

Tier I, Tier II, or Tier III School

School Name: William Wirt Middle School Address: 62nd Place & Tuckerman St. Riverdale, MD 20737 Phone: 301.985.1720 School Principal: Roger Prince Email Address: roger.prince@pgcps.org	LEA Point of Contact (POC) Name & Position: Dr. Debra A. Mahone Director, State and Federal Programs Phone#: 301.618.7340 Email Address: dmahone@pgcps.org
Grade levels enrolled: Grades 6-8	Number of Students Enrolled: SY15: 1,030; SY16: 1,060; SY17: 1,080 (<i>projected</i>)
Tier Level Tier I <input checked="" type="checkbox"/> Tier II <input type="checkbox"/> Tier III <input type="checkbox"/>	
Title I Status: <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible Secondary School	
Waiver Request(s): <input type="checkbox"/> Requested for this School <input checked="" type="checkbox"/> Not Requested for this School	Intervention Model Selected: <input type="checkbox"/> Turnaround Model <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation
Amount the LEA is requesting from FY 2013 Title I 1003(g) School Improvement Funds for each of the next three years.	
Pre-implementation	\$ 98,167
Year 1: SY 2014-2015	\$ 568,362
Year 2: SY 2015-2016	\$ 687,426

Year 3: SY 2016-2017	\$ 760,836
Total Amount of Funding Requested for this school	\$ 2,114,791

Title I Component #1: Comprehensive Needs Assessment

Name of School: William Wirt MS						
Areas to consider for analysis as part of a comprehensive needs assessment, include successes and challenges		LEAs summary and conclusion of its analysis for each of the areas considered in the needs assessment. Summarize the strengths and needs in each area. The LEA must prioritize needs based on its analysis of its data for the school. List the specific priority need in order (1,2,3, etc.).				
1 <u>Student Profile Information</u>(include trend analysis)						
<ul style="list-style-type: none"> • Total enrollment • Grade level enrollment • Subgroups (including gender)- # of students in each • Mobility % - Entrants & Withdrawals • Attendance % • Expulsions # • Suspensions # • Dropout rate • Advance Coursework completion 						
			2011-2012	2012-2013	2013-2014	2014-2015
						2015-2016
		Total enrollment	(795) 969	(847) 1046	981	1003
		6th grade enrollment	156	168	170	177
		7th grade enrollment	411	471	307	443
		8th grade enrollment	402	407	407	410
		Male	418	421	500	534
		Female	387	433	453	479

(IB/AP/early college high schools, dual enrollment classes) # and % of students <ul style="list-style-type: none"> • Graduation rate • High School Diploma Rate 	Native American Indian	2	3	3	2	2
	Asian	21	27	29	22	23
	African American	264	269	266	266	229
	White	24	22	23	21	17
	Hispanic	474	519	644	762	787
	FARMs	702	747	867	909	936
	Special Education	82	100	108	121	122
	LEP	176	230	313	348	336
	Mobility-Entrants - %	15.1	16.1	16.5	16.5	TBD
	Mobility-Withdrawals %	13.3	13.7	11.0	11.0	TBD
	Attendance - %	94.0	94.5	94.6	94.6	93.03% (to date)
	Expulsions #	3	7	1	5	TBD
	Suspensions #	65	55	30	69	104 (to date)
	Dropout rate	N/A	N/A	N/A	N/A	N/A
	Advanced Coursework	N/A	N/A	N/A	N/A	N/A

	completion					
	Graduation rate	N/A	N/A	N/A	N/A	N/A
	High School Diploma Rate	N/A	N/A	N/A	N/A	N/A
<p>Summary:</p> <p>During the school year 2013-2014, there has been a decrease in the number of suspensions due to the implementation of the AIA (Alternative Instructional Arrangement program) -The program involves a proactive approach to behavior modification before issuing an in-school suspension. This alternative program and the crisis intervention teacher is supported through grant funding.</p> <p>Physical space is a significant concern. The building capacity is 750; however, it is currently over-capacity with 981 students currently enrolled; with a projection of 1060 students for the start of the 2015-2016 school year (please note that this enrollment number does not include staff. The school principal stated that there is a need for additional temporaries for next year to accommodate the continuous increase in enrollment, but the principal's request the county has noted that the building power grid cannot support any more buildings, and it becomes a safety issue.</p> <p>Last year (2012-2013), the total enrollment for sixth grade was 115 (not including entrants and withdrawals). This year, the number increased to 170 students resulting in the addition of two new sixth grade teachers and two additional temporaries, this sudden increase in enrollment continues to contribute to the building's overcrowding situation.</p> <p>The number of students eligible to receive ESOL services, (LEP subgroup) has almost doubled since 2011-2012. It increased from 176 to 313 students in 2013-2014, seventy-nine (79) out of 313 students, are currently identified as either newcomer or beginner (25% of the total ELL population) at William Wirt MS. When the enrollment of English Language Learners is combined with the Special Education enrollment (108), the total percentage of "special needs" population at William Wirt MS is 43% of the total enrollment of (972). Poverty rate is 89% as 867 students qualify for (Free and Reduced Meals.)</p>						

	<p>There are currently ten (10) students experiencing homelessness. In addition to 43% of the enrollment identified as ‘special need population’ there is a high rate of transiency (mobility) among the student population, in general, which significantly impacts teaching and learning (families return to their native countries often for several months at a time for seasonal work - then students return to school having even larger gaps in continuous instruction and formal schooling).</p> <p>Projected enrollment for 2015-2016 is 1,080.</p> <p>Needs: Master schedule and room assignments need to be modified to maximize all space and to reduce class size. The school plans to move back to a middle school model and team structure for collaborative planning. The school needs to add an additional “floating” team to further reduce class size. In addition, the Master Schedule realignment will allow for the full implementation of an intervention instructional block of time to address the needs through the provision of research based reading interventions of Special Education Students and English Language Learners. (HIGH PRIORITY)</p> <p>Additional staffing (to include the addition of one teacher for each of the four contents areas will be needed to reduce class size of no more than 26:1. per classroom. (HIGH PRIORITY - The school is planning to revisit their School-Based Budget (SBB) and absorb these four positions.)</p>
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2 Staff Profile

- Principal – Length of time at the school
- Number of Assistant Principal/s and other administrators
- Number and % of teaching faculty's total classroom instruction experience:
 - 0-5 years
 - 6-10 years
 - 11-15 years
 - 16+ years
- Number and % of teaching faculty's service at this school:
 - 0-5 years
 - 6-10 years
 - 11-15 years
 - 16+ years
- Number and % of HQ teachers
- Number of school-based reading and English teachers of record
- Number of school-based mathematics and data/analysis teachers of record
- Number of school-based reading and English resource personnel
- Number of school-based mathematics and data/analysis resource personnel
- Number and % of paraprofessionals

Principal: Length of time at the school – 5 years; **1 year; 2 years**

Number of Assistant Principal/s and other administrators: 2 FTEs authorized (3 on-hand); **2 APs, One (1) Academic Dean (SIG-funded); 2 APs, One (1) Academic Dean (SIG-funded)**

Number and % of teaching faculty's total classroom instruction experience:

	2013-2014	2014-2015	2015-2016
0-5 years	0 (0%)	18 (25%)	23 (30%)
6-10 years	22 (34%)	10 (13%)	11 (14%)
11-15 years	19 (29%)	17 (23%)	18 (24%)
16+ years	24 (37%)	28 (38%)	24 (32%)

Number and % of teaching faculty's service at William Wirt MS:

	2013-2014	2014-2015	2015-2016
0-5 years	43 (66%)	49 (67%)	53 (73%)
6-10 years	17 (26%)	17 (23%)	14 (19%)
11-15 years	2 (3%)	4 (5%)	6 (8%)
16+ years	3 (5%)	8 (11%)	3 (4%)

Number and % of HQ teachers: 45 (93.7%) - **71 (97%) - 100%**

Number of school-based reading and English teachers of record: **10**

Number of school-based mathematics and data/analysis teachers of record: **13**

Number of school-based reading and English resource personnel: 1 (Reading Specialist) - **1 plus 1 ESOL Coach**

Number of school-based mathematics and data/analysis resource personnel: 1 (Data Coach) - **1 plus 1 Math Coach**

Number and % of paraprofessionals who are qualified: 4 - 100% - **4 (100%)**

Number of mentor teachers and number of teachers being supported: 1 Mentor Teacher supporting 1 Resident Teacher (**0**)

Number of teachers funded by Title I : 5 (**5**)

- who are qualified
- Number of mentor teachers and number of teachers being supported
- Teacher and administrator attendance %

Teacher and administrator attendance %:

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Teacher Attendance (%)	95%	95%	94%	91.9%	89.8%
Administrator Attendance (%)	92%	70%	92%	94.3%	90.5%

Summary:

The school increased its number of full-time ESOL teachers by one from school year 2012-2013 to school year 2013-2014. This allowed for ESOL students of all proficiency levels to receive direct instruction from an ESOL certified teacher.

All three assistant principals are certified in several teaching areas and have an instructional focus. - one AP is the administrator for the ESOL, RELA, and Social Studies departments; one AP is the administrator for SPED, Science, and Math; the third AP handles creative arts and specialized programs, (e. PE, world language, music, etc.)

With the addition of the county-funded Itinerant Special Education Assistant (ISEA), pull-out groups have been implemented to address the unique needs of eligible Special Education Students within the Least Restrictive Environment. In addition, the ISEA position has allowed for the provision of research based reading and math interventions for students with disabilities within the smaller intensive classrooms. The ISEA position is funded through the PGCPs special education department and works in small groups under the supervision of the special education teacher; however, the special education teacher may not be the teacher of record.

