in helping students identify relevant text evidence through unit and lesson. internalization during grade level and discipline collaboration with a focus on adapting for special subgroups. • Develop text citation lessons with clear and explicit learning purposes through grade level and discipline collaboration. • Implement the ACPS morphology unit in the 8th grade for increased student understanding of the content information. • Use benchmark unit assessment, HMH Assessment Practices, i-Ready and R180 data for progress monitoring to identify students needing additional Tiers II and III support through small group or individual specifically designed instruction.

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	Strategies: • Continue implementation of Tier II response interventions to target low socioeconomic demographic population. • Practice with MCAP public release materials. • Use the Reading Zone in the Read180 intervention program to create Tier II small groups.
How will it be funded?	ACPS Funding (School Improvement)
Steps towards full implementation with timeline:	Quarter 1: Implement curricular changes across all grade levels and begin Greek and Latin vocabulary instruction in Grade 8. Strengthen instruction on identifying relevant text evidence through teacher collaboration and guidance from the literacy coach. Collect baseline data using the BOY i-Ready Diagnostic, unit benchmarks, and i-Ready or R180 reports to guide instruction. Quarter 2: Deliver lessons in ELA and reading labs through guided instruction and independent practice. Monitor student progress using MOY i-Ready, HMH Assessment Practices, unit benchmarks, and i-Ready or R180 data. Identify students needing Tier II and Tier III support and adjust instruction accordingly. Quarter 3: Continue implementing lessons in ELA and reading labs through guided instruction and independent practice. Track student progress using HMH Assessment Practices and unit benchmarks. Provide targeted support for students requiring Tier II and Tier III interventions. Quarter 4: Review lessons and integrate MCAP public release items and practice tests to prepare students for assessments. Review and evaluate end-of-year data to determine student progress, identify candidates for Tier II interventions for the 2026-27 school year and ESY support. Year-Long: Conduct biweekly progress monitoring and collaborate with grade-level ELA and special education teachers. Adjust instruction and interventions based on data to ensure consistent student growth.
Monitoring Procedure:	• Monitor and analyze student ability to cite appropriate text evidence through formative and summative assessments, i-Ready diagnostic, HMH Assessment Practices, unit benchmarks, and i-Ready or R180 data. • Biweekly progress monitoring and collaborative planning meetings with administration, literacy coach, grade level ELA and special education teachers.
FOCUS AREA 3:	Determining Central Idea, Reading Informational and Literary Text, 6-8
Focus Area Goal	By the end of the 2025–2026 school year, students in Grades 6–8 will demonstrate a 5% increase in Writing Domain scores, as measured by the MCAP assessment. Special attention will be given to the special education and socioeconomically disadvantaged sub-groups. A total of 73% of all sixth grade students scored as beginner or approaching learners in reading. Of these, 14% scored as beginner learners, and 58% scored as approaching learners of the 2024-2025 MCAP. In the sixth grade IEP sub-group, 86%

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	of the students scored as beginner or approaching learners. Of these, 36% scored as beginner learners, and 50% scored as approaching learners. In the sixth grade socioeconomically disadvantaged sub-group, 75% of the students scored as beginner or approaching learners. Of these, 13% scored as beginner learners, and 63% scored as approaching learners. The focus area for this goal is for all students who were identified as beginning or approaching learners on the 2025 MCAP to increase their growth rate by 5%. A total of 45% of seventh grade students scored as beginner or approaching learners in reading. Of these, 1% scored as beginner learners, and 44% scored as approaching learners of the 2024-2025 MCAP. In the seventh grade IEP sub-group, 86% of the students scored as beginner or approaching learners. Of these, 36% scored as beginner learners, and 50% scored as approaching learners. In the seventh grade socioeconomically disadvantaged sub-group, 53% of the students scored as beginner or approaching learners. Of these, 2% scored as beginner learners, and 52% scored as approaching learners. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2025 MCAP to increase their growth rate by 5%. A total of 47% of eighth grade students scored as beginner or approaching learners in reading. Of these, 14% scored as beginner learners, and 33% scored as approaching learners of the 2024-2025 MCAP. In the eighth grade IEP sub-group, 83% of the students scored as beginner or approaching learners. Of these, 33% scored as beginner learners, and 55% scored as approaching learners. In the eighth grade socioeconomically disadvantaged sub-group, 51% of the students scored as beginner or approaching learners. Of these, 16% scored as beginner learners, and 35% scored as approaching learners. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2025 MCAP to increase their growth rate by 5%.
Root Cause(s):	● Complexity of text questions impedes comprehension. ● Lexile level of texts are above student levels. ● The curriculum lacks sufficient practice with identifying central idea. ● Terminology changes from the main idea (elementary) to central idea (middle). ● Students struggle with accuracy, precision, and sustained focus during reading.
Focus Content Standard(s):	<u>GR 6</u> 6 RI . 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. 6 RL . 2 Determine a theme or 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. <u>GR 7</u>

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	7 RI. 2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 7 RL. 2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. GR 8 8 RI .2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 8 RL. 2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Barriers:	- As a result of complex texts that are above students' independent reading levels, students continue to struggle with identifying the central idea of a text. - HMH curriculum provides limited opportunities for analyzing how text structures and organizational patterns contribute to the overall central idea of a text. - Students do not engage with the text as attentively as needed to perform a close read to determine the central idea. - Students background knowledge impedes their understanding of text concepts.
Needed Resources:	- Supplemental materials offering further practice identifying text structure and organization patterns - Lessons targeting central idea to be taught in reading labs - Direct vocabulary instruction, Frayer Model, LINCing, or other strategy used with vocabulary to assist with scaffolding for understanding of complex text - Scaffolding of HQIM to target both low socioeconomically disadvantaged and special education sub-groups - Review of HMH targeted passages and screencasts
Strategies and/or evidence-based interventions:	Evidence-based Interventions: - Strengthen Tier 1 instruction on central idea found both in informational and literary text through unit and lesson internalization through grade level and discipline collaboration with a focus on adapting for special subgroups. - Develop identifying central idea lessons with clear and explicit learning purposes through grade level and discipline collaboration. - Implement the ACPS morphology unit in the 8th grade for increased student understanding of the content information. - Use benchmark unit assessment, HMH Assessment Practices, i-Ready and R180 data for progress monitoring to identify students needing additional Tiers II and III support through small group or individual specifically designed instruction. Strategies: - Continue implementation of Tier II response interventions to target low socioeconomic demographic population. - Practice with MCAP public release materials focused on identifying central idea. - Use the Reading Zone in the Read180 intervention program to create Tier II small groups.

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	Supplementing reading labs with targeted lessons in i-Ready (teacher toolbox scaffolded lessons) and READ 180.
How will it be funded?	ACPS Funding (School Improvement)
Steps towards full implementation with timeline:	Quarter 1: Implement curriculum revisions across all grade levels and initiate Greek and Latin vocabulary instruction in Grade 8. Strengthen and align lessons on central idea in informational and literary texts through collaboration with the literacy coach. Collect and analyze baseline data from the BOY i-Ready Diagnostic, unit benchmarks, and R180 reports to determine instructional priorities and identify students needing targeted support. Quarter 2: Deliver and monitor revised lessons in ELA and reading labs through guided instruction and independent practice. Track student progress using MOY i-Ready, HMH Assessments, unit benchmarks, and R180 data. Identify and document students requiring Tier II and Tier III interventions, and adjust instructional strategies based on performance data. Quarter 3: Sustain lesson implementation and evaluate instructional effectiveness using HMH Assessments and unit benchmarks. Analyze student performance data to refine instruction, adjust groupings, and strengthen comprehension and vocabulary outcomes. Monitor intervention impact to ensure continued growth for targeted students. Quarter 4: Focus instruction on MCAP readiness by integrating public release and practice materials into lessons. Review and evaluate end-of-year data to determine student progress, identify candidates for Tier II interventions for the 2026-27 school year and ESY support. Year-Long: Conduct biweekly progress monitoring to track student growth and instructional effectiveness. Collaborate and co-plan regularly with grade-level ELA and special education teams to ensure data-driven instruction. Evaluate progress quarterly toward school literacy goals and revise instructional and intervention plans as needed.
Monitoring Procedure:	- Monitor and analyze student ability to identify the central idea of a text through formative and summative assessments, i-Ready diagnostic, HMH Assessment Practices, unit benchmarks, and i-Ready or R180 data. - Biweekly progress monitoring and collaborative planning meetings with administration, literacy coach, grade level ELA and special education teachers

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.

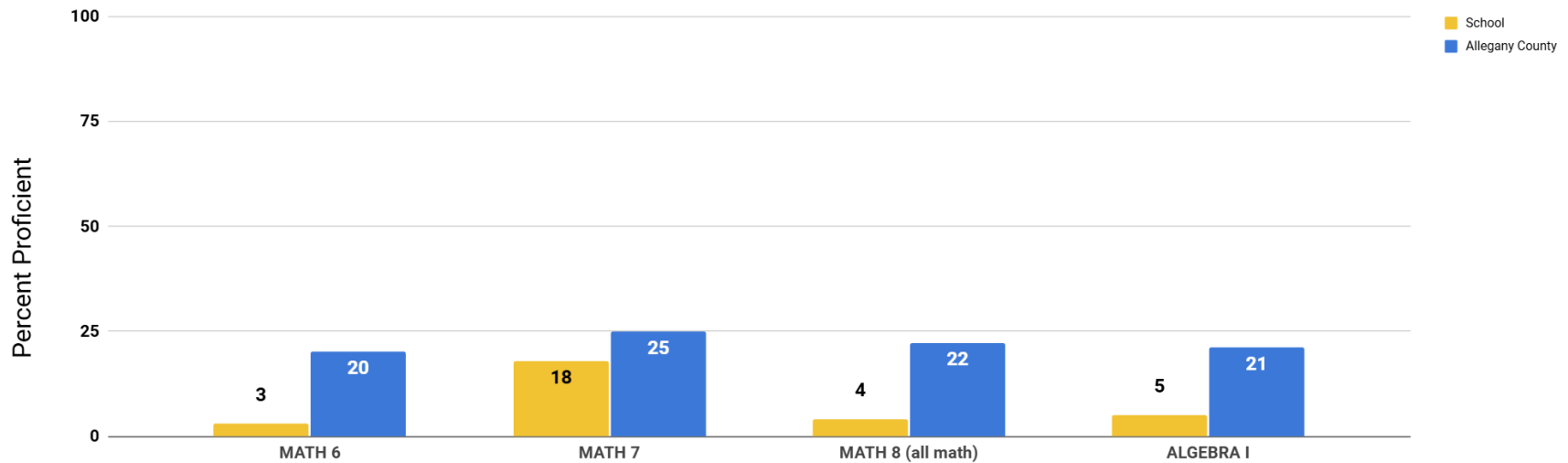
MD Report Card Data (to be filled in after the release of 2025 Report card in December)

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2025 Math Report Card Results		
	2024	2025
Math Proficiency out of 5	0.5	0.47
Math Average levels out of 5	2.2	2.23
Math Growth out of 12.5	5.0	6.0
Total Math Report Card Points out of 22.5	7.2	8.7

