

West Middle School School Improvement Plan 2021-2022

School Vision / Mission

Mission Statement:

West Middle School is a dedicated, student-centered community, responsible for our success through the measurable growth of each student.

Vision Statement:

Excellence through empowerment.

Carroll County Public Schools Vision 2018: Focus on Excellence Objectives

Prepare Globally Competitive Students

- > Fully implement a CCPS curriculum aligned with the Maryland State Standards.
- > Partner with local institutions of higher education to ensure college readiness.
- > Enhance programs to ensure career readiness for all students.

Meet Each Student's Instructional Needs

- > Close the achievement gap between highest achieving and most struggling students.
- > Provide appropriate education services for students identified with Autism Spectrum Disorder.
- > Enhance alternative programs responsive to the needs of at-risk students.
- > Implement a Gifted and Talented Program aligned with COMAR requirements.
- > Enhance alternative learning opportunities through the use of digital resources.

Develop and Maintain an Effective Workforce

- Attract and retain highly qualified, effective, and diverse employees.
- > Promote a culture of diversity in the workplace.
- ➤ Develop an electronic observation, evaluation, feedback, and professional development system.
- > Continuously monitor the organizational structure to support the Vision 2018 Plan.

Provide a Secure, Orderly, Modern Environment

- > Reduce incidents of bullying, violence, intolerance, and behavioral disruptions.
- > Improve and modernize the environment within our school facilities and school buses.
- ➤ Enhance security for all CCPS students, staff, volunteers, and visitors.



School Needs Assessment

Data was collected through a variety of sources including a review of student achievement data, faculty surveys, and a review of previous year's discipline data and success on school-wide initiatives. Due to Covid-19, students did not consistently attend to in-person instruction. We are anticipating significant gaps in students skills, development and expected achievement.

School Improvement Goals to Target Areas from Needs Assessment

- 1. Anticipated gap for math instruction
- 2. Anticipated gap for literacy instruction
- 3. Professional Learning in the areas of cultural proficiency and equitable achievement will continue to enhance the capacity of the staff members' ability to meet the needs of students who experience learning difficulties due to cultural and intellectual differences.

School Improvement Goal

1 Math Improvement

A-Foundational and Academic minus students will be assessed quarterly using the StarMath Assessment. These targeted students will show a 15 point increase in their scaled score over the course of one academic year.

Strategic Actions		Time Line	Measures of Success / Desired Performance Level
Star Math will be administered to monitor progress		Quarterly	Quarterly monitor for a 15 point increase of scaled score over the course of one academic school
Administration Dates	Meet to Discuss Data		year.
September 13th-17th (baseline data) November 1st-5th	November 16, 2021		,
January 17th-21st	February 2, 2022		
March 28th-April 1st	April 11, 2022		
May 23rd-27th	June 1, 2022		
materials to reteach/reinforce foundational math skills (Professional Development on Delta Math 10/15) Targeted students will receive additional support by classroom teachers and interventionists during		Weekly Weekly	Informal assessment
flex time using Freckle.			
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School Improvement Goal

2 Literacy Improvement

A-All students will be assessed three times a year using the Reading Inventory Assessment. Students who scored below advanced will increase their lexile score by 30 or more points from their initial lexile score over one academic school year.

Strategic Actions		Measures of Success / Desired Time Line Performance Level	
 Reading Inventory will be administered for progress. 		Three times a year	Monitor for 30 or more point increase from their initial score
Administration Dates	Meet to Discuss Data		Student Grades, Benchmark Data, Teacher Feedback,
September 20th-24th (baseline data)	November 16, 2021		
December 20th-23rd	February 2, 2022		Academic Recovery
May 16th-20th	June 1, 2022		
 Report Form, Reading Plus, Revision Assistant 		Daily Instruction	Report Form Assessments Reading Plus Assessments Revision Assistant Scores
 Utilize Reading Plus skill breakdown reports to identify areas of student need. Flex will be used for students who need assistance in these areas. 		Weekly	Informal Assessment

School Improvement Goal					
3 Closing the achievement gap by creating a more equitable learning environment					
A- Increase staff understanding of equity in order to meet the needs of all learners					
B- Increase staff and parent knowledge of intellectual differences and mental health in order					
to recognize and support all students					
Strategic Actions	Time Line	Measures of Success / Desired Performance Level			
Co-planning and Professional	Throughout				
Learning provided by the ESOL	the year	Teacher and Guidance Feedback, Discipline			
department, Math and ELA		and Achievement Data			
Intervention Staff to support					
teacher growth by providing					
strategies to implement in the					
classroom instruction					
(ex. picture word inductive method,					
reducing language complexity)					



 Use the Hispanic achievement Liaison to aid teachers and staff by facilitating communication with families and students. Provide assistance with scheduling conferences and interpreting services 	Throughout the school year	Teacher and student feedback
 Increase the influence of Sources of Strength in daily school life by providing time for peer leaders and teacher leaders to meet during flex to plan activities and implement various SOS campaigns 	Throughout the school year	Teacher and student feedback
(ex. half day leader trainings, sources of strength student on the month highlight, SOS morning announcement videos)		
 Decrease the number of students who repeat Academic Recovery - less failing students (ELO, after-school tutoring, performance matter deep dive-interventionist support) 	Throughout the school year	Report card grades, benchmarks, student data, informal assessments