Two ESOL paraprofessionals are assigned to support English Language Learners (ELLS); however, they

	<p>have no specialized training in second language acquisition or effective strategies for ELLs. Moreover, ESOL paraprofessionals cannot administer standardized English language proficiency tests (WIDA ACCESS), provide accommodations on State tests, do report cards, and contractually are not required to attend planning meetings. This year, the school required additional support from the central office ESOL coach to complete the required WIDA testing.</p> <p>Currently, a central office ESOL coach is assigned to William Wirt but the coach has additional schools to support limiting her ability to provide direct support to teachers on a regular basis. SBB for 2014-2015 is supporting only two assistant principals; the third assistant principal position was reduced because it had been added and paid this year out of central office funds in an effort to support the continually increasing enrollment (the creative arts AP is the position that has been reduced).</p> <p>Needs: In consideration of the steadily growing overall school population William Wirt Middle School would benefit from adding another teaching team (one teacher of each of the four content areas) to reduce class size and increase the feasibility of having increased student performance outcomes across all subgroups and to decrease the learning gap between the highest performing and lowest performing subgroups. (HIGH PRIORITY - The school is planning to revisit their School-Based Budget (SBB) to absorb these four positions.)</p> <p>To maintain consistency with current organizational structures, maintaining the third administrator is needed for instructional consistency and leadership. PGCPs has indicated that this position was a one-time extra “placement” position for 2013-2014 and will not be restored by central office. The school would like to maintain this position using SIG III funds.</p> <p>To directly support the needs of the ELL population (and teachers) and to serve as a liaison between the school, parents and families, and the ESOL office, a full-time, site-based ESOL “Mentor Teacher” is needed. (HIGH PRIORITY)</p>
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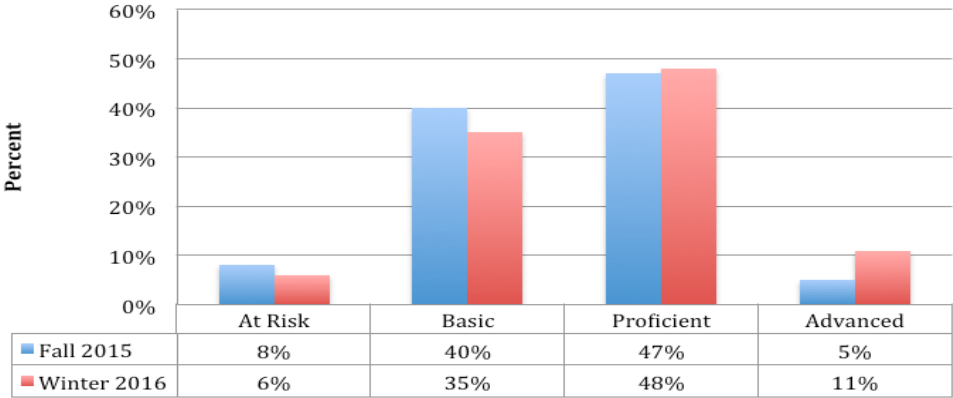
<p><u>3 Student Achievement</u></p> <ul style="list-style-type: none"> • Student achievement data for reading and math on State assessments by the “all student” category and all subgroups • Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup • Graduation Rate 	<p><u>READING (Spring 2014)</u></p> <p>ESOL Annual Measurable Achievement Objectives (AMAOs):</p> <p>AMAO 1 (progress):</p> <ul style="list-style-type: none"> • 2011 (Met) - 62% (Target 57%) • 2012 (Not met) - 15% (Target 52%) • 2013 (Not met) - 30% (Target 54%) <p>AMAO 2 (exits):</p> <ul style="list-style-type: none"> • 2011 (Met) - 22% (Target 17%) • 2012 (Not met) - 1% (Target 10%) • 2013 (Not met) - 2% (Target 11%) <p>AMAO 3 (MSA) - Reading:</p> <ul style="list-style-type: none"> • 2011 (Not met) - 38.2% (Target 85.6%) • 2012 (Met) - 45.8% (Target 43.4%) • 2013 (Met) - 48.4% (Target 48.5%) <p>AMAO 3 (MSA) - Math:</p> <ul style="list-style-type: none"> • 2011 (Not met) - 31.5% (Target 78.6%) • 2012 (Met) - 32.5% (Target 37.1%) • 2013 (Not met) - 25.4% (Target 42.8%) <p>Overall Gap Analysis for Reading and Math</p> <p>The 2013 administration of the Maryland State Assessment (MSA) shows that the subgroups with the largest achievement gap when compared to the aggregate are Special Education and LEP (reading and math). In math, a significant gap exists between the subgroups of Asian/White and Special Education: a 25 percentage point gap is observed. In reading, the largest gap exists between Black/African-American and Special Education: 46.9 percent point gap. For the LEP subgroup, there is a 20.8 percent point gap from the aggregate in reading and a 17.2 percentage point gap in math. For Special Education subgroup, there is a 44.7 percentage point gap from the aggregate in reading and a 23.2 percentage point gap in math. The subgroups that are consistently low performing are LEP and Special Education.</p> <p>2013-2014 / 2014-2015 / 2015-2016</p>
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		Grade 6	Grade 7	Grade 8
	MUST 1 / QBT 1 (Fall 2014) / NA	45 / 36%	41 / 34%	47 / 38%
	MUST 2 / QBT 2 (Winter 2015) / NA	45 / 43%	50 / 44%	47 / 43%
	Gain +/- Gain +/- Loss - NA	0 / +7%	+9 / +10%	0 / +7%
	SRI Winter / Fall 2014 / Fall 2015 (% Prof/Adv)	57 / 55 / 52%	63 / 61 / 52%	68 / 67 / 56%
	SRI Spring 2014 / Winter 2015 / Winter 2015 (% Prof/Adv)	64 / 62 / 59%	67 / 68 / 60%	71 / 70 / 64%
	Gain +/- Gain +/- Loss Gain/Loss +/- (%)	+7 / +7 / +7%	+4 / +7 / +8%	+3 / +3 / +8%
<p>Regarding the common core instructional shifts that involve the integration of writing as integral part to instruction, the students at William Wirt MS are met with challenges. The students' overall performance in writing on the County-wide Writing Diagnostic indicated challenges in the five construct measures (Reading Comprehension, Development of Ideas, Organization, Language and Conventions) earning mostly 0s, 1s and 2s on a scale of 4 using the PARCC rubric. It is important to note the correlation that children who scored high on the writing diagnostic are generally the same 7th graders performing high on MUST 1 & 2 assessments. The Mandatory Unit Systemic Tests (MUST) 1 and 2 indicates overall school-wide performance averages below 50% on a scale of 100 across grade levels 6-8. Grade 7 shows an increase of 9% from MUST 1 and MUST 2 while 6th and 8th grade remained the same.</p> <p>The Scholastic Reading Inventory (SRI) scores for Grade 6 reflect an increase of 7% up from 57% Winter to 64% Spring 2014. Seventh grade SRI scores increased 4% and Grade 8 increased 3%. Overall, the writing performance has remained consistently at or below 50%. This is a need that has to be addressed as writing contributes to performance on Standardized tests</p>				

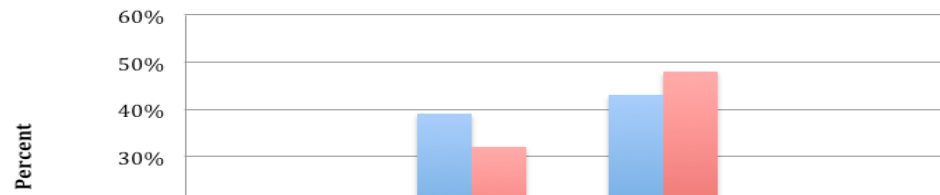
	<p>MSA (SY2010-2013) Data Analysis of Reading Proficiency indicates the following trends:</p> <p>Over the past three years (MSA) data indicates there has been a pattern of increased achievement for the aggregate in reading proficiency. MSA scores for the past three years have been in an upward trajectory indicated by the following scores; 60.6% in SY2010, 64.2% in SY2011 and 64.9% in SY2012. Trended data demonstrates a 4.3 percentage point gain since 2010.</p> <p>The school experienced gains in the following four subgroup's performance: LEP, Special Education, African American and FARMS over the past three years. FARMS students increased by 6.8 percentage points from 2010 to 2012. LEP students increased 14.9 percentage points when comparing 2010 to 2012 scores. The African American subgroup performance fluctuated, however there were still gains during the three year period resulting in a 4.3 percentage point gain from 2011 to 2012. Special education students' performance also experienced gains resulting in a 6.7 percentage point gain between 2010 and 2012 school year.</p> <p>A data analysis of the reported MSA scores (2012) by grade level reveals that 75.7% of 6th grade students were proficient in reading; 68.8% of 7th grade students were proficient in reading and 56.5% of 8th grade students were proficient in reading. In 2013, the overall performance of six graders dropped to 67.5% in reading. All subgroups showed a significant decline in performance, except for African Americans whose performance increased from 63% in 2012 to 76.7% in 2013. The largest decline in reading performance was seen in reading in the Special Education group from 70% proficiency in 2012 to 25% proficiency in reading in 2013. Reading proficiency for ESOL students in 6th grade went from 55.2% in 2012 to 44.0% in 2013. 7th graders, the performance in reading increased from 68.8% in 2012 to 74.1% in 2013. The 8th graders overall performance in reading increased from 56.5% in 2012 to 65% in 2013. In regards to 8th grade students, a significant gap in performance is observed when compared to other grade levels a significant gap in performance is observed in 2013. Only 25.8% of ESOL students in eighth grade were proficient in reading, 20% of Sped Education students were proficient in reading but only 7.7% of ESOL students and 17.5% of Special Education students were proficient in math.</p> <p>The gap observed in 8th grade at WWMS is similar to the county 8th grade performance average. Qualitative data from the 8th grade teachers during collaborative planning/data day indicates that professional development in the areas of differentiated instruction, multiple representations of the same</p>
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	<p>concept, ELL strategies and reading strategies to build comprehension would help to close the language and achievement gap and preventing dropout rate as students are not prepared to transition into high school.</p> <p>FAST (Q4 SY2013-2014) Data Analysis of Reading Proficiency indicates the following performance outcomes:</p> <p>An analysis of FAST Data (fourth quarter, 2012) indicates 76.28% of 6th graders were proficient or advanced in reading; 73.6 % of 7th grade students were proficient or advanced; 72.8% of eighth graders were proficient or advanced in reading. When comparing the LEP subgroup to the aggregate a significant gap is observed. Students in the LEP and SPED subgroup are the lowest performing. and this is a trend that has been observed in the last three years, specifically in math.</p> <p>The lowest scoring indicators for students grade 6th, 7th and 8th in the LEP Subgroup for Reading/Language Arts are as follows:</p> <ul style="list-style-type: none"> ● Reading Comprehension, ● Writing Skills and ● Vocabulary Development. ● Literary Elements <p>The lowest scoring indicators for the Special Education Subgroup for each grade 6th, 7th and 8th for Reading/Language Arts were:</p> <ul style="list-style-type: none"> ● Grade 6—Summarizing, Inferencing and character traits ● Grade 7—Inference, main ideas and author's argument ● Grade 8—Summarizing, drawing conclusions and author's point of view <p>2015-2016 Reading Data Scholastic Reading Inventory (SRI)</p>
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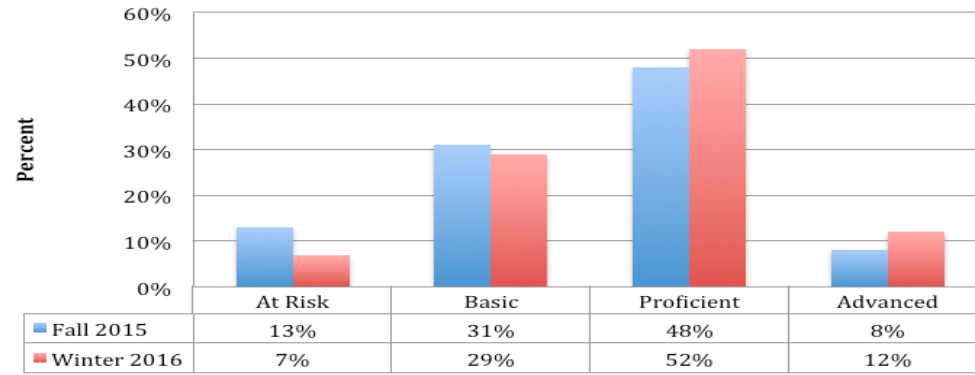
6th Grade SRI