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

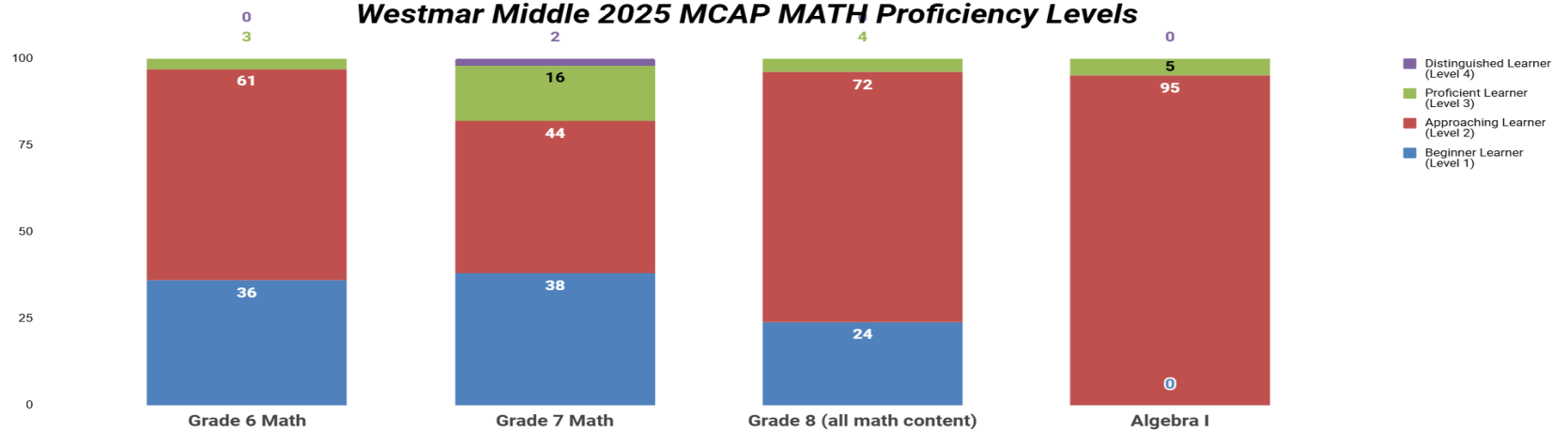
Westmar Middle 2025 Math Proficiency Rates



Allegany County Public Schools

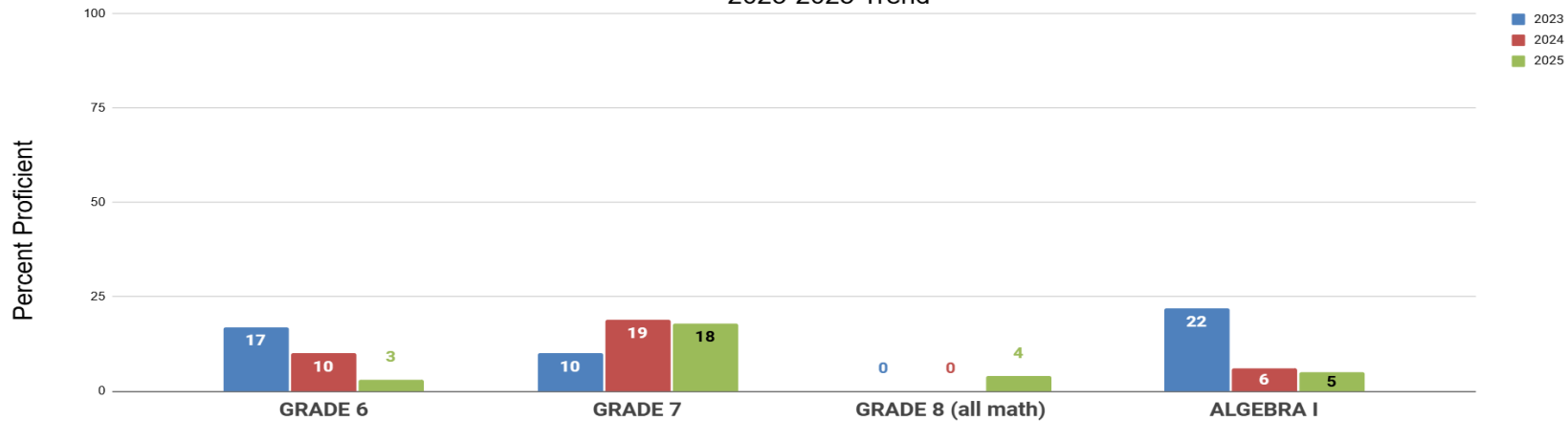
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Westmar Middle 2025 MCAP MATH Proficiency Levels



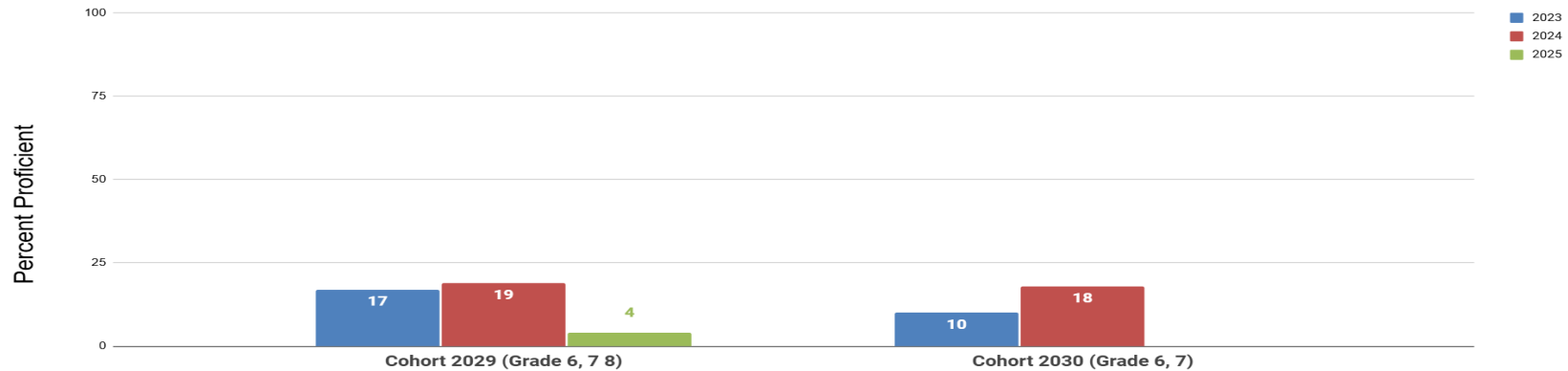
Westmar Middle Math Proficiency Trend

2023-2025 Trend



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Westmar Middle Math Cohort Proficiency Growth



MATH FOCUS AREA 1:	Content: Mathematical Modeling Grades 6-8
Focus Area Goal	In 2025, 10% of students in grades 6 - 8 scored as proficient or distinguished learners within the Modeling Subclaim. By the end of the 2025-2026 school year, the percentage of students scoring as proficient or distinguished learners in the Modeling Subclaim will increase by 5%. A total of 97% of sixth grade students scored as beginner or approaching learners within the Modeling Subclaim. Of these, 44% scored as beginner learners, and 53% scored as approaching learners of the 2024-2025 MCAP. By the end of the 2025-2026 school year, the percentage of students scoring as proficient or distinguished learners in the Modeling Subclaim will increase by 5%. A total of 82% of seventh grade students scored as beginner or approaching learners. Of these, 39% scored as beginner learners, and 43% scored as approaching learners of the 2024-2025 MCAP. By the end of the 2025-2026 school year, the percentage of students scoring as proficient or distinguished learners in the Modeling Subclaim will increase by 5%. A total of 93% of eighth grade students scored as beginner or approaching learners within the Modeling Subclaim. Of these, 35% scored as beginner learners, and 58% scored as approaching learners of the 2024-2025 MCAP. By the end of the 2025-2026 school year, the percentage of students scoring as proficient or

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	distinguished learners in the Modeling Subclaim will increase by 5%. A total of 95% of Algebra 1 students scored as beginner or approaching learners within the Modeling Subclaim. Of these, 0% scored as beginner learners, and 95% scored as approaching learners of the 2024-2025 MCAP. By the end of the 2025-2026 school year, the percentage of students scoring as proficient or distinguished learners in the Modeling Subclaim will increase by 5%.
Root Cause(s):	• Mathematical modeling questions encompass reading and writing components that may be above the student's skill level. • Modeling questions are challenging because the questions are written at a complex Lexile level. • Modeling questions require cross-curricular skills.
Focus Content Standard(s):	6-8.M.1a-e: Choose and produce appropriate mathematics to model quantities and mathematical relationships in order to analyze situations, make predictions, solve multi-step problems, and draw conclusions. 6-8.SMP.4: Model with mathematics
Barriers:	• Students have a difficulty translating complex situations into mathematical terms. • Class time needs to be dedicated to developing critical thinking skills. • Lack of professional development for math teachers on the Science of Reading.
Needed Resources:	• Scaffolded lessons that specifically address how to write mathematically • Template to break down the ReNEW writing strategy into its individual parts • Unified color coding scheme to help students identify the problem and necessary information • Professional Development on the Science of Reading
Strategies and/or evidence-based interventions:	Evidence-based Interventions • Strengthen Tier I instruction in mathematical modeling through unit and lesson internalization during grade level and discipline collaboration with focus on adapting for special education and economically disadvantaged subgroups. • Develop modeling lessons for use in Tier II instruction with clear and explicit learning goals through grade level and discipline collaboration. • Use monthly modeling tasks for progress monitoring to identify students needing additional Tiers II and III support through small group or individual specifically designed instruction.

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	Strategies • At least once a month during Tier II instruction, engage students in answering math writing tasks to familiarize students with the MCAP 4 pt. reasoning rubric and to monitor growth in student responses. • Implement the ReNEW mathematics writing strategy, which is based in the MCAP 4 pt. rubric. • Continue to implement the Three Reads protocol for solving word problems to support students' mathematical reading comprehension, sense-making, and awareness of mathematical language. • Utilize i-Ready's "Try It" portion of lessons during Tier I instruction to reinforce the use of the Three Reads protocol and the ReNEW writing strategy. • Use the MCAP 4pt. Reasoning rubric to score students' writing tasks. • Provide student responses for peer analysis in conjunction with the 4 pt. rubric to establish success criteria. • Incorporate a unified color coding system for identifying key information to mimic MCAP style tasks. • Utilize county-provided modeling tasks to target focus content standards. • Reinforce The Three Reads protocol and ReNEW mathematics writing strategy using a template to scaffold modeling questions to improve the quality of written responses. • Utilize Math Quality of Instruction (MQI) coaching to reflect upon best practices in order to strengthen Tier I instruction.
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	Quarter 1: Introduce the ReNEW writing strategy through teacher collaboration and guidance from the math coach. Emphasize learning intentions and success criteria within lessons through collaboration with the math coach. Collect baseline data using monthly modeling tasks. Begin internalizing units with a focus on mathematics writing during collaborative planning. Quarter 2: Deliver lessons in core math and math labs through guided instruction, small group work, and independent practice. Monitor student progress using monthly tasks. Identify students needing Tier II and Tier III support and adjust instruction accordingly. Quarter 3: Continue implementing lessons in core math and math labs through guided instruction, small group work, and independent practice. Continue to monitor student progress using monthly tasks. Provide targeted support for students requiring Tier II and Tier III support. Quarter 4: Review lessons, incorporate MCAP public release items and practice tests, and model exemplary responses using the MCAP rubric to prepare students for assessments. Year-Long: Conduct biweekly progress monitoring and collaborate with grade-level math and special education teachers. Adjust instruction and interventions based on data to ensure consistent student growth.

