



OVERVIEW

Our School: Leonardtown Middle School currently serves 983 students. During 2017-2018 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 but there is still work to do as we drill down to the core and examine each sub-group of students. The gains we made (particularly in 7th Grade) can in large part be attributed to PLC planning, flexible grouping and common formative assessments. 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 an increase in the number of disciplinary referrals obtained by students. Our goal this year is 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. 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.

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

School Quality/Student Success Indicators	
<ul style="list-style-type: none"> • Attendance • Survey <ul style="list-style-type: none"> ○ Climate ○ Instructional Feedback • Opportunities/Access 	<ul style="list-style-type: none"> • Systematic implementation of a Multi-Tiered System of Supports • Using some elements of Restorative Practices, e.g. peace circles, to focus on relationship building • Send out “nudge letters” to parents at IRP and MP • Quarterly Grade level celebrations during the school day • Monthly meetings with student groups to examine climate and instruction from the student perspective • Weekly meetings to work on a capstone project for GT students

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 taught to staff and students, and 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

Our Process for Monitoring Progress:

- 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).

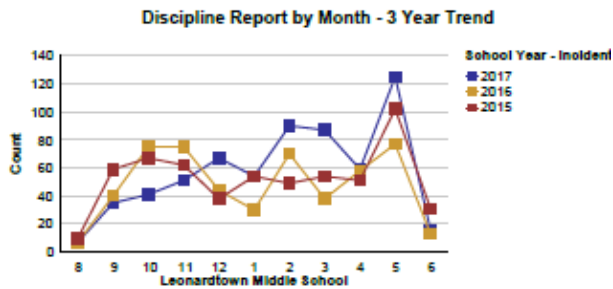
ELA	2016	2017	AMO%	2018 SLO
Baseline Year				
ELA 6	45%	44%	2.2%	46.2%
ELA 7	46%	54%	1.8%	55.8%
ELA 8	49%	51%	1.9%	52.9%
Math	2016	2017	AMO%	2018 SLO
Baseline Year				
Math 6	57%	48%	2.0%	50.0%
Math 7	23%	52%	1.8%	53.8%
Math 8	54%	32%	2.6%	34.6%

- 98% of 8th grade students will complete their Fine Arts and World Languages 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 (class cutting, disrespect and disruption) by 10% each
- Reduce suspensions by 20% when compared to SY2017



Suspensions - Half Day or Greater / <= BUS

2018	27	2017	36
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Chronic >=2 Per Month

Student Id	AA	NonAA	Total	NonSWD	SWD	
10	May	34	225	259	224	35
11	June	9	69	78	66	12
2	September	25	148	173	157	16
3	October	15	141	156	134	22
4	November	25	194	219	187	32
5	December	21	201	222	189	33
6	January	24	242	266	233	33
7	February	27	296	323	290	33
8	March	23	206	229	203	26
9	April	12	110	122	110	12