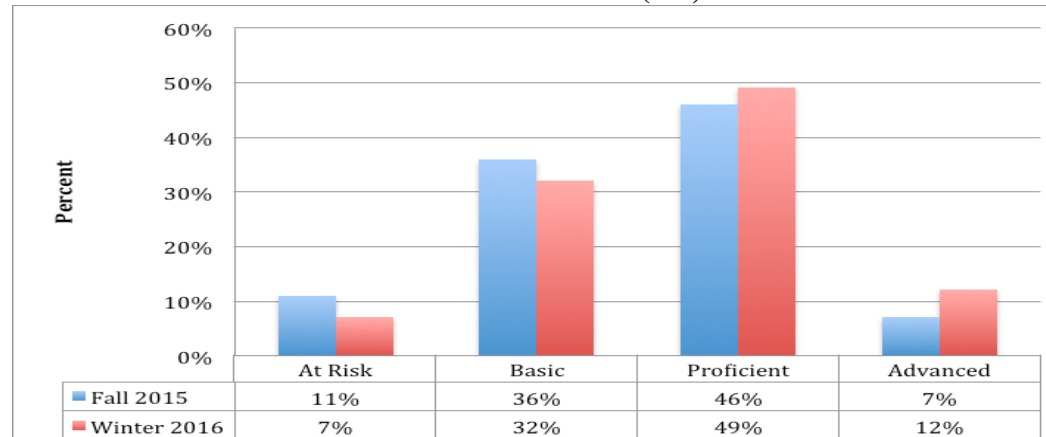
7th Grade SRI



8th Grade SRI



Overall SRI Data (6-8)



Summary (include strengths and weaknesses):

Successes include the full implementation of Achieve 3000, a supplemental reading comprehension program. According to the data, Achieve 3000 was used school-wide across content areas of (Science, Social Studies and Language Arts). The program provides differentiated informational text passages, adjusted to individual student lexiles. Additionally, LEP students read more books as indicated by the 25 Book Campaign Reading Trackers and there was an improvement noted for LEP students' in terms of the quality of their responses to brief constructed-response (BCRs). WWMS was awarded a certificate of distinction for effective school-wide implementation and student usage for SY2012.

MATHEMATICS:

(Spring 2014) The most recent data in mathematics shows that students continue to struggle with mastering grade level indicators. The chart below shows the average percent of correct answers on MUST 1 and MUST 2 and the difference between the two. The data shows small gains in 6th grade honors, 7th grade and 7th grade honors. In 6th grade math and Geometry, there were slight decreases in the average percent correct, while in 8th grade, 8th grade honors, and Algebra I the decreases were greater. These declines may be attributed to the complexity of the topics addressed on MUST 2. In 8th

grade, the most challenging indicator is understanding and applying the Pythagorean Theorem. In Algebra, one of the most challenging indicators is interpreting the structure of expressions that represent a quantity in terms of its context.

2013-2014 / 2014-2015

Math Course	MUST 1/QBT 1 Fall 2014	MUST 2/QBT 2 Winter 2015	+/- % / +/- %
6th Grade CC	19% / 26%	17% / 22%	-2% / -4%
6th Grade CC Honors	28% / 40%	29% / 32%	+1% / -8%
7th Grade CC	22% / 23%	25% / 27%	+3% / +4%
7th Grade CC Honors	29% / 49%	34% / 49%	+5% / 0%
8th Grade CC	28% / 18%	16% / 17%	-12% / -1%
8th Grade CC Honors	44% / 27%	32% / 32%	-12% / +5%
Algebra I	37% / 53%	25% / 33%	-12% / -20%

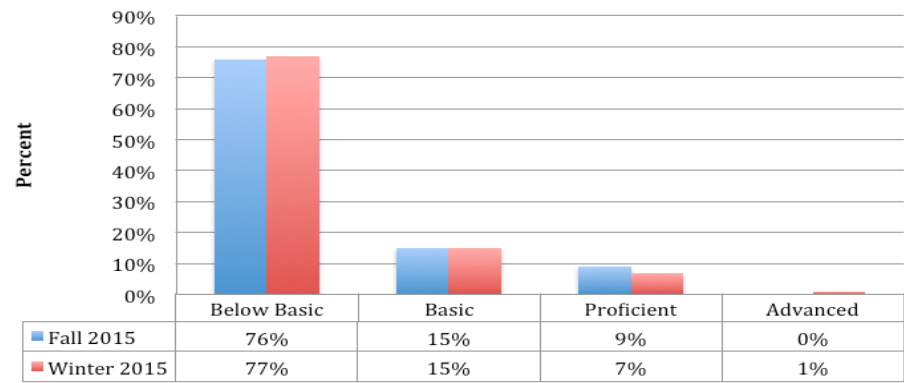
MSA (SY2010-2013) Data Analysis of Mathematics Proficiency indicates the following trends:

Over the past three years, MSA data indicates there has been a pattern of achievement for the aggregate in math proficiency. MSA scores have increased over the past three years from 42.1% in SY2010 to 45.1% in 2012. Despite a decline of less than one percentage point in SY2011, trended data demonstrates an overall three percentage point gain since SY2010.

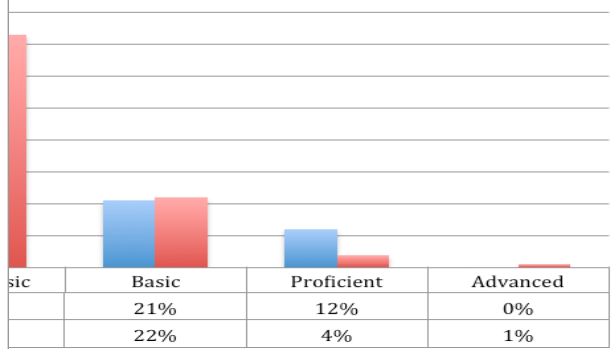
The school experienced gains in the following four subgroups performance: (FARMS, LEP; African American, and Special Education) over the past three years. FARMS students increased math proficiency by 6.8 percentage points from SY2010 to SY2012. LEP students increased math proficiency by 7.2

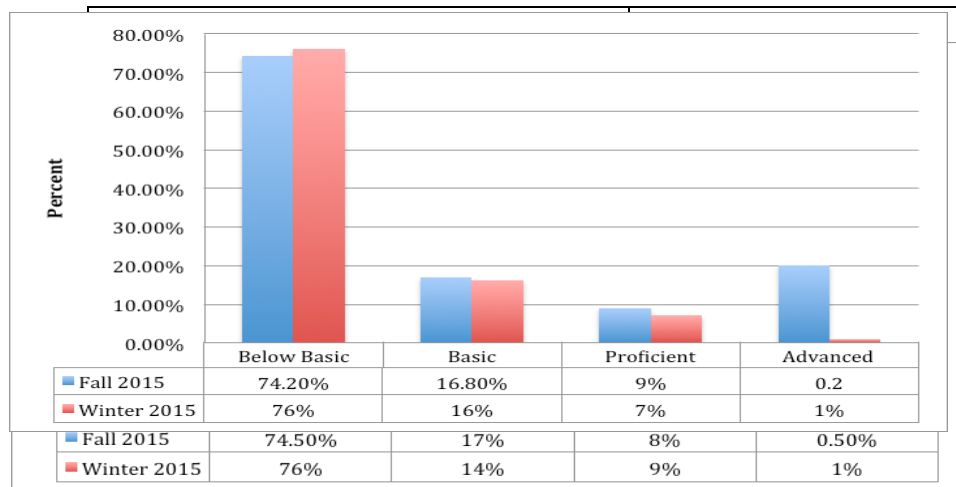
	<p>percentage points when comparing SY2010 to SY2012 scores. The African American subgroup performance in math fluctuated with a 6 point decrease in SY2011, however there were still overall gains from SY2010 to SY2012 resulting in a gain of 1 percentage point. Special education students' performance also experienced gains resulting in a 5.6 percentage point gain between SY2010 and SY2012.</p> <p>A data analysis of the reported MSA scores by grade level reveals that 69.1% of 6th grade students were proficient in math; 50.8% of 7th grade students were proficient in math and 30.4% of 8th grade students were proficient in math. The gap observed in 8th grade at WWMS is similar to the county 8th grade performance average. Qualitative data from the 8th grade teachers during collaborative planning/data day indicates that professional development in the areas of differentiated instruction and computation strategies to build problem-solving skills would help to address this achievement gap.</p> <p>FAST (Q4 SY2013-2014) Data Analysis of Mathematics Proficiency indicates the following performance outcomes:</p> <p>An analysis of Math FAST Data Q4 SY2011-2012 indicates that 36.4% of 6th graders were proficient or advanced in math; 51.3 % of 7th grade students were proficient or advanced; and 52.6% of eighth graders were proficient or advanced in math. Over the course of the school year, SPED and LEP students showed improvement their mastery of basic math skills. The lowest scoring indicators noted for 6th, 7th and 8th graders in the Special Education Subgroup in Mathematics are:</p> <ul style="list-style-type: none"> • Determining the surface area of geometric solids, • Identifying or graph solutions of inequality on number line, identify and • Describing angles formed by intersecting lines, line segments, and rays. <p>The lowest scoring indicators for 6th, 7th and 8th grade LEP students in Mathematics are:</p> <ul style="list-style-type: none"> • Problem solving, • Data interpretation <p>2015-2016 SMI Data (Scholastic Math Inventory)</p>
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7th Grade SMI



6th Grade SMI





Overall SMI Data (6-8)

	<p>William Wirt Middle School is currently implementing a school-wide AVID Program where identified students receive instruction on note-taking, test-taking, time management skills, effective textbook reading and library research skills within the AVID program. The typical AVID student has academic potential with a GPA ranging from 2.0 to 3.5 G.P.A. who would benefit from the support of the program to improve their academic rigor and begin college preparation.</p> <p>The WWMS ESOL Department Chairperson has the following training that has been a benefit in working with teachers to have a positive effective of student learning: NBPTS Candidate Support Provider training in 2010, AVID Summer Institute in 2011 and SIOP training in 2014.</p> <p>2014-2015 WIDA ACCESS was administered to all ESOL students in January and February, 2015. WIDA measures student progress in reading, writing, speaking, and listening. 70% of a student's overall score is made up of the reading and writing sub-tests. Students are given a score between 1.0 and 6.0 and must obtain an overall score of 5.0 or above in order to exit ESOL status. WIDA tested 331 students. Of those 331 students, 150 or 45.4% showed no progress.</p> <p>SRI (Scholastic Reading Inventory) was administered to all students in September 2014, January 2015 and again in May 2015. The SRI assesses student comprehension levels when no accommodations are given. From September to May, all students in all categories increased. The largest overall growth occurred in sixth grade. The largest ESOL growth occurred in seventh</p>
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grade. The largest SpEd growth occurred in sixth grade.