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Monitoring Procedure:	• Monitor and analyze student understanding of the success criteria of the MCAP 4 pt. modeling rubric through monthly tasks as well as formative and summative modeling tasks from core math classes and labs. • Use the MCAP rubric for scoring monthly tasks as well as any formative or summative modeling tasks. • Meet biweekly with administration, math coach, grade level math and special education teachers to progress monitor and collaboratively plan.
MATH FOCUS AREA 2:	Economically Disadvantaged Grades 6-8
Focus Area Goal	In 2025, 6% of students within the economically disadvantaged subgroup in grades 6 - 8 scored as proficient or distinguished learners on MCAP Math. By the end of the 2025-2026 school year, the goal for students in this subgroup is to increase the percentage of students scoring as proficient or distinguished learners by 5%. A total of 98% of sixth grade students in this subgroup scored as beginner or approaching learners. Of these, 38% scored as beginner learners, and 60% scored as approaching learners of the 2025-2026 MCAP. By the end of the 2025-2026 school year, the percentage of students in this subgroup scoring as proficient or distinguished learners will increase by 5%. A total of 88% of seventh grade students in this subgroup scored as beginner or approaching learners. Of these, 50% scored as beginner learners, and 38% scored as approaching learners of the 2024-2025 MCAP. By the end of the 2025-2026 school year, the percentage of students in this subgroup scoring as proficient or distinguished learners will increase by 5%. A total of 95% of eighth grade students in this subgroup scored as beginner or approaching learners. Of these, 34% scored as beginner learners, and 61% scored as approaching learners of the 2024-2025 MCAP. By the end of the 2025-2026 school year, the percentage of students in this subgroup scoring as proficient or distinguished learners will increase by 5%. A total of 100% of Algebra 1 students in this subgroup scored as beginner or approaching learners. Of these, 0% scored as beginner learners, and 100% scored as approaching learners of the 2024-2025 MCAP. By the end of the 2025-2026 school year, the percentage of students in this subgroup scoring as proficient or distinguished learners will increase by 5%.
Root Cause(s):	• Students are entering middle school behind in mathematics. • Students lack confidence in their mathematics ability.
Focus Content Standard(s):	Grade 6

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- C.6.EE.A.1: Write and evaluate numerical expressions involving whole-number exponents.
- C.6.EE.A.2: Write, read, and evaluate expressions in which letters stand for numbers.
- C.6.EE.A.3: Apply the properties of operations to generate equivalent expressions.
- C.6.EE.A.4: Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.
- C.6.EE.C.9: Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.).
- C.6.NS.B.3: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
- C.6.NS.B.4: 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. 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 $4(9 + 2)$.

Grade 7

- C.7.EE.A.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- C.7.G.A.: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
- C.7.G.B.4: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
- C.7.G.B.6: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
- C.7.RP.A.3: Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

Grade 8

- C.8.EE.C.7.a: Give examples of linear equations in one variable with one solution, infinitely many solutions, or no

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	solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers) • C.8.EE.C.7.b: Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. • C.8.EE.C.8.a: Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. • C.8.EE.C.8.b: Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6. • C.8.EE.C.8.c: Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. • C.8.G.A.1: Verify experimentally the properties of rotations, reflections, and translations: Lines are taken to lines, and line segments to line segments of the same length. Angles are taken to angles of the same measure. Parallel lines are taken to parallel lines • C.8.NS.A.1: Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. Algebra 1 Standards: • C.HS.A-SSE.A.1: Interpret expressions that represent a quantity in terms of its context: • C.HS.A-SSE.B.3.a: Factor a quadratic expression to reveal the zeros of the function it defines. • C.HS.A-SSE.B.3.b: Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. • C.HS.A-SSE.B.3.c: Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.151/12)^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%. • C.HS.A-CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. • C.HS.A-REI.D.12: Graph the solutions to a linear inequality in two variables as a half- plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
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Barriers:	• The economically disadvantaged subgroup falls in the lower percentage of reading scores on the MCAP. This discrepancy leads to increased difficulty with comprehension of questions involving conceptual understanding. • Students have gaps in number sense strategies that lead to increased difficulty with conceptual understanding.
Needed Resources:	• Math intervention classes prior to 6th grade
Strategies and/or evidence-based interventions:	Evidence-based Interventions: • Strengthen Tier 1 instruction through unit and lesson internalization through grade level and discipline collaboration with a focus on the Concrete-Representational-Abstract strategies. • Develop lessons with clear and explicit learning intentions through grade level collaboration. • Use Visible Learning strategies in daily lessons, emphasizing clear learning goals, explicit instruction, and student reflection. • Use i-Ready comprehension checks, unit assessment, standards mastery assessment, digital practice, and diagnostic as well as Math 180 data to progress monitor and identify students needing additional Tiers II and III support through small group or individual specifically designed instruction. Strategies • Continue implementation of Tier II response interventions and individualized learning paths in i-Ready to address learning gaps • Use i-Ready Pre-Requisite Skills report at the beginning of each unit to inform flexible small groups. • Utilize number talks and other number sense strategies to support deeper mathematical understanding. • Use Math 180 mSkills assessments in conjunction with NWEA MAP data to identify students for targeted small group instruction within the intervention group. • Use i-Ready digital practice to assess pre-requisite knowledge within small groups. • Utilize i-Ready interactive practice during Tier II small group work to reinforce Tier I skills. • Utilize Math Quality of Instruction (MQI) coaching to reflect upon best practices in order to strengthen Tier I instruction.
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	Quarter 1: Emphasize learning intentions and success criteria within lessons through collaboration with the math coach. Collect baseline data using i-Ready assessments and diagnostics. Begin internalizing units with a focus on number sense strategies during collaborative planning.

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	Quarter 2: Deliver lessons in core math and math labs through guided instruction, small group work, and independent practice. Monitor student progress using i-Ready assessments, digital practice, and diagnostics. Identify students needing Tier II and Tier III support and adjust instruction accordingly. Quarter 3: Continue implementing lessons in core math and math labs through guided instruction, small group work, and independent practice. Continue to monitor student progress using i-Ready assessments and digital practice. Provide targeted support for students requiring Tier II and Tier III support. Quarter 4: Review lessons, incorporate MCAP public release items and practice tests, and model exemplary responses using the MCAP rubric to prepare students for assessments. Year-Long: Conduct biweekly progress monitoring and collaborate with grade-level math and special education teachers. Adjust instruction and interventions based on data to ensure consistent student growth.
Monitoring Procedure:	• Analyze data from mSkills assessments and NWEA MAP diagnostics at the end of each instructional block to form targeted small groups within the intervention group. • Analyze data from i-Ready assessments, digital practice, and diagnostics to form targeted small groups and to monitor growth within the Number Sense domain. • Meet monthly with the MQI coach to set teacher goals, reflect upon teaching, and/or establish strategies to improve the quality of Tier I instruction. • Meet biweekly with administration, math coach, grade level math and special education teachers to progress monitor and collaboratively plan.

MATH FOCUS AREA 3:	Special Education Grades 6-8
Focus Area Goal	On the 2024-2025 MCAP math test, students in special education in grades 6-8 achieved an average score of 721. By the end of the 2025-2026 school year, Grades 6-8 will increase the average score of students in special education by 5 points. Sixth grade students in special education achieved an average score of 724 on the 2024-2025 MCAP in math. By the end of the 2025-2026 school year, the average score of students in special education will increase by 5 points. Seventh grade students in special education achieved an average score of 716 on the 2024-2025 MCAP in math. By the end of the 2025-2026 school year, the average score of students in special education will increase by 5 points.

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	Eighth grade students in special education achieved an average score of 721 on the 2024-2025 MCAP in math. By the end of the 2025-2026 school year, the average score of students in special education will increase by 5 points.
Root Cause(s):	• Students are entering middle school two or more years behind in mathematics. • Prerequisite math skills necessary for success do not transfer from year to year. • Transferable comprehensive reading and writing skills may be lacking.
Focus Content Standard(s):	Grade 6 • C.6.EE.A.1: Write and evaluate numerical expressions involving whole-number exponents. • C.6.EE.A.2: Write, read, and evaluate expressions in which letters stand for numbers. • C.6.EE.A.3: Apply the properties of operations to generate equivalent expressions. • C.6.EE.A.4: Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for. • C.6.EE.C.9: Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.). • C.6.NS.B.3: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. • C.6.NS.B.4: 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. 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 $4(9 + 2)$. Grade 7 • C.7.EE.A.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. • C.7.G.A.: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. • C.7.G.B.4: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

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	• C.7.G.B.6: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. • C.7.RP.A.3: Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. Grade 8 • C.8.EE.C.7.a: Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers) • C.8.EE.C.7.b: Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. • C.8.EE.C.8.a: Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. • C.8.EE.C.8.b: Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6. • C.8.EE.C.8.c: Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. • C.8.G.A.1: Verify experimentally the properties of rotations, reflections, and translations: Lines are taken to lines, and line segments to line segments of the same length. Angles are taken to angles of the same measure. Parallel lines are taken to parallel lines • C.8.NS.A.1: Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. Grades 6-8 • 6-8.M.1a-e Choose and produce appropriate mathematics to model quantities and mathematical relationships in order to analyze situations, make predictions, solve multi-step problems, and draw conclusions. • 6-8.SMP.4 Model with mathematics
Barriers:	• Limited alignment between individualized instruction, Tier I content, and MCAP level rigor. • Tier III instruction is below grade level while testing occurs at grade level.

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	• Students may be identified for special education based on reading ability, and therefore may not be receiving SDI in mathematics. • Students lack confidence in their mathematics ability. • Limited timely mathematical intervention prior to grade 6. • Academic deficiencies in mathematics.
Needed Resources:	• Math intervention classes prior to 6th grade • Increased scaffolding within the curriculum to increase access to Tier I instruction • Opportunities for students to build fluency with grade level concepts • Teaching materials that adapt to students' visual, hearing, and mobility issues
Strategies and/or evidence-based interventions:	Evidence-based Interventions: • Strengthen Tier 1 instruction through unit and lesson internalization through grade level and discipline collaboration with a focus on number sense strategies. • Develop ability tasks for use in Tier II instruction with clear and explicit learning intentions through grade level collaboration. • Use Visible Learning strategies in daily lessons, emphasizing clear learning goals, explicit instruction, and student reflection. • Use i-Ready comprehension checks, unit assessment, standards mastery assessment, digital practice, and diagnostic as well as Math 180 data to progress monitor and identify students needing additional Tiers II and III support through small group or individual specifically designed instruction. Strategies: • Continue implementation of Tier II response interventions and individualized learning paths in i-Ready to address learning gaps. • Use i-Ready Pre-Requisite Skills report at the beginning of each unit to inform flexible small groups. • Utilize number sense strategies to support deeper mathematical understanding. • Use Math 180 mSkills assessments in conjunction with NWEA MAP data to identify students for targeted small group instruction within the intervention group. • Use i-Ready digital practice to assess pre-requisite knowledge within small groups. • Utilize i-Ready interactive practice during Tier II small group work to reinforce Tier I skills. • At least once a month during Tier II instruction, engage students in answering math writing tasks to familiarize students with the 4 pt. MCAP Modeling rubric and to monitor growth in student responses. • Implement the ReNEW mathematics writing strategy, which is based in the MCAP 4 pt. rubric.

