



**OVERVIEW**

Our School: Leonardtown Middle School currently serves 1036 students. During 2018-2019 school year, we plan to continue to meet the needs of all students by focusing on the College Career Readiness Standards; Next Gen Science Standards; the Social Studies C3 Framework; and all the assessment implications of the standards. We have made gains in many area but not all so there is still work to do as we drill down to the core and examine each sub-group of students as well as focus on the standards. The gains we made (particularly in 6<sup>th</sup> Grade) can in large part be attributed to PLC and other collaborative planning, flexible grouping, and common formative assessments, as well as the continual use of technology for classwork and testing. We plan to mirror those elements across all grade levels as we strive to fulfill the needs of the Every Student Succeeds Act (ESSA).

Last year there was a significant decrease in the number of disciplinary referrals obtained by students. Suspensions were reduced by 34% from the previous school year and our top three disciplinary incidents then: Class Cutting, Disrespect, and Disruption, decreased by 46%, 27.3%, and 20% respectively. Our goal this year is to continue to use elements of the Multi-Tiered System of Supports along with elements of Restorative Practices as school-wide initiatives to interventions in order to reduce the number of disciplinary referrals even further. There will be a Progressive Discipline Plan in place, as well as oversight and daily collaboration with the In School Intervention Center (ISIC) teacher, guidance counselors and our Pupil Personnel Worker to ensure that there are additional layers of behavioral supports and interventions for both staff and students as we focus on decreasing recidivism.

With an attendance rating of 95.2%, up from 94.7%, we continue to strive to improve the attendance of our students. Each minute of every school day provides a learning opportunity for our students and it is noticeable when students miss time. Our goal this year is to continue to maintain a high rate of daily student attendance. As such, we will be enforcing strict attendance policies to ensure that all students are in school and learning.

**ACTIONS**

**Our Focus Areas:**

	Targeted Strategies
<b>Academic Indicators</b>	
<ul style="list-style-type: none"> <li>• Achievement &amp; Growth               <ul style="list-style-type: none"> <li>○ English</li> <li>○ Mathematics</li> </ul> </li> <li>• Completion of Well-Rounded Curriculum</li> <li>• Progress in English Language Proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Use of frequent, common formative assessments to inform instruction across all content areas using Unify;</li> <li>• Sharing various data between colleagues during frequent grade level data reviews to encourage proliferation of successful practices as well as foster collaborative dialogue;</li> <li>• Flexible grouping</li> <li>• Monthly vertical PLC/Dept. conversations about teaching and learning to discuss rigor, and ways to improve instruction to help all students achieve.</li> <li>• Analyzing student Work Protocol</li> </ul>

School Quality/Student Success Indicators	
<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Survey               <ul style="list-style-type: none"> <li>○ Climate</li> <li>○ Instructional Feedback</li> </ul> </li> <li>• Opportunities/Access</li> </ul>	<ul style="list-style-type: none"> <li>• Check and connect on students with attendance problems</li> <li>• Monthly attendance meetings to include Administrators, counselors, team leaders and Pupil Personnel Worker</li> <li>• Systematic implementation of Tiers 1 &amp; 2 Multi-Tiered System of Supports</li> <li>• Using some elements of Restorative Practices, e.g. peace circles, to focus on relationship building for teachers and students</li> <li>• Quarterly Grade level celebrations during the school day</li> <li>• Monthly meetings with student groups to examine climate and instruction from the student perspective</li> <li>• Sustained professional development on equity and access</li> </ul>

## SUSTAINABILITY

### Our Professional Learning:

- A cohort of teachers will participate in the FAME collaborative professional development to encourage reflection and dialogue around formative assessments;
- Expectations for MTSS are highlighted through all school activities. The expectations are made into a variety of visual reminders throughout the school using the PAWS matrix which was developed using teacher and student input.
- Teachers will participate in various aspects of training on Performance Matters/UNIFY. These trainings will focus on (but not limited to)
  - Designing and administering online tests
  - Monitoring class progress in MYUNIFY
  - Building an assessment with items
  - Analyzing and comparing assessment results
- Teachers will use the SMCPS Student Work Protocol to analyze student work
- Professional development on equity and access

### Our Process for Monitoring Progress:

- Pupil Service Team will meet monthly to discuss & assess strategies used with students who have chronic attendance issues
- Teachers will meet by teams at least once a month to share data points and discuss student growth and adjustments to practice
- Teachers will use UNIFY to monitor student progress
- A variety of data will be collected with the goal of identifying students who need support at various levels of academic performance.
- Office discipline referral data will be analyzed at interim and quarterly intervals in order to identify types of discipline problems, settings, and chronic offenders. Various types of interventions will be implemented based on the student and the types of infractions.

## Our Projected Results:

### Academic Indicators

- Achievement & Growth
  - English
  - Mathematics
- Completion of Well-Rounded Curriculum
- Progress in English Language Proficiency

- Student groups will demonstrate at least a 2% growth in ELA and Math with differentiation by grade level based on PARCC scores.
- Student groups will demonstrate at least a 2% growth on core content areas (including Science and Social Studies).

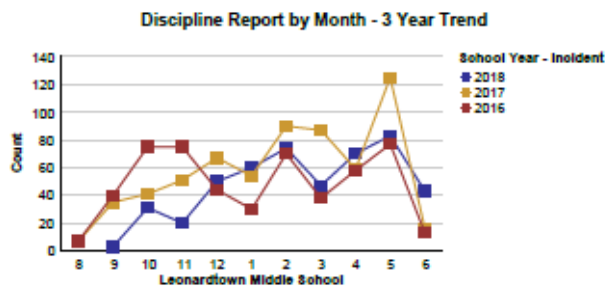
ELA	2017 Baseline Year	AMO%	2018 SLO	2019 SLO
ELA 6	44%	2.2%	46.2%	48.4%
ELA 7	54%	1.8%	55.8%	57.6%
ELA 8	51%	1.9%	52.9%	54.8%
Math	2017 Baseline Year	AMO%	2018 SLO	2019 SLO
Math 6	48%	2.0%	50.0%	52%
Math 7	52%	1.8%	53.8%	55.6%
Math 8	32%	2.6%	34.6%	37.2%

- 98% of 8<sup>th</sup> grade students enrolled in Unified Arts and or World Languages will complete their courses with a passing grade.

### School Quality/Student Success Indicators

- Attendance
- Survey
  - Climate
  - Instructional Feedback
- Opportunities/ Access

- Decrease the number of students who miss five or more days of school
- Target students who will benefit from participating in FLOW afterschool program
- Decrease our top three incident infractions (disrespect, disruption, and fighting) by 10% each
- Reduce suspensions by 10% when compared to SY2018



**Suspensions - Half Day or Greater / >= BUS**

Year	Count
2017	36
2018	22

**Chronic >=2 Per Month**

Student Id	Month	AA	NonAA	Total	NonSWD	SWD
10	May	25	230	266	222	33
11	June	22	145	167	148	19
2	September	5	34	39	36	3
3	October	6	107	113	98	15
4	November	12	178	190	167	23
5	December	15	183	198	177	21
6	January	22	214	236	209	27
7	February	24	253	277	246	31
8	March	19	194	213	187	26
9	April	30	230	260	233	27