<u>Sixth Grade</u>		
<u>September SRI 2014</u>	<u>May SRI 2015</u>	<u>Percent Change</u>
Overall – Basic 2 (55%)	Overall – Low Proficient (66%)	+ 11%
ESOL – Basic 1 (42%)	ESOL – Basic 2 (47%)	+ 5%
SpEd – Basic 1 (40%)	SpEd – Basic 2 (51%)	+11%
<u>Seventh Grade</u>		
<u>September SRI 2014</u>	<u>May SRI 2015</u>	<u>Percent Change</u>
Overall – Basic 2 (61%)	Overall – Low Proficient (67%)	+ 6%
ESOL – Basic 1 (37%)	ESOL – Basic 2 (56%)	+ 19%
SpEd – Basic 1 (40%)	SpEd – Basic 1 (46%)	+6%
<u>Eighth Grade</u>		
<u>September SRI 2014</u>	<u>May SRI 2015</u>	<u>Percent Change</u>
Overall – Basic 2 (67%)	Overall – Basic 2 (70%)	+ 3%
<u>ESOL – Basic 1 (48%)</u>	<u>ESOL – Basic 2 (56%)</u>	<u>+ 8%</u>

	<u>SpEd – Basic 1 (49%)</u>	<u>SpEd – Basic 1 (52%)</u>	<u>+3%</u>								
	<p>There are several reasons that impact the achievement of students in the ESOL subgroup. A review of the most current and trended WIDA and SRI data indicate that English language learners area in need of additional/supplement direct differentiated learning opportunities in the skill areas of speaking, listening, reading and writing and to include academic vocabulary and reading comprehension across all content areas. Additional ESOL teachers/staff to provide this direct assistance and to provide support throughout the various integrated and sheltered ESOL programs directly to students and through training to general education teachers and support staff. This would further support the academic performance outcomes of the ESOL subgroup in addition to William Wirt Middle School’s Year 2 implementation of schoolwide SIOP training and a sheltered, co-taught content class model for beginner and intermediate English Language Learners.</p> <p>The ESOL subgroup has doubled since the 2010-2011 school year. As this population has grown, this population of students has become a critical portion of each class’s make-up and teachers have struggled to address the needs of this group. William Wirt Middle School’s immediate needs are additional training, an increase in the number of dual-certified content teachers and additional planning time for teachers to prepare to teach English language learners. The chart below highlights the teacher-student ratio for the overall student population and the ELL population.</p>										
	<table><tr><th>Number of Teachers at William Wirt Middle School</th><th>Number of Teachers Certified to Teach English Language Learners (per MSDE)</th><th>Ratio of Certified Teachers to General Student Population</th><th>Ratio of Certified ESOL Teachers to ESOL Population</th></tr><tr><td>73</td><td>9</td><td>1:14</td><td>1:37</td></tr></table>	Number of Teachers at William Wirt Middle School	Number of Teachers Certified to Teach English Language Learners (per MSDE)	Ratio of Certified Teachers to General Student Population	Ratio of Certified ESOL Teachers to ESOL Population	73	9	1:14	1:37		
Number of Teachers at William Wirt Middle School	Number of Teachers Certified to Teach English Language Learners (per MSDE)	Ratio of Certified Teachers to General Student Population	Ratio of Certified ESOL Teachers to ESOL Population								
73	9	1:14	1:37								
	<p>Although there is a school-based ESOL coach (included in the number of certified ESOL teachers</p>										

above) as well as three paraprofessionals dedicated to the ESOL department, there is still a need for additional assistance and training for teachers at William Wirt Middle School. Year 2 of SIOP training (2015-2015) will provide some additional classroom support for all teachers.

2015-2016 WIDA Results have been provided below

Overall Proficiency Levels				
Level	WWMS	Elem	Middle	High
1 – Entering	11%	15%	13%	17%
2 – Emerging	19%	15%	22%	27%
3 – Developing	42%	27%	37%	24%
Lower Levels	72%	57%	72%	68%
4 – Expanding	24%	24%	22%	17%
5 – Bridging	4%	15%	5%	10%
6 - Reaching	4%	2%	0.4%	2%
Higher Levels	28%	41%	27.4%	28%

Higher Levels by Domain				
Domain	WWMS	Elem	Middle	High
Listening	55%	53%	50%	43%
Speaking	51%	71%	49%	26%
Reading	18%	45%	19%	27%
Writing	10%	26%	11%	33%

Exit Rate			
School	Elem	Middle	High
4.7%	17%	5%	12.7%

Annual Measureable Achievement Objectives (AMAO)				
AMAO	Target	WWMS	Met	County
1 – Progress <i>(Defined by an increase of 0.5 proficiency level or more)</i>	57%	29%		54% (No)
2 – Attainment <i>(Defined by meeting Exit Criteria)</i>	15%	4.7%		14.7% (No)

AMAO 1 & 2 By Grade Level				
	% Progress		% Attainment (Exit)	
6	38%	25%	7%	6%
7	30%	28%	5%	5%
8	24%	27%	3%	4%

WIDA Performance Definitions

While William Wirt Middle School struggles to increase its ESOL exit rate and meet AMAO, students are obtaining scores at the upper end of the WIDA ACCESS score spectrum when compared to their peers across the county. This provides some indication that the sheltered classes

	<p>for students scoring at the lower end of the spectrum when they enter William Wirt Middle School is having a positive impact. It is suggested that sheltered ESOL and content classes remain in place for the 2016-2017 school year.</p> <p>The lowest domain for students continues to be writing. As ESOL department staff continues to collaborate with other content areas, we will continue to share best practices in this area. We will also encourage all content teachers to continue to utilize the ESOL department's resource website when planning lessons (wwmsesol.blogspot.com). Staff members have posted writing-related resources such as graphic organizers on this website.</p> <p><u>2015 PARCC Results (overall)</u> <u>2015 PARCC Results (math)</u> <u>2015 PARCC Results (reading)</u></p> <p>2016 PARCC results will be added when available.</p> <p>Needs: A dedicated full-time school-based math coach/mentor teacher is needed to support teachers across the myriad of course selections that are currently in our curriculum. (HIGH PRIORITY)</p> <p>There is a need for a two (2) Resource Intervention Teachers who work collaboratively with instructional leadership to implement research based reading and math interventions. Resource Intervention Teachers would collaborate with Reading Specialist and Special Education Department Chairperson in planning, teaching and monitoring effective small group reading instruction especially for student most at risk. Resource Intervention Teachers are certified teachers who would provide daily additional small group intervention instruction for students with disabilities and at risk students. The overall intent is to reduce the achievement gap of student with disabilities and their non-disabled peers. (HIGH PRIORITY) – Additional special education positions may be provided through the PGCPs Special Education</p>
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	<p>Department.</p> <p>There is a need for the Summer 2014 ELO to support reading schoolwide for current and incoming students which requires approx. \$150k which includes cost for staff, teaching & student supplies and bus transportation. (Title I Focus funds will cover the teacher salaries; the school needs SIG III funding to cover bus transportation and student supplies.)</p> <p>There is a need to sustain the school-wide subscription to Achieve 3000 and to add eScience3000 as online intervention programs. (HIGH PRIORITY)</p> <p>2015-2016 An ESOL resource teacher is needed to continue to provide individualized age-appropriate effective research-based supplemental instruction within the school day. The intervention will be an <u>Academic Resource Class</u> whereby ESOL and other low performing students will have an additional class scheduled in lieu of the creative arts block. The additional staff member provides ESOL students with additional differentiated instructional time to reinforce skills learned in the general education setting. The ESOL resource teacher also collaborates with the general education teacher and offers “sheltered co-teaching” opportunities across all content areas to ensure that lesson plans inclusive of strategies that best support ESOL students. This position will be maintained through Title I FOCUS grant funds.</p>								
<p><u>4 Rigorous Curriculum</u></p> <p>Alignment of curriculum implementation with state standards across grade levels</p> <ul style="list-style-type: none">● Core English/Reading program● Core Mathematic and algebra programs● Curriculum Intervention Programs● Enrichment Programs	<table><tr><th>Content</th><th>Core Program(s)</th><th>Intervention(s)</th><th>Enrichment</th></tr><tr><td>READING</td><td>PGCPS CCSS E/LA PGCPS ESOL: WIDA ELD</td><td>RTI: Achieve 3000 ELO (1003g) Academic Resource Class SPED Academic Resource Class</td><td>AVID ESOL Book Club STEM Title I</td></tr></table>	Content	Core Program(s)	Intervention(s)	Enrichment	READING	PGCPS CCSS E/LA PGCPS ESOL: WIDA ELD	RTI: Achieve 3000 ELO (1003g) Academic Resource Class SPED Academic Resource Class	AVID ESOL Book Club STEM Title I
Content	Core Program(s)	Intervention(s)	Enrichment						
READING	PGCPS CCSS E/LA PGCPS ESOL: WIDA ELD	RTI: Achieve 3000 ELO (1003g) Academic Resource Class SPED Academic Resource Class	AVID ESOL Book Club STEM Title I						

		MATHEMATICS PGCPS CCSS Math 6 PGCPS CCSS Math 6 Honors PGCPS CCSS Math 7 PGCPS CCSS Math 7 Honors PGCPS CCSS Math 8 PGCPS CCSS Math 8 Honors PGCPS CCSS Algebra I PGCPS CCSS Geometry	ELO (TNI): I-Ready First in Math	AVID STEM Title I
	<p>Extended Learning Opportunities (ELOs) for English Language Learners: The ESOL office will support an ELO program for ELL students with Title III funding (for SY 2014-2015). The ESOL office will also support a summer reading program (book club) for ELLs to start during the summer of 2015, with Title III funding.</p> <p>Summary: William Wirt Middle School is currently implementing a school-wide AVID Program where identified students receive instruction on note-taking, test-taking, time management skills, effective textbook reading and library research skills within the AVID program.</p> <p>Teacher capacity has increased as it relates to Common Core curriculum due to ongoing collaborative planning, after-school workshops, and systemic training.</p> <p>There has been an increased implementation of the FFT model of professional practice along with effective and timely feedback.</p> <p>The current collaborative planning time has a more departmentalized focus, training on how to implement data-driven decisions is needed to improve instruction.</p> <p>The switch to common core this year has increased the gaps in student preparedness (prerequisites) for the next level of curriculum.</p>			