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	- Continue to implement the Three Reads protocol for solving word problems to support students' mathematical reading comprehension, sense-making, and awareness of mathematical language. - Utilize i-Ready's "Try It" portion of lessons during Tier I instruction to reinforce the use of the Three Reads protocol and the ReNEW writing strategy. - Use the MCAP 4pt. Reasoning rubric to score students' writing tasks. - Provide student responses for peer analysis in conjunction with the 4 pt. rubric to establish success criteria. - Utilize Math Quality of Instruction (MQI) coaching to reflect upon best practices in order to strengthen Tier I instruction.
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	Quarter 1: Introduce the ReNEW writing strategy through teacher collaboration and guidance from the math coach. Emphasize learning intentions and success criteria within lessons through collaboration with the math coach. Collect baseline data using monthly reasoning tasks. Begin internalizing units with a focus on number sense strategies during collaborative planning. Quarter 2: Deliver lessons in core math and math labs through guided instruction, small group work, and independent practice. Monitor student progress using monthly tasks and iReady assessments. Identify students needing Tier II and Tier III support and adjust instruction accordingly. Begin implementing number sense strategies through number talks during Tier II instruction. Quarter 3: Continue implementing lessons in core math and math labs through guided instruction, small group work, and independent practice. Continue to monitor student progress using monthly tasks and iReady assessment. Provide targeted support for students requiring Tier II and Tier III support. Continue number sense strategies during Tier II instruction. Quarter 4: Focus instruction on MCAP readiness by integrating public release and practice materials into lessons. Review and evaluate end-of-year data to determine student progress, identify candidates for Tier II interventions for the 2026-27 school year and ESY support. Year-Long: Conduct biweekly progress monitoring and collaborate with grade-level math and special education teachers. Adjust instruction and interventions based on data to ensure consistent student growth.
Monitoring Procedure:	- Monitor and analyze student understanding of the success criteria of the 4 pt. MCAP Modeling rubric through monthly tasks as well as formative and summative modeling tasks from core math classes and labs. - Use the MCAP rubric for scoring monthly tasks as well as any formative or summative modeling tasks. - Analyze data from mSkills assessments and NWEA MAP diagnostics at the end of each instructional block to form targeted small groups within the intervention group. - Analyze data from i-Ready assessments and diagnostics to form targeted small groups and to monitor growth within the Number Sense domain.

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	• Meet monthly with the MQI coach to set teacher goals, reflect upon teaching, and/or establish strategies to improve the quality of Tier I instruction. • Meet biweekly with administration, math coach, grade level math and special education teachers to progress monitor and collaboratively plan.
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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 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.

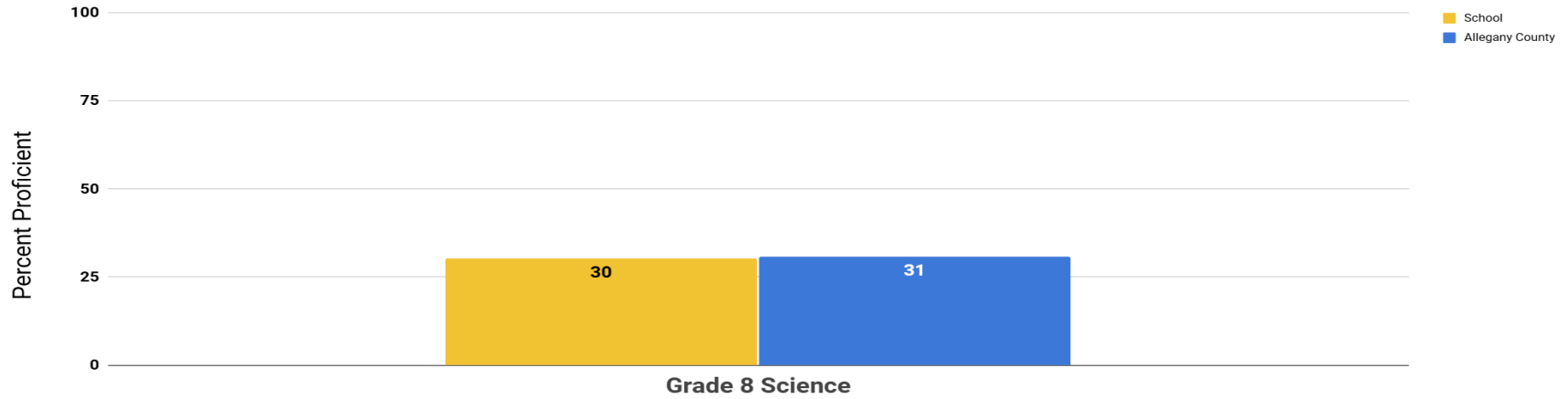
MD Report Card Data (to updated after the release of 2025 Report card in December)

2025 Science Report Card Results			
	2023	2024	2025
Science Proficiency out of 3.5	0.4	0.8	1.09

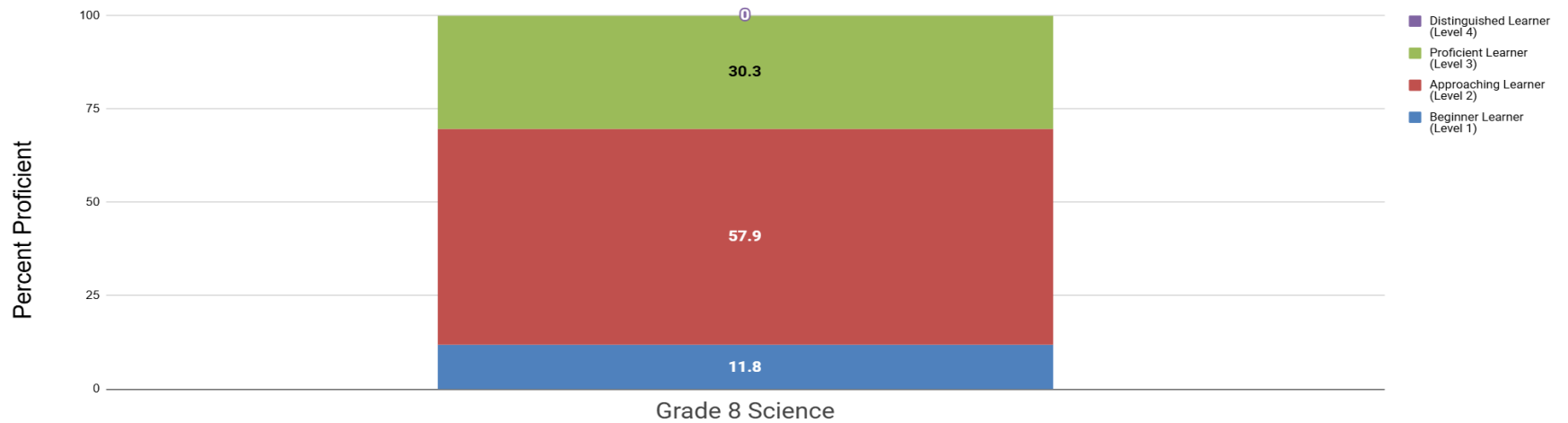
Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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Westmar Middle 2025 Science Proficiency Rates

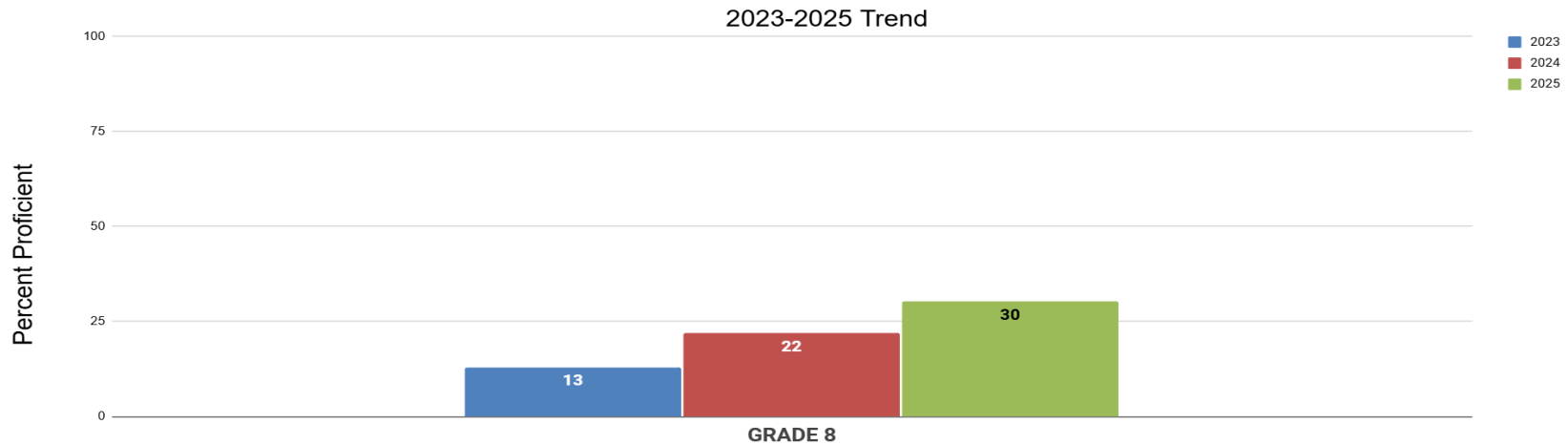


Westmar Middle 2025 MCAP Science Proficiency Levels



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Westmar Middle Science Proficiency Trend



FOCUS AREA 1:	Constructing an Argument Using Evidence-Based Data
Focus Area Goal	By the end of the 2025-2026 school year, the percentage of students scoring proficient on MISA will increase by 5%. A total of 70% of students scored as beginning or approaching learners on the 2024-2025 MISA test. Of these, 12% scored as beginning learners and 58% scored as approaching learners. In addition, an average of 62% of students did not pass standards relating to constructing arguments using evidence-based data. In the economically disadvantaged subgroup, 75% of students scored as beginning or approaching learners. Of these, 12% scored as beginning learners and 63% scored as approaching learners. In the special education subgroup, 100% of students scored as beginning or approaching learners. Of these, 33% scored as beginning learners and 67% scored as approaching learners.
Root Cause(s):	• Prior scientific knowledge to draw from to complete the variety of writing tasks is limited. • Transferable comprehensive writing skills may be lacking.
Focus Content Standard(s):	<i>The standards listed below were found in Constructed Response items (MISA 2025).</i> • MS-LS4-4: Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

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	● MS-LS4-6: Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. ● MS-LS1-5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. ● MS-ESS3-4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. ● MS-PS2-4: Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. <i>In addition, there are Writing Standards that align with the Constructed Response questions requiring students to write a detailed response to a question or prompt. They are the Writing Science and Technology standards found with reading informational text.</i> ● WST.6-8.1 Support claim(s) with logical reasoning and relevant, accurate data/evidence that demonstrate an understanding of the topic/text. ● WST.6-8.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ● WST.6-8.8 Quote or paraphrase the data and conclusions of others. ● WST.6-8.9 Draw evidence from informational texts to support analysis and reflection.
Barriers:	● Limited opportunities to cover current material and review from previous years ● Lack of questions that resemble the MISA format ● Limited teacher training on the MISA scoring rubrics ● Lack of additional teacher prep due to cross-grade level schedule
Needed Resources:	● Student friendly versions of the MISA Rubrics (checklist for self-assessment/teacher-assessment) ● Public release items with constructed responses from state website aligned with curricular topics ● Time for collaboration with middle school science teachers ● MISA oriented daily warm-ups ● Teacher training on the Science of Reading
Strategies and/or evidence-based interventions:	Evidence-based Interventions ● Strengthen Tier 1 instruction in helping students identify relevant text evidence through unit and lesson internalization through grade level and discipline collaboration with a focus on adapting for special subgroups. ● Develop text citation lessons with clear and explicit learning intentions through grade level and discipline collaboration. ● Implement success criteria and learning intentions into daily lesson plans. ● Use of Visible Learning strategies in daily lessons showing clear learning goals, explicit instruction, and student

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	reflection. Strategies ● Instruct students using GRR to deconstruct constructed response questions, looking for key words and phrases. ● Use student friendly rubrics and checklists to assess students' writing of constructed responses. ● Use public releases from MSDE for modeling, guided practice, and formative assessments. ● Use the R.A.C.E. and C.E.R. strategies to construct responses based on science texts. ● Reinforce the need to examine text features (diagrams, charts, tables, illustrations). ● Leverage small groups in math lab to examine science lab exemplars with a focus on data analysis
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	Quarter 1: Focus on developing lessons and assignments that allow students to practice citing evidence and writing conclusions. Strengthen instruction on identifying relevant text evidence through teacher collaboration. Quarter 2: Implement lessons and monitor student progress in citing evidence and writing conclusions through the Newsela writing platform and ACPS benchmarks. Quarter 3: Review lessons, integrate MISA public release items and practice tests, and model exemplary responses to prepare students for assessments. Quarter 4: Continue to review spiraled curriculum in Grades 6 and 7.
Monitoring Procedure:	● Monitor and analyze student ability to cite appropriate text evidence through formative and summative assessments and the Newsela writing platform. ● Analyze data from the MISA 2026 to determine if goals were met and to re-evaluate.

FOCUS AREA 2:	Developing Models as Evidence of Reasoning
Focus Area Goal	By the end of the 2025-2026 school year, the percentage of students scoring proficient on MISA will increase by 5%. A total of 70% of students scored as beginning or approaching learners on the 2024-2025 MISA test. Of these, 12% scored as beginning learners and 58% scored as approaching learners. In addition, an average of 64% of students did not pass standards relating to developing models as evidence of reasoning. In the economically disadvantaged subgroup, 75% of students scored as beginning or approaching learners. Of these, 12% scored as beginning learners and 63% scored as approaching learners. In the special education subgroup, 100% of students scored as beginning or approaching learners. Of these, 33% scored as

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	beginning learners and 67% scored as approaching learners.
Root Cause(s):	• Lack of exposure to the diversity of models and data displays • Lack of abstract thinking skills
Focus Content Standard(s):	• MS-ESS1-1: Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. • MS-ESS1-2: Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. • MS-ESS2-6: Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. • MS-LS3-1: Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. • MS-LS3-2: 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. • MS-PS1-5: Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
Barriers:	• Lack of literacy and writing skills in science • Vocabulary is not explicitly taught • Limited opportunities to cover current material and review from previous years • Lack of questions that resemble the MISA format • Lack of additional teacher prep due to cross-grade level schedule
Needed Resources:	• Public release items from state website aligned with curricular topics • Time for collaboration with middle school science teachers • MISA oriented daily warm-ups • More time for science at elementary and middle levels
Strategies and/or evidence-based interventions:	Evidence-based Interventions • Strengthen Tier 1 instruction in helping students develop models through unit and lesson internalization through grade level and discipline collaboration with a focus on adapting for special subgroups. • Develop clear and explicit learning intentions through grade level and discipline collaboration. • Implement success criteria and learning intentions into daily lesson plans. • Use Visible Learning strategies in daily lessons showing clear learning goals, explicit instruction, and student

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	reflection. Strategies • Incorporate models into the questions of the day • Incorporate the verbiage of the test into daily warm ups and assessments • Include error analysis questions regarding models into daily routines
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	• Quarter 1: Focus on developing lessons and assignments that allow students to develop models as evidence of their reasoning. Strengthen instruction on developing models through teacher collaboration. • Quarter 2: Implement lessons and monitor student progress in developing models through the ACPS benchmarks. • Quarter 3: Review lessons, integrate MISA public release items and practice tests, and model exemplary responses to prepare students for assessments. • Quarter 4: Continue to review spiraled curriculum in Grades 6 and 7.
Monitoring Procedure:	• Monitor and analyze student ability to develop models through formative and summative assessments. • Analyze data from the MISA 2026 to determine if goals were met and to re-evaluate .

FOCUS AREA 3:	Planning a Scientific Investigation to Generate Reliable and Valid Data
Focus Area Goal	By the end of the 2025-2026 school year, the percentage of students scoring proficient on MISA will increase by 5%. A total of 70% of students scored as beginning or approaching learners on the 2024-2025 MISA test. Of these, 12% scored as beginning learners and 58% scored as approaching learners. In addition, an average of 62% of students did not pass standards relating to planning scientific investigations In the economically disadvantaged subgroup, 75% of students scored as beginning or approaching learners. Of these, 12% scored as beginning learners and 63% scored as approaching learners. In the special education subgroup, 100% of students scored as beginning or approaching learners. Of these, 33% scored as beginning learners and 67% scored as approaching learners.
Root Cause(s):	• Previous curriculum lacked practice with planning investigations
Focus Content Standard(s):	• MS-PS1-6: Undertake a design project to construct, test, and modify a device that either releases or absorbs

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	thermal energy by chemical processes. ● MS-PS2-2: Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. ● MS-PS2-5: Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.
Barriers:	● Lack of opportunity during the 41 minute class period to incorporate planning investigations into a rigorous curriculum ● Lack of data analysis skills among students ● Insufficient opportunities to teach data analysis skills ● Lack of exposure to the diversity of models and data displays
Needed Resources:	● Public release items from state website aligned with curricular topics ● Opportunities for collaboration with middle school science teachers ● MISA oriented daily warm-ups ● More opportunities for science at elementary and middle levels
Strategies and/or evidence-based interventions:	Evidence-based Interventions ● Strengthen Tier 1 instruction in helping students plan investigations through unit and lesson internalization through grade level and discipline collaboration with a focus on adapting for special subgroups. ● Develop clear and explicit learning intentions through grade level and discipline collaboration. ● Implement success criteria and learning intentions into daily lesson plans. ● Use Visible Learning strategies in daily lessons showing clear learning goals, explicit instruction, and student reflection. Strategies ● Incorporate investigation planning into already established OSE curriculum where applicable ● Expose students to investigation planning during benchmark review and MISA practice ● Continue use of investigation planning template to scaffold instruction ● Leverage small groups in math lab to examine science lab exemplars with a focus on data analysis
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	● Quarter 1: Focus on developing lessons and assignments that allow students to practice planning scientific investigations. Strengthen instruction on scientific investigations and scientific method through teacher collaboration. ● Quarter 2: Implement lessons and monitor student progress in planning scientific investigations through the ACPS benchmarks.

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	● Quarter 3: Review lessons, integrate MISA public release items and practice tests, and model exemplary responses to prepare students for assessments. ● Quarter 4: Continue to review spiraled curriculum in Grades 6 and 7.
Monitoring Procedure:	● Monitor and analyze student ability to plan scientific investigations through formative and summative assessments. ● Analyze data from the MISA 2026 to determine if goals were met and to re-evaluate.

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.

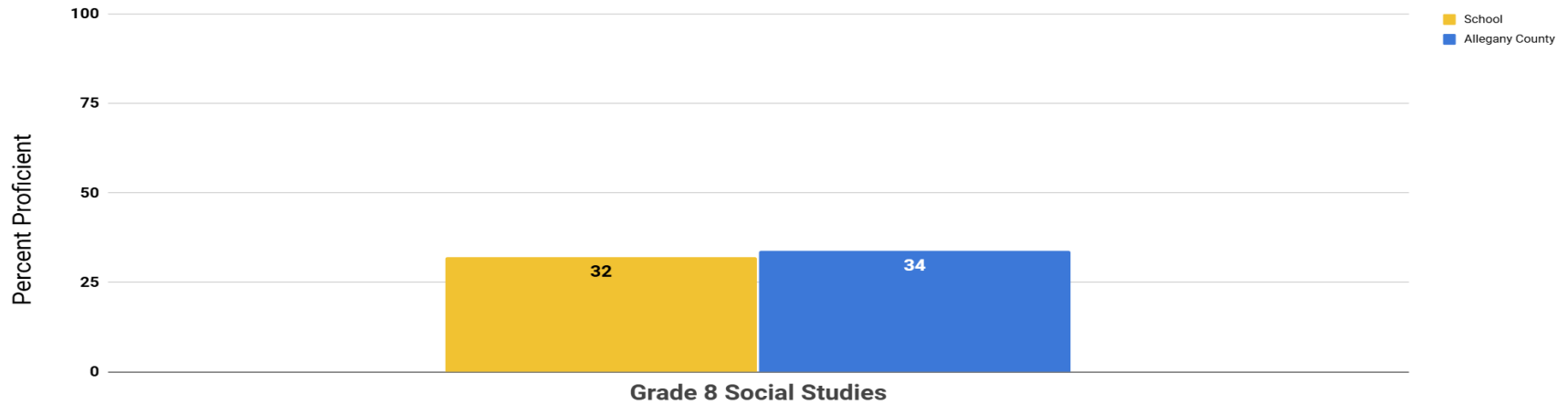
MD Report Card Data (to updated after the release of 2025 Report card in December)

2025 Social Studies Report Card Results			
	2023	2024	2025
Social Studies Proficiency out of 3.5	0.9	1.8	1.14

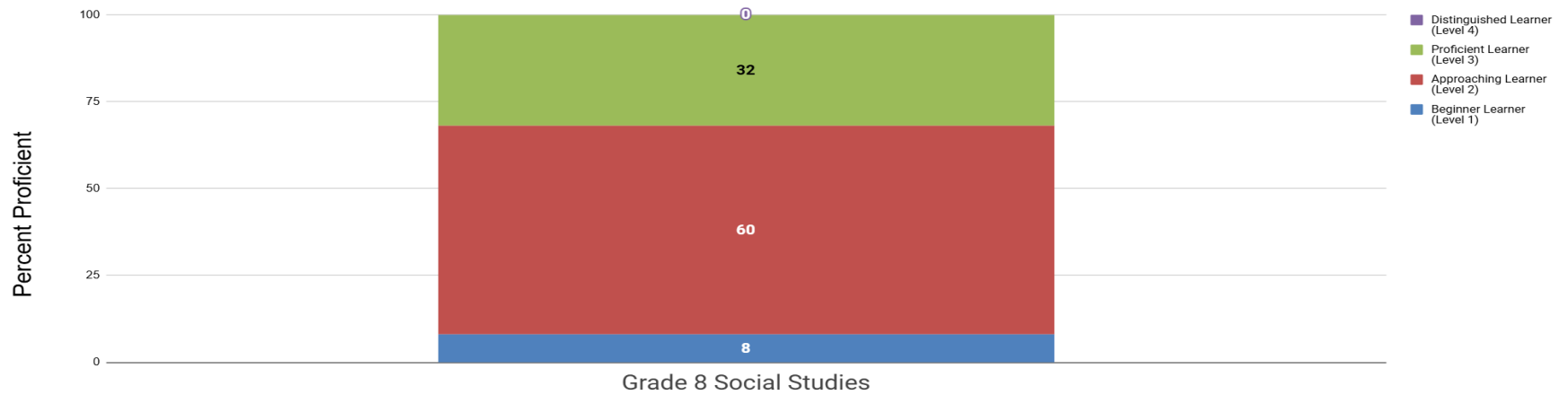
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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Westmar Middle 2025 Social Studies Proficiency Rates