	<p>Needs:</p> <p>With the large percentage of diverse learners (ESOL and SPED), there is a need for school-wide SIOP training. The Sheltered Instruction Observation Protocol (SIOP) model is a research-based and empirically validated model of sheltered instruction. It is an approach, which integrates language development with content teaching in order to improve the academic achievement of English Language Learners. When implemented to a high degree, SIOP is proven to increase student achievement, improve academic content skills and language skills, as well as prepare students to become college and career ready. (HIGH PRIORITY)</p> <p><i>SIOP End of Year One Status Report (2014-2015):</i> <i>The contracted services with Pearson were delivered in full.</i></p> <ul style="list-style-type: none"> • <i>Introductory SIOP Training was scheduled during the summer during August 2015 for all current contract WWMS teachers to increase their depth of knowledge in understanding the SIOP Model.</i> • <i>Introductory SIOP Virtual Training was scheduled during the Semester 1 of SY2014-2015 for all newly hired/contracted WWMS teachers to increase their depth of knowledge in understanding the SIOP Model and to help ensure that all teachers had the introduction course prior to the start of the start of the component trainings.</i> • <i>The eight (8) SIOP component trainings were held from January – June 2015. “PD Friday” was used for this purpose and involved having the training provided in the AM & the PM with half of the staff attending the AM session and half of the staff attending the PD session.</i> <p><i>SIOP End-of-Year 2 Progress Report (2015-2016)</i> <i>Pearson Consultants: Alicia Richmond, Judith O’Loughlin, Pamela Creed</i> <i>Teachers were very responsive to the suggestions and modeling. They were thoughtful and reflective when posing questions to us about classroom practice.</i> <i>We wanted to share our thoughts with you concerning SIOP practices that we appreciated and were evident in the eight classrooms. We also wanted to share some SIOP implementation suggestions we have.</i></p>
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	<p><i>SIOP Classroom applications we really appreciated were:</i></p> <ul style="list-style-type: none"> • <i>Teachers were very flexible and eager to learn as we all worked together with them as partners to meet the needs of the English Learners in their classrooms.</i> • <i>Teachers posted content objectives for students.</i> • <i>Many teachers use good visuals/power points/realia to support lessons and provide support for English structures.</i> • <i>Teachers provided some evidence of strong teacher to student interaction.</i> • <i>Teachers connected to student background knowledge and recent learning.</i> <p><i>SIOP Implementation Suggestions:</i></p> <ul style="list-style-type: none"> • <i>Teachers in the building would benefit from a review of the SIOP components and how they fit into the school's improvement plan.</i> • <i>Have tools (pencils, pens, paper) ready for classroom ready for learning so class time on task can be maximized.</i> • <i>Start initial instruction for the day's objectives in the first 10 minutes of instruction. The current research shows us that is the optimal time for learning in a 60 minute lesson is the first 10-20 minutes. I have attached a synopsis of Dr. Sousa's research for your review. (We gave this article to the teachers.)</i> • <i>Add language objectives to each lesson. Review with students both content and language objectives at the start of class, during class and at the end of the lesson so that students own the objectives. Set up classroom groupings to foster more student-to-student interactions so that time is provided to practice and use English.</i> • <i>Select one SIOP component to focus on for effective classroom implementation for the next school year.</i> <p>The school needs to implement an effective collaborative planning model to include lesson studies, lesson demonstrations and explicit instruction specifically for ESOL students and Special Education students to be integrated across the disciplines. There is also a need for vertical planning time. The proposed, new master schedule will provide the time needed for consistent and effective collaborative planning. (HIGH PRIORITY)</p>
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	<p>There is a need for a “bridge” to the common core curriculum for both math and reading. (PGCPS C&I)</p> <p>RITA RECOMMENDATIONS:</p> <ol style="list-style-type: none"> 1. Ensure that all students have access to a rigorous technology enhanced curriculum in classrooms, including portables. 2. Ensure that all students, particularly those in the self-contained SPED class, have access to Maryland College and Career Ready Standards and other curriculum. 3. Utilize media resources consistently with the implementation of curriculum
<p><u>5 Instructional Program</u></p> <ul style="list-style-type: none"> ● Planning and implementation of research-based instructional practices ● Use of technology-based tools ● Use of data analysis to inform and differentiate instruction ● Master Schedule by content area (include minutes of instruction) ● Use of Response to Intervention 	<p><u>Planning and implementation of research-based instructional practices:</u></p> <ol style="list-style-type: none"> a. The school has continued with the implementation of MSDE Explicit Instruction b. Even though America’s Choice is no longer supported in PGCPS, the staff at WWMS continue to implement workshop models and best practices from that program (Reader’s and Writer’s workshop model guiding students to read in-class and for recreation through best practices such as differentiated instruction (lexiled selected books); maintain conferencing goals; update student academic profile and solicit parent/community support including ongoing progress ‘monitoring. c. Framework for Teaching <p><u>Use of technology-based tools:</u></p> <ul style="list-style-type: none"> ● Transforming Education through Digital Learning (TEDL) Program (<i>Title I Funded; Subgroups: African-American, LEP, SPED and FARMS</i>) <p>William Wirt Middle School is preparing students to be technologically savvy in a global society. For the past 2 years, WWMS has been a Distinguished Apple school thanks to the Title I Office and their Transforming Education through Digital Learning (TEDL) initiative. Students use iPads as a learning tool that will allow access to instructional digital content that will engage them in their education; however, the use of iPads is mostly to conduct Internet searches and there is a level of underutilization observed. Students are able to create, distribute, access, and</p>