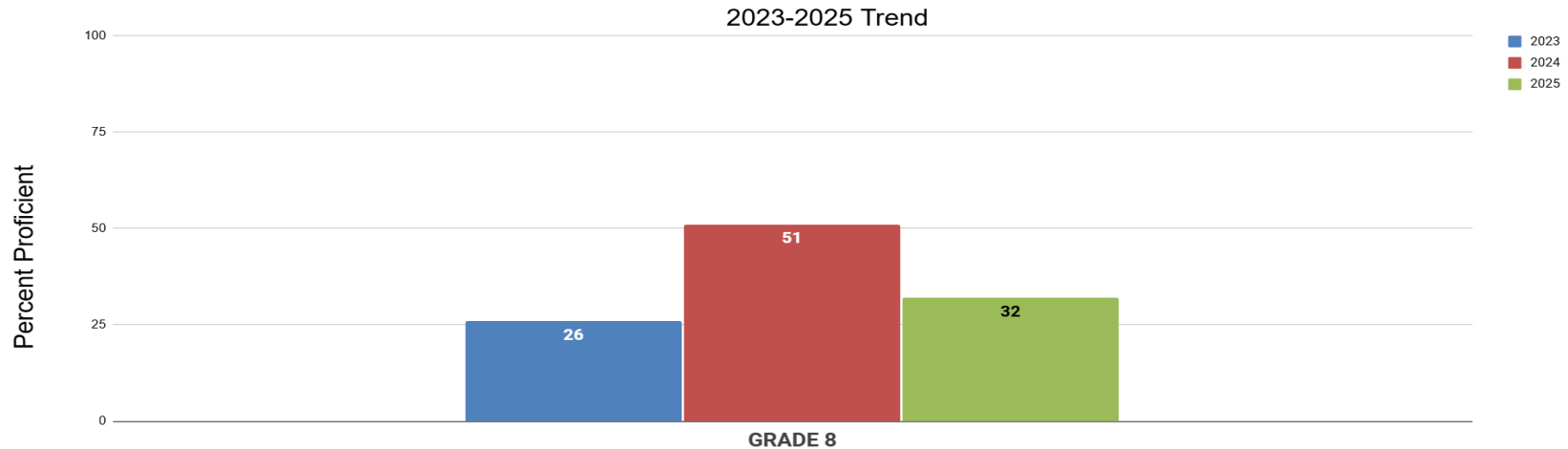


Westmar Middle 2025 MCAP Social Studies Proficiency Levels



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Westmar Middle Social Studies Proficiency Trend



FOCUS AREA 1:	Standard 6.0 Skills & Processes
Focus Area Goal	A total of 51% of eighth grade students scored as beginner or approaching learners in Skills & Processes. Of these, 16% scored as beginner learners, and 35% scored as approaching learners of the 2024-2025 MCAP. In the eighth grade IEP sub-group, 83% of the students scored as beginner or approaching learners. Of these, 33% scored as beginner learners, and 50% scored as approaching learners. In the eighth grade socioeconomically disadvantaged sub-group, 57% of the students scored as beginner or approaching learners. Of these, 20% scored as beginner learners, and 37% scored as approaching learners. The focus area for this goal is for students who were identified as beginning or approaching learners on the 2025 MCAP to increase their growth rate by 5%.
Root Cause(s):	• Students lack sufficient practice with the current writing rubrics. • Transferable comprehensive reading and writing skills may be lacking. • Previous 6th and 7th grade curricula did not align with 8th grade social studies MCAP assessment. • Pacing and rigor of curriculum inhibits in depth coverage of concepts to reinforce retention.

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Focus Content Standard(s):	Maryland State Framework Content Standard 6.0 Skills & Processes
Barriers:	• Insufficient clarification of rubric terminology for students • Limited co-planning time between Social Studies and ELA teachers • Inconsistent understanding of success criteria and writing expectations for students • Limited opportunities for Social Studies teachers to receive Science of Reading training
Needed Resources:	• Training on how to differentiate Skills & Processes concepts for special education students • Additional examples for in-depth practice and modeling
Strategies and/or evidence-based interventions:	Evidence-based Interventions: • Strengthen Tier 1 instruction for Skills & Processes through unit and lesson internalization through discipline collaboration with focus on adapting for special subgroups. • Develop Skills & Processes lessons with clear and explicit learning goals through collaboration with ELA teachers & special education teachers and discipline collaboration. • Use ACPS Edcite Unit assessments that utilize iTemptra public release items and classroom writings for progress monitoring to identify students needing additional Tiers II and III support through small group or individual specifically designed instruction. Strategies: • Continue implementation of Tier II response interventions to target low socioeconomic demographic population. • Use MCAP rubrics and the provided student exemplars for range-finding exercises. • Provide student responses for peer analysis to establish success criteria. • Utilize a visual providing connections between CER and RACE strategies to assist with student understanding. • Implementing focused EBAS test taking strategies to assist with elimination of distractors. • Incorporating structured routines focused on vocabulary to build understanding and support comprehension. • Administer preliminary formative assessments to create informed focused instruction as it relates to in depth coverage to reinforce retention. • Strengthen vocabulary instruction of common academic vocabulary across the content areas.
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	Quarter 1: Strengthen Skills & Processes instruction through disciplinary collaboration. Begin internalizing units with a focus on Skills & Processes instruction during collaborative planning. Collect baseline data through the use of ACPS Edcite Unit assessments that utilize iTemptra public release items. Quarter 2: Continue to strengthen and deliver Skills & Processes lessons through guided instruction and independent practice in citing credible evidence and writing conclusions. Monitor student progress using ACPS Edcite Unit assessments that utilize iTemptra public release items and classroom writings. Identify students requiring Tier II and

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	Tier III support and adjust instruction accordingly. Quarter 3: Implement lessons and check for increased demonstration of proficiency in citing credible evidence and writing conclusions using ACPS Edcite Unit assessments that utilize iTempa public release items, and classroom writings. Quarter 4: Review Skills & Processes lessons, incorporate iTempa public release items and practice tests, and model exemplary responses using the MCAP rubric to prepare students for assessments. Year-long: Begin and maintain weekly collaborative and special education co-planning with grade-level teams, participate in ACPS system-wide planning, and engage in quarterly discipline-level collaborative planning.
Monitoring Procedure:	• Monitor and analyze student understanding of the Skills & Processes success criteria through ACPS Edcite Unit assessments that utilize iTempa public release items, as well as formative and summative written assessments from classwork. • Use the MCAP rubric for scoring writing assignments. • Biweekly progress monitoring, monthly discipline collaborative planning meetings with administration, literacy coach, and weekly co-planning with special education teachers.

FOCUS AREA 2:	Standard 1.0 Civics
Focus Area Goal	A total of 64% of eighth-grade students scored as beginning or developing learners in the Civics domain. Of these students, 29.3% were identified as beginning learners and 36% as developing learners on the 2024–2025 MCAP. The focus of this goal is to increase the performance of students identified as beginning or developing learners in the Skills & Processes domain by 5%.
Root Cause(s):	• Insufficient coverage of civics-based content and application prior to entering 8th grade impacts student performance. • Scope and Sequence of curriculum lacks structure for students to recall previously learned material. • Complex concepts require a core vocabulary.
Focus Content Standard(s):	Maryland State Framework Content Standard 1.0 Civics
Barriers:	• The rigor of the pacing guide prohibits effective coverage of Standard 1.0 Civics. • The Grade 8 scope and sequence inhibits in-depth review of the topic. • Lack of collaborative planning among Social Studies staff. • As a result of complex texts that are above students' independent reading levels, students continue to struggle with understanding the civics concepts.

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Needed Resources:	• Additional time focusing on targeted civics lessons across grade levels • Adjusted scope and sequence to provide time for ample coverage of material • Direct vocabulary instruction, Fryer model, LINCing, or other strategy used with vocabulary to assist with scaffolding for understanding of complex text • Scaffolding of HQIM to target both low socioeconomically disadvantaged and special education sub-groups
Strategies and/or evidence-based interventions:	Evidence-based Interventions: • Strengthen Tier 1 instruction based on basic concepts of civic education through discipline collaborations. • Develop civics lessons with clear and explicit learning purposes through discipline collaboration. • Use ACPS Edcite Unit assessments that utilize iTemptra public release items and sample MCAP EBAS for progress monitoring to identify students needing additional Tiers II and III support through small group or individual specifically designed instruction. Strategies: • Incorporate direct vocabulary instruction on core civics terms. • Sustain the use of DBQ Online lesson activities. • Use online resources specific to the topic to increase student understanding (Newsela & DBQ Online) to build background to close any knowledge gaps for economically disadvantaged students. • Promotion of the National Civics Bee. • Intentionally align 6th & 7th grade content in regard to the civic standards. • Identify and focus on essential bridge concepts between grades 7 and 8.
How will it be funded?	ACPS Funding
Steps towards full implementation with timeline:	Quarter 1: Focus on developing civics based lessons with clear and explicit learning purposes through discipline collaboration. Get baseline data through the use ACPS Edcite Unit assessments that utilize iTemptra public release items Quarter 2: Implement the use of civics based lessons with clear and explicit learning purposes and continue with their development through discipline collaboration. Progress monitoring students through the use of ACPS Knowledge Checkpoint practice tests and iTemptra for public release items to identify students needing additional Tiers II and III support. Quarter 3: Continue implementation of developed lessons through guided instruction and independent practice and progress monitoring of students through the use of ACPS Knowledge Checkpoint practice tests and iTemptra for public release items to identify students needing additional Tiers II and III support. Quarter 4: Review and practice with civics based lessons prior to MCAP Social Studies testing. Year-long: Begin and maintain weekly collaborative and special education co-planning with grade-level teams, participate

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	in ACPS system-wide planning, and engage in quarterly discipline-level collaborative planning.
Monitoring Procedure:	• Monitor and analyze student understanding of civics concepts through formative and summative assessments and ACPS Edcite Unit assessments that utilize iTempa public release items. • Biweekly progress monitoring, monthly discipline collaborative planning meetings with administration, literacy coach, and weekly co-planning with special education teachers.

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

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2025 Educator Survey Results		
	2024	2025
School's Educator Score	6.7	8.0
ACPS All Educator Score	7.20	8.20

<i>Staff Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Relationships Student-Student Relationships 5.71
Topic Description:	The student-student relationships topic describes the degree to which instructional staff feel students are friendly with, care about, get along with, and respect one another.
Strategies:: What steps will be taken in order to obtain the desired outcome..	● Creation of a Community Kindness Club and Safety Club ● Training for staff in restorative practices ● Unity Day Celebration
Initiative leader and team: Who is responsible and involved in the work?	The School Administration shared the survey results with all staff. A focus group was established with representation across grade levels to analyze the data and develop an action plan. ● Administration ● Teacher advisors ● SIP Survey Team

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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)?	In order to carry out the initiatives the school will need : ● Professional development time for restorative practices training ● Outline of club expectations ● Teacher advisors ● PBIS Committee ● Parent Volunteers
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	● Student Survey Data ● Track number of mediations conducted ● Discipline Data
Timeline: Include dates for implementation of action steps.	● Leadership will establish the function and focus of the Kindness Club and Safety Club by the end of the first semester. ● The Kindness Club and Safety Club will begin to function during the second nine-weeks during FriYay time (cocurricular Fridays.) ● Professional Development on restorative practices will occur during team meetings.
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Instructional Support Instructional Feedback 6.32
Topic Description:	The quality of instructional feedback topic describes the degree to which they receive useful, actionable, adequate feedback from school leadership to improve their teaching.
Strategies:: What steps will be taken in order to obtain the desired outcome..	● Administer a teacher survey on instructional feedback ● Increase the number of walk-throughs ● Provide walkthrough data to staff
Initiative leader and team: Who is responsible and involved in the work?	● Administration ● Team leaders ● Instructional coaches
Resources: What investments (people, equipment, time, etc) will be needed to	● Administration will conduct professional development on the walk-through tool. ● Administration will develop a schedule and conduct the walk-throughs.

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carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• Administration will share walk-through results with teachers. • Administration will share observation statistics with staff. • Administration will provide meaningful and timely feedback
Timeline: Include dates for implementation of action steps.	• Instructional Feedback Teacher Survey will be conducted during the first semester and the results will be analyzed for further actions to be taken. • Additional walk-throughs will occur throughout the school year.

2025 Student Survey Results		
	2024	2025
School's Student Score	4.41	4.18
ACPS Middle School Student Score	3.62	4.56
ACPS All Student Score	5.70	5.95

<i>Student Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Score out of 10	Safety Bullying 1.12

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Topic Description:	The bullying topic describes the degree to which students' feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion, or ability.
Strategies: What steps will be taken in order to obtain an improved outcome(s).	• Student Survey on bullying and student relationships • Second Step Curriculum unit on bullying • Celebration of National Bullying Prevention Month with Pacer.org- lessons, pledge sheet, announcements, Unity Day • Bulletin Board and posters that focus on bullying prevention • ISI reflection sheet follow up with guidance/SEL coach • Bullying form support - readily available form in central location - Schoology • Educate parents and students on bullying during orientation • Implementation of Peer Mediation by the Social Emotional Coach • Online Bullying Form reviewed with students during orientation with students and parents and how to access it
Initiative leader and team: Who is responsible and involved in the work?	• Administration • Teachers and Instructional Assistants • School Counselor • Social Emotional Learning Coach • Behavior Specialist • PST members • Community School Coordinator
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Peer Mediation Training • Second Step Training for new staff • Time for creation of PBIS lessons and activities for Bullying Prevention Week • Procedure for carrying out and analyzing student bullying survey • Bullying Form readily accessible in Wildcat Corner
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• Number of Bullying and Harassment investigations/conduct referral information • Analyze student survey results • Discipline Data

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Timeline: Include dates for implementation of action steps.	• Unity Day Activities October 22, 2025 • Weekly Second Step lessons (student reflection booklets) - Begin September 24 with completion of Bullying Unit by the end of the 1st quarter • Peer Mediation Training - October 25
Secondary Area of Need State the Domain, Topic, and Score	Safety Physical Safety 1.30
Topic Description:	The physical safety topic describes 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).	• Continuation of SIT Safety Team • School Wide initiative for all staff to be in the hallways • Implementation of Securly for digital hall passes • Assign staff to monitor the bathrooms between each bell and stairwells at arrival/dismissal • Daily Routine Safety Checks conducted by the School Resource and School Safety Officer (SRO, SSO) • Designated SSO/SRO are in the School Lobby as visitors enter the building • Educate parents/Staff of arrival and dismissal safety. SSO/SRO placement at entrance/exit daily • Mandatory Restorative Conference for students/parents when return to school from OSS • Mandatory In-School Intervention procedures that include a reflection sheet, project wisdom, and session with Social Emotional Coach • Formation of Student Safety Club during Co-Curricular led by Mr Biser in coordination with Jim Hott and the MD Center for School Safety • Weekly Second Step lessons with focus on student relationship building • Utilization of the Community Helpers Kindness club to promote positive student to student relationships. • CPI training for administration, ISI, and one safety team member • Implementation of Standard Response Protocol from district level ◦ Staff training on codes, videos/mini lesson on each code for students, uniform posters in all school areas, teacher quick reference cards
Initiative leader and team: Who is responsible and involved in the work?	The School Administration shared the survey results with all staff. A focus group was established with representation across grade levels to analyze the data and develop an action plan. • Administration • Teachers and Instructional Assistants

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	• School Counselor • Social Emotional Learning Coach • Behavior Specialist • School Safety Team Members • Student Safety Team Members • School Resource Officer • District Level Leaders
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	• Materials for posters and quick reference cards and time to create • Coordinate Parent workshop with Jim Hott, MD Center for School Safety on the Danger of Devices • Planning time for School Safety Team member to create and implement Student Safety Team • MDCSS support with School Safety Club • Utilized the Scan of Environment and Attendance Tool (SEAT) from Attendance Works with students
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	• Discipline Data • ISI reflection sheets • Student Safety Survey • SEAT data tool -quarterly
Timeline: Include dates for implementation of action steps.	• CPI training completed yearly • Weekly Second Step Lesson booklet • Student Reflection Sheets in ISI daily • Safety Team Meeting Minutes-quarterly • MDCSS - initial meeting - September 2025, Quarterly student meetings • School Safety Team meetings every Friday

IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS
PBIS Tier I

Westmar Middle School maintains a strong Tier I PBIS program grounded in clearly defined expectations and consistent reinforcement. All staff are trained to implement the PBIS teaching matrix, which outlines expected behaviors in the classroom, hallways, restrooms, cafeteria, auditorium, bus, and digital settings. These expectations are explicitly taught during the opening weeks of school and reviewed each quarter.

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Positive reinforcement is a core component of our program. Students earn PAW stamps daily for demonstrating ROAR expectations—**Respect, Organization, Achievement, and Responsibility**—as well as for positive behavior, attendance, and academic success. Every staff member has a school-issued stamper, and students redeem PAW stamps at the ROAR Store for school supplies, snacks, clothing, and recreational games (basketball, air hockey, board games, pool, Wii). They may also earn participation in PBIS Booster Activities.

Westmar administers a universal behavior screener for all students. After noting a slight decrease in the percentage of students with 0–1 office referrals, the school implemented and continued the following Tier I strategies:

- Continued operation of the ROAR Store and use of the student suggestion box
- Expanded ROAR Club to elevate student leadership and voice; club members help plan PBIS booster events, stock the ROAR Store, and provide feedback. Long-term goal: develop a student-led recognition program
- Continued use of gift certificates for student incentives (e.g., ice cream, cookies at lunch)
- Weekly **Second Step** instruction focused on character development completed by WIN teachers
- Increased emphasis on positive referrals, with recognition during morning announcements
- Added reward options and items that appeal to all students, especially male students

PBIS Tier II

The PBIS team regularly reviews universal behavior screener data to identify students in need of Tier II support. Data is shared during PST meetings to determine appropriate interventions.

Key Tier II systems and supports include:

- Continued implementation of **Check-In/Check-Out (CICO)**
 - Coordinated by the Social-Emotional Support Coach
 - Students meet with mentors at arrival and dismissal to reinforce positive routines
 - Mid-day check-ins as needed
 - Progress monitored and shared with families every 20 school days

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- **SEL Room** designed as a supportive, skill-building environment for Tier II/III needs
- Availability of **sensory tools** in classrooms to support regulation and keep students engaged in instruction
- **Scheduled sensory breaks** coordinated by the School Counselor and SEL Coach
- **Tier II short-term individual counseling** provided by the School Counselor for students needing targeted support focused on specific skills or behaviors
- Tier II **small-group counseling** targeting shared student needs (e.g., emotional regulation, peer skills, motivation)
- Planned launch of a weekly “Man Cave” mentoring lunch group for Tier II/III male students to build positive relationships with male role models

PBIS Tier III

The PST team monitors CICO data, office discipline referrals, universal screening data, and attendance to identify students requiring Tier III supports.

Tier III intervention systems include:

- For students receiving special education services: IEP team determines need for **Functional Behavioral Assessment (FBA)** and **Behavior Intervention Plan (BIP)**
- For general education students: PBIS and PST teams determine need for an **Integrated Support Plan (ISP)**
- Individual Tier III counseling and support sessions provided by the School Counselor and SEL Coach
- Individual and small-group counseling services provided by the Mental Health Specialist
- Individualized behavior goals and reward systems developed as part of BIPs and ISPs

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

PBIS framework has been improved by staying consistent with teaching expectations, reviewing discipline data more often, and making sure all staff use the same routines. Adding more student input and updating rewards so they appealed to everyone helped keep students motivated. Strengthening Tier II check-ins, mentoring groups, and small-group supports helped catch problems early, while a consistent focus on Tier III plans helped to minimize student disruptions.

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

Research-based Tier II strategies included Check-In/Check-Out (CICO), which provided daily mentoring, routine reinforcement, and regular progress monitoring. The school also used targeted short-term individual counseling and small-group counseling focused on skills like emotional regulation, peer interactions, and motivation. Students had access to the SEL Room, sensory tools, and scheduled sensory breaks to support self-regulation. These interventions were added in addition to Tier I supports to help students build emotional skills.

X. Family and Community Engagement

Parent/Community Involvement Needs

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

Westmar Middle School is a Maryland State Community School. As a Maryland State Community School, Westmar provides support to students, working in collaboration with community partners, local governments, and other stakeholders to provide services that address barriers to learning and success. Westmar Community School leverages the power of neighborhoods through asset-based approaches that strengthen the connections between home, school, and communities and creates change for Westmar families. Westmar Community School builds relationships, fosters a sense of community, and provides hope to students and families.

Due to Westmar Middle School's Community School status as of 2023, several family community engagement initiatives have been put into place.

- | | |
|---|---|
| ❖ Parent/Teacher Back to School Night | ❖ Kindercare Student Club |
| ❖ Weekly Community Perks for Parents | ❖ Theatre Club |
| ❖ Community Baby Shower (fall and spring) | ❖ Agriculture Student Club: Community Rain Garden, Community Greenhouse |
| ❖ Community Outreach Student Club | |

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- ❖ Hydroponic Growth Education Lessons
- ❖ R.O.A.R Student Club
- ❖ Green Recycling Club
- ❖ Rising and Shining Stars Recognition Ceremonies
- ❖ Maryland Extension Services classroom lessons
- ❖ Community Farmers Markets
- ❖ Community Nutritional Lessons
- ❖ Parent Conference Incentives
- ❖ Westmar Monthly Pawcare (hygiene)
- ❖ Weekly Attendance Incentives
- ❖ Nine Week Attendance Incentives
- ❖ Yearly Attendance Incentives
- ❖ Addressing Specific Family Needs
- ❖ Addressing Emergency Family Needs
- ❖ Motivational Speakers
- ❖ Internet Safety Speakers

- ❖ Drug/Addiction Awareness Speakers
- ❖ Fire Safety Prevention Speakers
- ❖ Red Ribbon (Addiction Awareness) Week lessons
- ❖ Veterans Day Celebrations
- ❖ Community Coney Christmas Event
- ❖ Community Coney Days Event
- ❖ Community Summer Pop Up Activity Events
- ❖ School Wide Service Learning Project: Ronald McDonald House
- ❖ School Wide Service Learning Project: Ornaments and Card for Local Nursing Homes
- ❖ Community Holiday Food Baskets
- ❖ Monthly Community Schools Advisory Meetings - Includes parent members, partners, staff, and local community members
- ❖ FSU student volunteers
- ❖ Parent Volunteer

Community School Partners:

- University of Maryland Extension Services
- Concerted Care Group
- Maryland Physicians Care
- Maryland Center for School Safety
- Maryland Department of Natural Resources
- Center for Mind and Body Medicine
- Western Maryland Food Bank
- Aetna Insurance
- Capering Kids
- High Rock 4H Club
- Toys for Happiness
- Kickmasters Karate
- Department of Social Services
- County United Way
- Mountain City Center for the Arts
- Jumpstart Theatre
- FSU- S.A.F.E & BURG Peer Education Network
- Allegany County Health Department: Nutrition, Prevention

- Salvation Army
- Maryland Coalition of Families
- Maryland Rural Health Association
- Mountain Laurel Medical Center
- Project Alert
- Miss Cumberland Services
- UPMC: Health and Wellness Coaching
- The First Presbyterian Church of Barton
- George's Creek Food Pantry
- Tri-Towns Food Pantry
- America's Hauling for Hope
- Nourishing Neighbors
- McCoolle VFW
- Eagle Nursing Home
- Moran Nursing Home
- Judy Center & WELC
- Westernport Elementary Community School
- George's Creek Elementary Community School

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- Mountain Ridge High School
- Lonaconing Ladies Auxiliary/Armory/Fire Company
- Evergreen Heritage Center Foundation
- County United Way, Inc.
- Local Management Board
- Lowe's Local Heroes Project
- ChickfilA
- Savage Mountain Famers
- Cozy Country Farms
- Martins Grocery
- Weis Grocery
- Kona Ice

- Port West
- Coney Pizza
- Jeremy Kiddy Construction Services
- Allegany County Legal Aid Services
- Allegany County Library Systems - George's Creek Library
- Bob Evans
- Main Street Books
- Commercial Graphics
- AHEC West
- Allegany College of Maryland Continuing Education and Adult Education
- Allegany College of Maryland Community Residence Network

Parent Involvement Plan

I – Shared decision-making opportunities

The parent involvement plan is developed with input from parents. Areas where parents have an opportunity to participate in making decisions include the SIT and Parent Involvement Focus Group, the Parent Advisory Committee, and the Westmar Student/Parent Handbook. These opportunities to participate are available throughout the school year. The contact people are Mrs. Puffenberger and Mrs. Snyder, Community School Coordinator.