	<p>collaborate using the highest level of technology. https://www.youtube.com/watch?v=eHWwPy5MS3c Excerpt From: "Book Title." iBooks.</p> <ul style="list-style-type: none"> • Technology and education software to include iPads, Mobile Laptop Station, Interwrite Boards, and LCD Projectors, etc. are used daily in each classroom to enhance the instructional lesson delivery; expose students to virtual learning experiences, focus learners, and support and increase opportunities for differentiated instruction. • Achieve 3000 (Teenbiz 3000), a differentiated online reading comprehension and assessment program, will be used to prepare students for college and career success and address the needs of students below grade level or at risk of not meeting proficiency on State Exams by improving reading abilities as measured by Lexile levels. • First in Math, an online program designed to increase students computational fluency i-Ready - is a researched-based program used to supplement instruction that is a robust, online platform that offers a computer-adaptive diagnostic, personalized data-driven instruction on foundation skills, standards-based practice, that is built for the Common Core and is a cross-grade-level assessment pinpoints needs down to the sub-skill level and gives teachers an action plan to bridge the achieve gap and address the needs of students below grade level or at risk of not meeting proficiency on State Exams by providing students with explicit online instruction which will increase their skills in the four domains (listening, reading, writing & speaking) allowing students more opportunity to display master their content knowledge. • BrainPop and BrainPop ESL • Compass Learning Odyssey - on-line researched-based supplemental mathematics instruction and assessment program, will be used to differentiate instruction and address the needs of students below grade level or at risk of not meeting proficiency on State Exams. • IXL - online mathematics practice environment is a focused learning system that promotes lasting retention thought comprehensive, dynamic content by providing math practice through visual representations, word problems and interactive math activities which will be used to bridge the achieve gap and address the needs of students below grade level or at risk of not meeting proficiency on State Exams. • Flocabulary - presents academic content in a highly-engaging, contemporary format that provides students with both visual and aural exposure for introducing new topics, for review
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	<p>and/or intervention and providing ongoing enrichment as well.</p> <p><u>Use of data analysis to inform and differentiate instruction:</u></p> <p>WWMS Quarterly Data Utilization, P-MAPP and Action Plan Workshop</p> <ul style="list-style-type: none"> Teachers/ staff meet at least quarterly to analyze result of ongoing common formative assessments (CFA), chapter pre and post-tests, unit assessments and district assessment outcomes based on Power Standards & State curriculum (SC)Indicators, to identify areas of weaknesses & misconceptions and make instructional decisions based on assessment outcomes in order to guide instructional planning for re-teaching, improve lesson design, and create rigorous instructional tasks to meet students' learning needs and provide safety nets for students at risk of not meeting the standards . In addition this provides a venue for on-going progress monitoring, `daily professional development and peer support essential for retaining/recruiting HQTs & (HQP)s). SPMT, Instructional Leadership Meetings – meet weekly to review various data impacting student performance. Collaborative Planning & Grade Level Team Meetings – meet weekly to review various data impacting student performance. <p>Teacher Assessment Notebook (TAN)</p> <ul style="list-style-type: none"> Data and student progress are recorded on a regular basis on the TAN. Data collected is used to plan, design, and deliver instruction. <p>Content Area Instructional Collaborative Planning Communities</p> <ul style="list-style-type: none"> Planning sessions are led by the content/subgroup department chair to design rigorous lesson plans and/or instructional activities based on research-based strategies to implement instructional interventions that align with the SC and PGC Curriculum frameworks (www.mdk12.org & PGCPs Content Area Websites). During Collaborative planning sessions student samples, student portfolios are shared and discussed to decide on individualized instruction, re-teaching strategies; and aiding in forming flexible groups. During collaborative planning ESOL and Sped Ed strategies, accommodations, are discussed to differentiate instruction. <p>WWMS Focus/learning walks</p> <ul style="list-style-type: none"> Learning/focus walks are conducted to observe classes across all grade levels. Qualitative data
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	<p>from observations are used for continuous feedback and improvement.</p> <p>WWMS parent surveys/feedback & evaluation</p> <ul style="list-style-type: none"> Results from parent data/surveys need to be used for needs assessment purposes and to inform instruction. <p><u>Master Schedule by content area (include minutes of instruction):</u></p> <p>Currently, William Wirt operates on a five mod A-day, B-day schedule. There are 67 minutes in mods 1, 2, 4, and 5 with mod 3 (the lunch mod) including 80 min of instructional time and 30 minutes for lunch. Each day, students have four instructional mods (E/LA, Math, Science, and Social Studies) and one creative arts class. All teachers belong to one of seven interdisciplinary teams and a content based department. Because William Wirt follows a dual schedule, on A-Days, all of the teachers on a team have planning at the same time, while on B-Days all of the teachers in any given department have planning at the same time. This also results in some students having schedules that are almost entirely different on A-days than on B-days (i.e., a student may have math 2nd mod on A-day and 3rd mod on B-day).</p> <p><u>Use of Response to Intervention:</u></p> <p>William Wirt Middle School Summer 2010 Title I 1003 (g) Participants in collaboration with Dr. John L. Brown, ASCD, developed a Response to Intervention (RtI) Resource Manual. RtI is a multi-tier approach to the early detection, identification, and support of students with learning and behavior needs. Utilizing the manual, teachers provide high-quality instruction for all students. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. The services may be provided by various personnel, including but not limited to: general education teachers, special educators, and specialists. Through the School Instructional Team, progress is closely monitored to assess both the learning rate and level of performance of individual students. Additionally, the School Instructional Team provides educational decisions about the intensity and duration of interventions based on individual student response to instruction.</p> <p>Summary:</p> <ul style="list-style-type: none"> ➤ The RTI manual is a comprehensive resource complete with strategies and interventions for each tier. The manual also provides an array of assessment practices to monitor student progress. ➤ Teachers who implement the RTI program foster students success. ➤ Teachers new to William Wirt Middle School may not be familiar with RtI .
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	<ul style="list-style-type: none"> ➤ Formal RtI training is not provided each school year. ➤ Teachers do not consistently follow the program with fidelity due to time constraints or lack of knowledge. ➤ General Education teachers do not always tap into resources to provide instruction above and beyond the curriculum. <p><u>Needs</u></p> <p>Due to the ever-increasing enrollment, there is a critical need for continued support and enhancement of the TEDL program by Title I, i.e. additional iPads for the increasing number of students). (HIGH PRIORITY – TITLE I)</p> <p>There is an ongoing need to continue to update stationery computer labs and a need to purchase additional mobile computer labs to support increased online testing requirements. For 2014-2015, Title I Funds have been allocated for computer equipment (\$30,000) and another (\$20,000) Title I funds have been allocated for communication equipment. (PRIORITY) - SIG III, Year 1 spend-down funds will be used to purchase additional technology pending completion of a school-wide technology inventory.</p> <p>Purchase English Rosetta Stone licenses for newcomers and beginning ESOL students to utilize as an additional technology-based learning tool for use at school, as well as at home, for those with Internet connection at home. (HIGH PRIORITY)</p> <p>A full-time, site-based technology specialist (with instructional experience and both Mac and PC technical knowledge) to support the many initiatives in the building. (LOW PRIORITY)</p> <p>NOTE: The current technology infrastructure (wireless access) is not strong enough to support multiple online testing centers. There is a need for increased bandwidth to support increased online testing requirements (PGCPS). The Director of State and Federal Programs will communicate with the Deputy Superintendent the need to move William Wirt up on the scheduled list of schools. (HIGH PRIORITY)</p>
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	<p>The school needs an additional data coach/testing coordinator to allow for increased opportunities for regular data analysis with teachers. (LOW PRIORITY) [Justification: MUST testing requires hand-scoring of constructed response questions; this causes a delay in timely data analysis. The hand-scoring pulls teachers out of the classroom; the county testing schedule does not factor in time for scoring or analysis. In addition, the data coach doubles as the testing coordinator which limits her ability to regularly conduct data analysis with staff.]</p> <p>There is a need for the following support for Response to Intervention (RtI): (HIGH PRIORITY)</p> <ul style="list-style-type: none">➤ Professional development training at the beginning of each school year➤ Provide in-depth RtI training in the New Teachers’ Academy.➤ Make sure all Team Leaders are thoroughly versed in RtI.➤ Periodically monitor the fidelity of RtI through the School Instructional Teams. <p>There is a need to provide additional research-based reading and math instruction for student with disability and student at risk for low performance. Develop a school wide intervention instructional program for grades 6-8. Incoming 6th grade students would utilize existing i-Ready Reading and Math Interventions; 7th and 8th grade students would utilize existing SRA Corrective Reading within small group during the Reading Language Arts block by trained certified special education teachers. (The need exists to wrap professional development with the purchase of additional materials for SRA Corrective Reading). In addition, identify the lowest performing students within 8th grade (7th second priority) and implement a pilot program outlined in the attached proposal.</p> <p>The following online software subscriptions continue to be needed to support increased academic achievement:</p> <table><tr><th>Software Program</th><th>Targeted Audience(s)</th><th>Instructional Implementation</th></tr><tr><td>Rosetta Stone</td><td>ESOL Newcomers and Beginners</td><td>Used to assisted ESOL Newcomers and Beginners in acquiring the English Language for Academic Learning</td></tr></table>	Software Program	Targeted Audience(s)	Instructional Implementation	Rosetta Stone	ESOL Newcomers and Beginners	Used to assisted ESOL Newcomers and Beginners in acquiring the English Language for Academic Learning
Software Program	Targeted Audience(s)	Instructional Implementation					
Rosetta Stone	ESOL Newcomers and Beginners	Used to assisted ESOL Newcomers and Beginners in acquiring the English Language for Academic Learning					

	Achieve 3000	All Grades & Subgroups	Utilize the 5-Step Literacy Routine to increase students' Lexile levels by comprehension of informaion text.
	eScience3000	All Grades & Subgroups	<p>eScience 3000 Justification: In addition to the differentiated literacy solutions, Achieve3000 offers eScience3000—a comprehensive, core science solution that uniquely combines the differentiated instruction of TeenBiz3000, and the expertise of National Geographic Learning, the industry-leading provider of science content.</p> <p>eScience3000 is an engaging, experiential, differentiated program that changes the game when it comes to science instruction. By making science accessible to all learners, eScience3000 is designed to help meet STEM objectives to move U.S. students from the middle to the top in science achievement over the next decade. eScience3000 is also designed to fulfill all district requirements for middle school core science pro-grams that meet 21st-century educational needs:</p> <ul style="list-style-type: none"> • Easily customized curricula that addresses core life, earth, and physical science concepts covered in the grades 6-8 at William Wirt Middle School. Science Standards will be updated upon

			<p>the adoption of the Next Generation Science Standards;</p> <ul style="list-style-type: none"> • Addresses the practices, concepts, and core ideas outlined in A Framework for K-12 Science Education, in preparation for the Next Generation Science Standards (NGSS); • Differentiated instruction yields successful learning outcomes for every student at every mastery level; • Provides student-oriented and experiential learning opportunities that engage students and gives them the skills they need for success in science; • Provides summative and formative assessments to measure students' outcomes and to help students practice for required state and national science assessment tests; • Advances scientific inquiry in the classroom by transitioning students from direct inquiry to open inquiry, and increases students' readiness to engage in increasingly complex scientific reasoning; • Provides instructional strategies that support inquiry-based learning; • Integrates literacy in the science classroom; and • Provides support for science educators at all levels.
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	Math 180	Targeted 6th, 7th & 8th grade classes	A three year review of student performance outcomes in Mathematics shows a high percentage of students scoring basic and at - risk with little or no growth. Even students scoring advanced in reading are not showing advanced performance levels in mathematics. School-wide math is the lowest performing content area with significant gap from the school-wide reading performance outcomes. WWMS Scholars are in need of an intensive research-based program that will support student growth in mathematics for their overall learning within the curriculum which will help prepare them for college and career readiness. (Bridging the Gap)
	i-Ready Reading and Math	Extended Day Participants & selected classes	Individualized reinforcement of reading and math skills to increase student's procedural and conceptual knowledge needed of CCSS.
	RITA RECOMMENDATIONS: <ol style="list-style-type: none"> 1. Use time effectively to engage students to meet learning outcomes 2. Create a stimulating learning environment conducive to the teaching learning process by: <ol style="list-style-type: none"> a. Displaying current student work with rubrics b. Using visual organizers and student learning tools c. Designing theme based displays relevant to unit of study d. Incorporating classroom seating arrangements that fosters student collaboration 3. Increase student engagement by: <ol style="list-style-type: none"> a. Using a variety of instructional strategies in daily instruction b. Providing differentiated instruction to meet the diverse needs of all students (SPED, Gifted & 		

	<p>Talented, ELL, and general education students)</p> <ul style="list-style-type: none"> c. Providing accommodations for students d. Maximizing the use of technology e. Providing enrichment activities for students who would benefit from independent learning <ol style="list-style-type: none"> 4. Plan and implement instruction using the gradual release model (I do, We do, and You do) 5. Continue to integrate technology into instruction to support the student acquisition of content knowledge, to facilitate learning processes; and to develop products that demonstrate student mastery 6. Conduct classroom observations to determine level of student engagement, alignment of instructional activities of lesson objectives, use of formative assessments to monitor student progress, ensure data displays are in alignment with school and district policies
<p>6 Assessments</p> <ul style="list-style-type: none"> ● Use of formative, interim, and summative assessments to measure student growth ● Process and timeline for reporting ● Use of technology, where appropriate ● Use of universal design principles 	<p><u>2015-2016 Data Snapshot (May 2016)</u> <u>Refer to section 3 – Student Achievement (above) for 2015-2016 SRI and SMI data.</u></p> <ul style="list-style-type: none"> ● <u>Pages 11-12 (above) for SRI data charts</u> ● <u>Pages 15-17 (above) for SMI data charts</u> <p><u>Use of Formative, Interim, and Summative Assessments to Measure Student Growth</u> Formative Assessment System Test (FAST) for science and Mandatory Unit System Test (MUST) for reading and mathematics were developed by the Testing Office and are administered 3 times per year (October, January and May) for grades 6-8. Data from the FAST and MUST assessments can be used to help teachers develop small groups for reinforcement and/or enrichment based on students' strategy and skill needs. The FAST and MUST assessments are designed to be used as an instructional tool. Teachers are encouraged to use the data gathered to identify students' strengths and weaknesses in order to modify instruction.</p> <p>The Scholastic Reading Inventory (SRI) is given to students in grades 6-8 in August, December and May to determine each student's reading level. Lexile scores from the SRI can be used to develop small groups based on reading levels, match students to appropriate texts and to assist with planning lessons for differentiated instruction and reading materials.</p>