II – Opportunities to build and increase understanding, communication, and support between home and school

The building of support between home and school is accomplished through multiple means. The school will provide assistance to parents in understanding the State's academic content standards, student academic achievement standards, and State and local academic assessments. Activities designed to support this goal include Back to School Night, Parent Conference Days, MCAP Reports, and Progress Reports. These activities will help parents better understand the curriculum, academic expectations, and how to interpret assessment results. The timeline for these activities will begin in August 2025 and September 2025, with Parent Conference Days scheduled during Quarter 1 and Quarter 3, and ongoing opportunities for communication and progress updates provided throughout the school year.

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The school will also provide materials and offer parent trainings and workshops to help parents support and improve their child's academic achievement. Actions to achieve this goal include sharing Classroom Syllabi, distributing Progress Reports, hosting Parent Conference Days, providing access to Online Grade Reports, and offering Tutoring opportunities. The timeline for these supports will begin in August 2025, continue ongoing throughout the year, and include specific events and updates during Quarter 1 and Quarter 3 to ensure consistent parent engagement and student success.

The school will ensure that all information is presented in a format and language that parents can easily understand. Communication will be provided through various channels, including paper print, the Westmar Community and Parent Engagement Facebook group, the ACPS website, telephone and Powerschool Messenger notifications, the school marquee, Wildcat Corner in Schoology, and email. These multiple modes of communication will help ensure that all families receive timely and accessible information. The timeline for these actions will be ongoing throughout the school year.

The school will also provide full opportunities for participation to parents of students from diverse backgrounds, ensuring inclusivity in all school activities and decision-making processes. Actions to support this goal include conducting IEP Meetings, ensuring that all teachers post grades using Powerschool for easy parent access, and holding regular Parent Conferences. These efforts will remain ongoing to promote equitable engagement and support for all families.

III – Formal and informal evaluation of the effectiveness of parent/family engagement activities

The effectiveness of the school's parental involvement activities will be reviewed during School Improvement Team meetings and will be ongoing throughout the school year.

IV – Activities that promote a positive environment of high expectations shared by home and school

Parents actively volunteer in many ways throughout the school year, contributing their time and support to enhance both student learning and the school community. They attend and chaperone field trips, participate in band and choral concerts, and assist with art shows and youth sports programs. Parents also help students organize food drives for local food pantries in conjunction with service-learning hours, demonstrating a strong commitment to community service. In addition, they play an important role in supporting fundraisers and community school events, fostering a collaborative and engaged school environment.

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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.

Westmar Middle School provides opportunities for successful school personnel/parent/community interactions to offer suggestions and participate, as appropriate, in decisions about the education of our children. Students and parents are invited to Back-to School Night, musical programs, and recognition events.

Westmar Middle School coordinates parental involvement programs and activities with the Judy Center, Prek K, Head Start, Home Instruction, MRHS Band Boosters, Sheriff's Department, and Goodwill and Midland Fire Companies. The Western Maryland Food Bank donates weekly to our backpack program; our school counselor and school resource officer organize food baskets and a school store for shopping. Chick-Fil-A and McDonalds donate gift cards for student recognition programs.

To increase participation this year, the school will:

- Collect a list of parents who would like to volunteer in the school and distribute it to staff. - September 2025
- Continue to distribute and post online a monthly calendar of events. - Monthly
- Continue a parent Facebook information group.- Daily
- Invite parents to STARS recognition programs. January/ May 2026
- Implement Community School quarterly advisory meetings to promote parent and community involvement

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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Professional Learning 1:	
Professional Learning Title	Re-examining our Vision and Mission of Westmar Middle School and Early Learning Center
Date(s), Time, and Location	September 26, 2025, February 13th AM Westmar
Intended Audience	Westmar Staff
Method of Funding	School Based
Changes to occur as a result of Professional Learning	As a result of the professional learning, staff will be able to identify key points of our school vision and mission.
Knowledge and skills the participant will attain	Staff will understand the difference between a vision and mission statement. Staff will be able to identify our current Westmar Vision and Mission Statements, answer the following statements, and revise our current vision and mission in accordance. What do we want from our students? 2. What attributes do we want our students to possess? 3. What do we provide to our students to help them succeed? 4. How do we know what we are providing is working? 5. It is not working. What are we going to do about it?
Method to measure implementation of knowledge and skills in the classroom	Westmar Administration will complete a Nearpod with staff. The Nearpod will focus on our five questions. Using this data, administration, the leadership team, and other key stakeholders our SIP team will evaluate, write, and update our school vision and mission.

Professional Learning 2:	
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Professional Learning Title	Visible Learning Part 2 - Teacher Clarity, Creating Learning Intentions and Success Criteria
Date(s), Time, and Location	October 31st, AM and ongoing during teacher collaborative planning/team planning Westmar
Intended Audience	Westmar Staff
Method of Funding	ATSI Funding
Changes to occur as a result of Professional Learning	As a result of this professional learning, staff will continue diving into Visible Learning. Last School year, staff participated in staff development that dove into the what and why of Visible Learning. A team of four staff members attended the Visible Learning conference in July 2025. This school year, staff will be using the <i>Teacher Clarity Playbook</i> to enhance our knowledge teacher clarity. The goal is to have all staff be able to create learning intentions and success criteria by the end of the school year thus enhancing tier I instruction.
Knowledge and skills the participant will attain	Staff will learn about teacher clarity, and how creating learning intentions and success criteria can be used to create an organized effective instruction.
Method to measure implementation of knowledge and skills in the classroom	Assessment will be ongoing throughout the year. Instructional leaders will frontload the information as we approach each chapter. During team collaborative meetings, administration and coaches will guide teams through each chapter of the <i>Teacher Clarity Playbook</i> .

Professional Learning 3:	
Professional Learning Title	Getting Better Faster- Routines and Procedures 101- The first 5 minutes- Establishing Bellringer Routine
Date(s), Time, and Location	August 22, 2025 AM Westmar

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Intended Audience	Westmar Staff
Method of Funding	School Based
Changes to occur as a result of Professional Learning	Last year staff identified 3 schoolwide common classroom routines that all would implement. Our goal was to provide consistency for students, keep students in the classroom to focus on instruction, and reduce classroom referrals. This year, we are implementing phase 2. As a result of this professional learning staff will be able to implement the school wide common procedures for bellringers in the classrooms.
Knowledge and skills the participant will attain	Utilizing Phase 1 of Getting Better Faster book, Staff worked collaboratively across grade levels and content areas to identify common routines for classroom entry, attendance, student questions, supplies, work completion, centers/small group, and classroom dismissal. This year we implemented Phase 2 - Roll out the procedure of Bellringers in each classroom. Staff will learn key elements of bell ringers, their benefits for students, their benefits for teachers, explore sample bellringer templates, troubleshoot common challenges with their use, and how to successfully implement them in order to transform the critical first five minutes of class into productive learning time.
Method to measure implementation of knowledge and skills in the classroom	Assessment will be ongoing throughout the year. Administration will monitor classrooms during walkthroughs. Each class will have the same consistent Paw Print to symbolize the location of the bell ringer.

XII. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.
The SIP will be shared with faculty during professional learning day in January. Follow-ups will take place in team and vertical team meetings. As a follow up at the beginning of the following school year and at mid-term, coaches will review the academic focus areas during collaborative planning.
2. How will the plan be shared with parents and community members? Please include approximate dates.

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The SIP will be posted on the school website; a phone call through school messenger and social media announcement will inform parents where to find more information regarding the plan.

4. How will student progress data be collected, reported, and evaluated by the SIT?
 Instructional Coaches will collect, sort, and process data to be shared with the administration, faculty, and staff. Updates will be given at bi-weekly instructional leader meetings.
5. How will the administration monitor the plan?
 The administration will chair bi-weekly instructional leader meetings and team meetings for data review.

School Improvement Plan for Non-Title I ATSI School - SIGN OFF SHEET

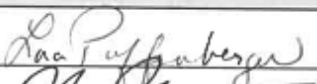
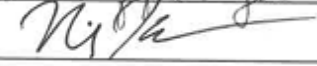
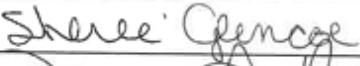
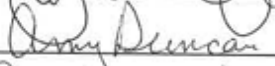
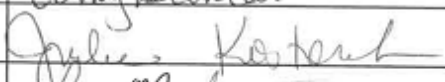
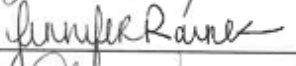
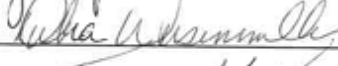
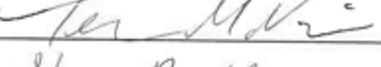
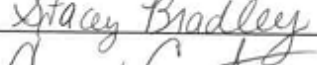
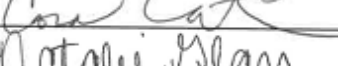
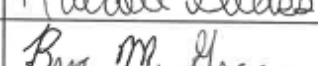
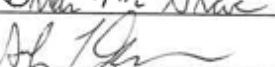
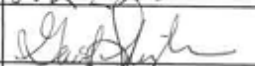
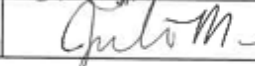
Name	Signature	Role
Lora Puffenberger		Principal
Neil Kamp		Assistant principal
Sherree Glencoe		Guidance Counselor
Jennifer Ritchie		Teacher-6th Grade Instructional Leader
Amy Duncan		Teacher-7th Grade Instructional Leader/Attendance Team
Julie Kostovick		Teacher - 8th Grade Instructional Leader
Lou Montgomery		Teacher - Creative Arts Instructional Leader/Safety Team
Jennifer Raines		Teacher - PBIS Co-Chair
Debra Weisenmiller		ACPS/School Reading Coach or Specialist
Teresa Norris		ACPS/School Math Coach or Specialist

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Stacey Bradley		Reading Intervention
Cora Carter		Math Intervention
Natalie Glass		Parent/Family Member
Brian Grove		Parent/Family Member
Sarah Llewellyn		Community Member
Gail Shingler		Community Member
Julie Snyder		Community Schools Coordinator

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School Improvement Plan for Non-Title I ATSI School - SIGN OFF SHEET

Name	Signature	Role
Lora Puffenberger		Principal
Neil Kamp		Assistant principal
Sherree Glencoe		Guidance Counselor
Jennifer Ritchie		Teacher-6th Grade Instructional Leader
Amy Duncan		Teacher-7th Grade Instructional Leader/Attendance Team
Julie Kostovick		Teacher - 8th Grade Instructional Leader
Lou Montgomery		Teacher - Creative Arts Instructional Leader/Safety Team
Jennifer Raines		Teacher - PBIS Co-Chair
Debra Weisenmiller		ACPS/School Reading Coach or Specialist
Teresa Norris		ACPS/School Math Coach or Specialist
Stacey Bradley		Reading Intervention
Cora Carter		Math Intervention
Natalie Glass		Parent/Family Member
Brian Grove		Parent/Family Member
Sarah Llewellyn		Community Member
Gail Shingler		Community Member
Julie Snyder		Community Schools Coordinator