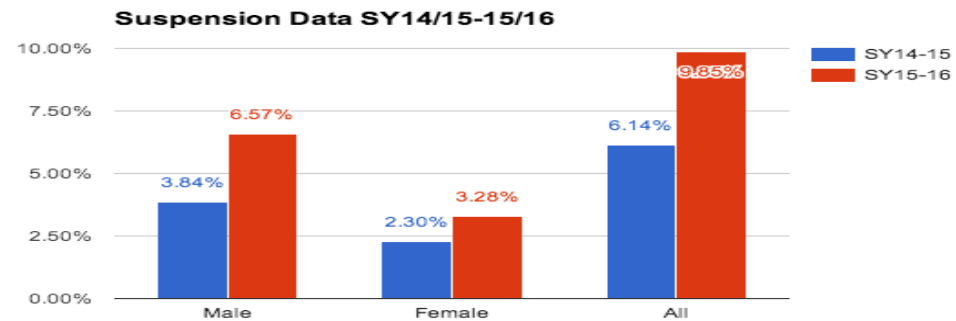
	<p>Students participate in the Reading and Math Maryland State Assessment (MSA) in March for grades 6-8 and Science for grade 8.</p> <p>Algebra I students also take the MUST for Algebra and the High School Assessment (HSA) in March.</p> <p><i>Effective 2015-2016, FAST and MUST were discontinued by PGCPs. Schools were no longer required to administer these benchmark exams.</i></p> <p><i>Beginning 2016-2017, Scholastic Reading Inventory (SRI) is being replaced, systemically, with the Northwest Evaluation Association Measures of Academic Progress for Reading (NWEA MAP-R). MAP-R is an online computer-adaptive assessment that will be administered in grades 2-10. It is a norm-referenced assessment that measures individual student growth, enables educators to match students' reading ability to text using a Lexile range, and provides data to inform classroom instruction and to evaluate programs.</i></p> <p><u>Process and Timeline for Reporting</u></p> <p>William Wirt Middle School uses a variety of assessment processes and tools that are aligned with the school district and state standards; however, baseline feedback from a sampling of parents indicates it is not clear to what degree assessment data is shared with teachers, students and parents. The data from these assessments need to be analyzed during monthly collaborative planning and should be used to guide instruction. The SRI is given three times a year (August, January and May). The FAST and MUST are given quarterly (with the exception of 3rd quarter) in reading, math and 8th grade science. For both the SRI, FAST and MUST assessments, students' answer sheets are scanned in-house and the results are shared with teachers during collaborative planning.</p> <p><u>Use of technology, where appropriate:</u></p> <p>Performance Matters (an on-line data warehouse that stores the results of both district & state assessments and disaggregates data) and Edusoft (an on-line database that tracks county assessments, and can be used to create customized intervention groups based on specifically selected criteria) are used to assist with data analysis. As part of the professional development plan, teachers will be provided extensive and ongoing training on how to access and analyze student assessment data to improve and support</p>
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	<p>instruction.</p> <p>Students use the computer labs to complete MSA Reading for Grade 7 and MSA Science for Grade 8. <i>Effective SY 2016, students will have access to Chromebooks for intervention programs as well as PARCC administration.</i></p> <p>Use of universal design principles: WWMS uses several methods to address the needs of its diverse population of learners. Students come to the classroom with a variety of skills, talents, and interests. The CFPG provides multiple and flexible methods of presentation, giving students with diverse learning styles various ways of acquiring information and knowledge. Embedded across the contents are the use of technology, alternate means of assessment, and a variety of ways to demonstrate what they have learned.</p> <p>Summary: Most teachers are equipped with the knowledge on where to go to gather and analyze data, use broad data on indicators to plan; however, teachers struggle with the man-power required for scoring of come assessments. Technology for testing needs to be enhanced in order to support the new online testing and many test groups.</p> <p>Needs: While the school testing coordinator/data coach is responsible for facilitating feedback on data analysis, there is a need for a more formalized system for parents', students', and teachers' understanding of assessments (refer to requirements #4 and #9 in plan).</p> <p>There is a need to update stationery computer labs and a need to purchase additional mobile computer labs to support increased online testing requirements. (HIGH PRIORITY - Year 2) <i>SIG III, Year 1 spend-down funds will be used to purchase additional technology pending completion of a school-wide technology inventory.</i></p>
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	<p>There is a need for more streamlined, user-friendly diagnostic assessment tools for both reading and math. (HIGH PRIORITY)</p> <p>RITA RECOMMENDATIONS:</p> <ol style="list-style-type: none"> 1. Consistently use formative assessment techniques to gauge student understanding 2. Survey required assessments to: <ol style="list-style-type: none"> a. Select and utilize assessments that provide data to inform instruction relevant to content areas; b. Determine assessments that will inform instruction and monitor student growth
<p><u>7 School Culture and Climate</u></p> <ul style="list-style-type: none"> ● School vision, mission and shared values ● School safety ● Student health services ● Attendance supports ● Climate survey, if available 	<p><u>School vision, mission and shared values:</u></p> <p>WWMS envisions an academically excellent and developmentally responsive school that is characterized by high expectations for student performance and success thereby ensuring that students are “college and career ready”. This vision requires a highly qualified and capable staff to design and implement the School Strategic Plan (SSP) as a foundation for meeting county, state, and national achievement standards as defined in the No Child Left Behind (NCLB) legislation and Maryland’s accountability system for measuring Annual Measurable Objectives (AMO). Daily instruction based on Common Core Standards,” “Institute for Learning,” “Framework for Teaching (FFT)” and content area “Curriculum Frameworks,” which enables students to demonstrate the productive habits of mind for accomplishing learning objectives and experience ongoing success throughout the year. The WWMS SSP is developed to drive high student achievement as a priority through levels of accountability (i.e. SSP Monitoring Tool, P-MAPP, FFT & PMA) as well as the implementation of the Data Wise Improvement Process (DWIP) and through continuing the incorporation of “best practices” (targeted in collaborative planning, data analysis and professional development opportunities) and research-based instructional strategies including the direct teaching of higher order thinking skills and critical thinking. The staff values meaningful collaboration with parents and community partners on all school improvement efforts. We envision WWMS meeting all requirements of the NCLB and accomplishing the goals and objectives set forth in the SSP. These accomplishments will contribute to the WWMS theme – “Realizing the Dream” and the charge of ensuring that all WWMS students are “college and career ready”.</p> <p><u>School Safety:</u></p> <ul style="list-style-type: none"> ● Students attend a quarterly Student Code of Conduct Assembly led by administrators. The

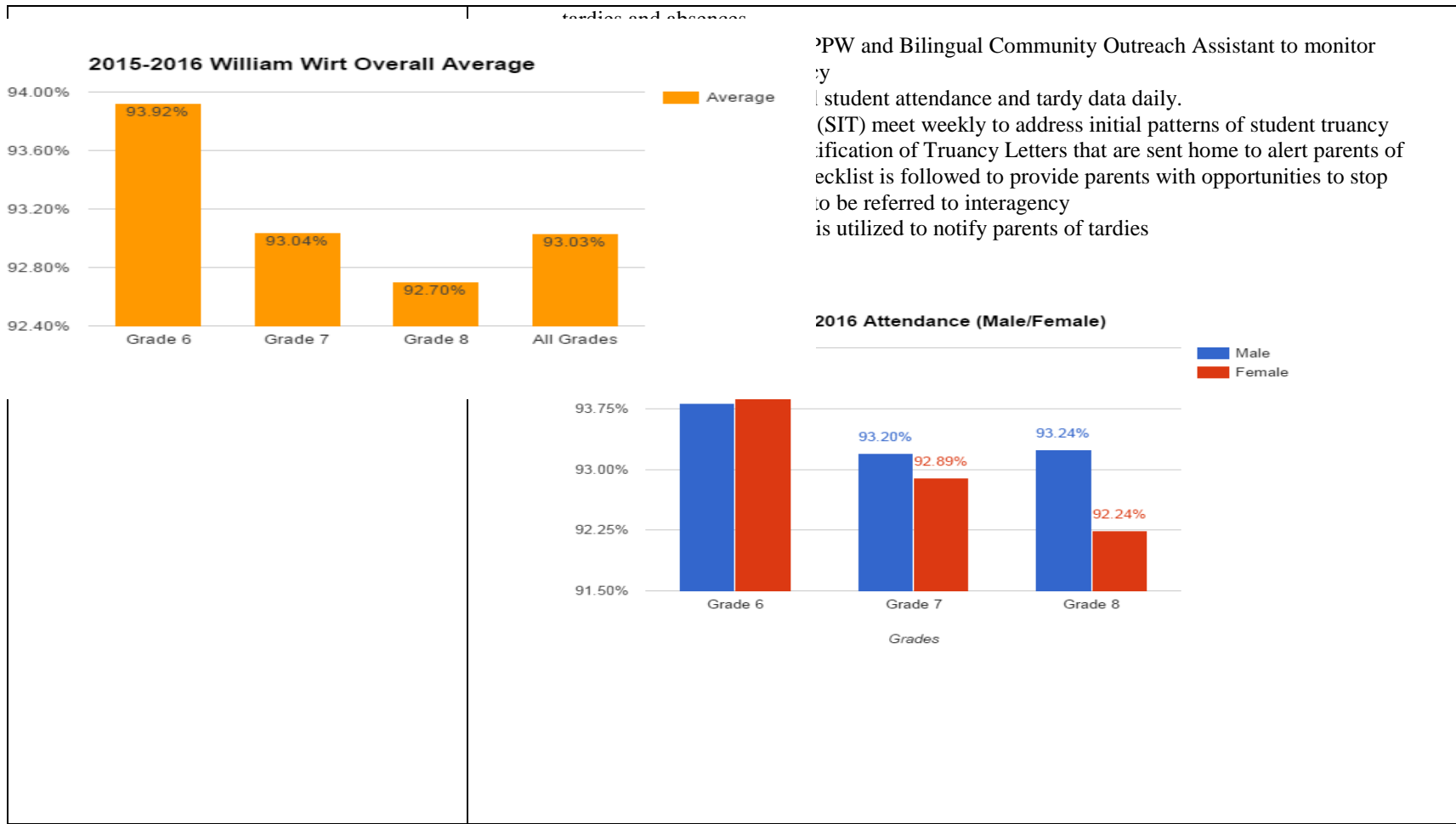
assembly reviewed county, school, and classroom expectations for all students. Students signed behavior contracts stating that they will adhere to the rules and expectations of the school. Students also participate in quarterly follow-up assemblies which are hosted by the Guidance Department, teachers, and administration to review requirements in the Students Right and Responsibilities (SSR). During the assemblies, data on attendance, positive behavior, and clarification on the (SSR) are shared.

- P.B.I.S. program is being implemented to increase high-quality behavior skills through the use of incentives, acknowledgements and awards.
- The Guidance Department and Crisis Intervention Resource Teacher facilitate peer mediation strategies in order to enable students to resolve and prevent conflicts.
- The school implements the Alternative Instructional Arrangement Program (AIA). The AIA program allows students to reflect on their behavior in an alternative classroom.
- Classroom guidance lessons are held monthly with specific topics based on schools' need as well as teacher observation and recommendations.



Attendance supports:

- The Guidance Department) meets monthly to review attendance data and develop next actions steps to address student cases of truancy.
- The Pupil Personnel Worker (PPW) is included in action steps for students with excessive



	<p><u>Student Health Services:</u> WWMS employs a full time nurse, three school counselors, and a part time school psychologist. The school nurse provides students first aid, health assessments, referrals, and assistance with prescribed medications. Monthly, 5-10 students are referred to community health providers including emergency room care, Prince George's County Health Department located in Cheverly, mental health providers, and local physicians. Several resources such as brochures and flyers are housed in the nurses office to provide health information to students and families regarding local health agencies and their services.</p> <p><u>Climate Survey, if applicable (include student, teacher and parent responses):</u> Analysis of most recent William Wirt Middle School climate survey conducted in SY2011 indicates that of the 324 selected students to participate, 211 responded in the school climate survey. When compared to all PGCPs Middle Schools, WWMS' 65.1% Student Response Rate was 7.5% higher than the average percentage for all PGCPs Middle Schools which was 57.7%. Of the 307 participants representing the Parent Stakeholder group only 22 of this stakeholder group completed the survey resulting in a parent response rate of only 7.2% which is 4.8% lower than the average percentage for all PGCPs Middle Schools which was 12.0%. Less than half of the 62 stakeholders that represent the Teachers & Paraprofessionals participated in the climate survey resulting in a 40.3% survey response rate which is slightly higher to the average percentage for all PGCPs Middle Schools which was 39.0%.</p>
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	<p>Overall, the each Stakeholder group (Students, Parents and Teachers/Paraprofessionals) that indicated a positive perception of WWMS' implementation of the Key Characteristics of Effective Schools (<i>Effective Instructional Leadership, Clear and Focused Mission, Safe and Orderly Environment, Positive School Climate, High Expectations, Frequent Assessment/Monitoring of Student Achievement, Emphasis on Basic Skills, Maximum Opportunities for Learning, Parent/Community Involvement, Strong Professional Development and Teacher Involvement in Decision-making</i>) as identified by the PGCPS Department of Research and Evaluation (DRE). These percentages were higher than all PGCPS Middle Schools as identified by the overall composite scores.</p> <p>The All Characteristics Composite score is based on the percentages obtained in assessing each of the eleven Key Characteristics of Effective Schools (as applicable) by each stakeholder group. For the All Characteristics Composite 72.5% of WWMS students who participated in the survey had a positive perception compared to 66.9% of students across all PGCPS Middle Schools. All students surveyed seven (<i>Safe and Orderly Environment, Positive School Climate, High Expectations, Frequent Assessment/Monitoring of Student Achievement, Emphasis on Basic Skills, Maximum Opportunities for Learning and Parent/Community Involvement</i>) of the eleven Key Characteristics of Effective Schools. All seven key elements were also rated higher in comparison to all PGCPS Middle Schools.</p> <p>The survey obtained student data on the WWMS Parent Stakeholder group 86.4% indicated positive perceptions reflecting a 12% increase over participated of the same stakeholder group for all PGCPS Middle Schools which was 74.4%. All parent surveyed nine (<i>Effective Instructional Leadership, Clear and Focused Mission, Safe and Orderly Environment, Positive School Climate, High Expectations, Frequent Assessment/Monitoring of Student Achievement, Emphasis on Basic Skills, Maximum Opportunities for Learning and Parent/Community Involvement</i>) of the eleven key characteristics and for the WWMS Parent Stakeholder group all nine key elements were also rated higher in comparison to all PGCPS Middle Schools for the same stakeholder group. In further analysis of the All Characteristics Composite 76.0% of the WWMS Teachers/Paraprofessionals who participated in the survey had a positive perception compared to 74.2% of teachers/paraprofessionals across all PGCPS Middle Schools. All teachers/paraprofessionals who participated surveyed all of the eleven Key Characteristics of Effective Schools and rated higher in comparison to all PGCPS Middle Schools for the same stakeholder group.</p>
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Spring 2015 Climate Survey Results

Table 2–Summary of Student and Parent Samples and Survey Response Rates

	Sample Size	# of Respondents	Response Rate
<i>Students</i>			
WILLIAM WIRT MS	441	355	80.5%
All Middle Schools	8,078	6,235	77.2%
<i>Parents</i>			
WILLIAM WIRT MS	697	37	5.3%
All Middle Schools	12,557	1,252	10.0%

Table 3–Percent of Stakeholders with Positive Perceptions by School Climate Sub-scale, SY2015

Subscale	All Respondents		STUDENTS		PARENTS	
	WILLIAM WIRT MS	All Middle Schools	WILLIAM WIRT MS	All Middle Schools	WILLIAM WIRT MS	All Middle Schools
Overall Climate (All Subscales Combined)	76.7%	71.6%	76.0%	69.7%	83.2%	81.1%
Effective Leadership	89.7%	77.6%	N/A	N/A	89.7%	77.6%
Sense of Shared Mission	79.5%	79.3%	N/A	N/A	79.5%	79.3%
Effective Teaching	82.4%	76.6%	82.7%	76.4%	79.7%	77.5%
Challenging and Relevant Curriculum	85.2%	80.6%	85.0%	79.9%	87.4%	84.0%
High Expectations for All Students	85.7%	80.9%	85.4%	80.9%	89.2%	80.8%
Positive and Nurturing Environment	76.0%	66.8%	74.6%	63.1%	89.2%	85.2%
Effective Plant Operations	66.9%	63.4%	66.9%	60.3%	67.0%	76.7%
Safety and Discipline	72.8%	69.2%	72.4%	67.1%	75.8%	79.2%
Meaningful Use of Data	83.0%	75.6%	82.6%	75.1%	86.1%	77.9%
Parental Involvement	80.8%	79.7%	79.9%	77.3%	88.9%	91.7%

Source: 2015 School Climate Survey – William Wirt Middle School

Summary:

All three assistant principals are certified in several teaching areas and have an instructional focus. - one AP is the administrator for the ESOL, RELA, and Social Studies departments; one AP is the

	<p>administrator for SPED, Science, and Math; the third AP handles creative arts and specialized programs, (.e. PE, world language, music, etc.)</p> <p>Students respond positively when incentives are given. When the administrative team is laser-focused on instruction, student discipline issues are diminished (there has a steady decrease in suspensions over the past three years).</p> <p>The school is challenged with consistently acknowledging the students who are complying with the expected behaviors.</p> <p>Needs: There is a need for continued coordination of the “Student Wellness Team” to support school staff in assuring effective, efficient, evidence-based behavior interventions and supports are in place. Adding a full-time Behavior Intervention Specialist would be beneficial.</p> <p>There is a need to fund P.B.I.S. reward/incentive trips to include transportation and admission costs to cultural and educational venues. (HIGH PRIORITY)</p> <p>To maintain consistency with current organizational structures, maintaining the third administrator is definitely needed for instructional consistency and leadership. PGCPS has indicated that this position was a one-time extra “placement” position for 2013-2014 and will not be restored by central office. <i>The school would like to maintain this position using SIG III funds. (HIGH PRIORITY)</i> All three assistant principals are certified in several teaching areas and have an instructional focus. - one AP is the administrator for the ESOL, RELA, and Social Studies departments; one AP is the administrator for SPED, Science, and Math; the third AP handles creative arts and specialized programs, (.e. PE, world language, music, etc.)</p> <p>It would be beneficial to have a full-time, site-based Social Worker to address the various socio-emotional needs of the school’s diverse population. <i>(Prince George’s County’s “Transforming Neighborhoods Initiative” will be providing this position.)</i></p>
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	<p>RITA RECOMMENDATIONS:</p> <ol style="list-style-type: none"> 1. Collaborate with the District to immediately address the following facility needs: <ol style="list-style-type: none"> a. Adequate classroom space b. ADA compliance and access to portables and the media center c. Renovation/repair of critical need areas d. Determine feasibility of school replacement 2. Continue to build a collaborative school culture by promoting positive multi-lingual communication, fostering an asset-based instructional approach, and ensuring structures and processes are in place that support collaboration 3. Establish an environment that values shared decision making among staff 4. Increase the number of extended day/week activities for students and their families
<p><u>8 Students, Family, and Community Support</u></p> <ul style="list-style-type: none"> • Social-emotional and community-oriented services and supports for students and families • Engagement of parents in the education of students • Communication of information with parents/guardians about student achievement data • Building the capacity of school staff to work with parents/guardians as partners in support of student achievement and student success • Engagement of parents/guardians in school decision making and school activities. 	<p><u>Social-emotional and community-oriented services and supports for students and families:</u></p> <p>A Bilingual Community Outreach Assistant (BCOA) serves as a liaison for parents, guardians and community. Through analysis of data from questionnaires, parent feedback forms and evaluations for parent meetings, William Wirt MS offers workshops for parents and families in the areas CCSS, ESOL, Understanding State academic Standards, Title I Annual Parent Orientation., TIPS (Teachers Involving Parents in School), MSA night. In addition, there is a “chit chat” with the Principal (quarterly).</p> <p>Pupil Personnel worker and BCOA work in collaboration to conduct home visits.</p> <p>As a Focus School, William Wirt MS parents participate in Parent University, an educational platform designed to build strong parent teaching communities. Courses offer skills, knowledge, and resources to help parents become full partners in their child’s education.</p> <p>Through, a partnership with Prince George’s County Government, a Community Resource Coordinator (CRC) from the Transforming Neighborhood Initiative (TNI) is assigned to the school to assess family needs and refer them to community services and agencies to receive proper service or treatment. The CRC works directly with families to address: Self harm, self-injuries cases, domestic violence, and gang prevention., among other issues</p>

	<p>Through a partnership with The Capital Area Food Bank, groceries and food items are provided to families once a month to offset the effect of hunger and poverty.</p> <p><u>Engagement of parents in the education of students:</u></p> <ul style="list-style-type: none"> ● Follow the WWMS Parent Involvement Two-Way Communication Procedure, designed to establish a two-way communication system with all parents/families, respecting the diversity and differing needs of families. Communications are in language and format parents can understand. ● Parent Notifications – parents are notified of their’ right to know’ their children’s teacher certification status, parents are notified if non-highly qualified personnel has been assigned to a classroom for more than 4 week period ● Develop jointly with parents school-based parent policy, parent policy at a glance and Title I school budget ● Invite parents to school governance forums/meetings to request their input on school-based parent policy plan; parent compact; Parent involvement funds (<i>1% Title I allocation</i>) and other critical decisions (i.e. SPMT) as stakeholders. ● Provide parent workshops/involvement activities designed to increase parents’ knowledge of the curriculum and State academic standards to encourage active participation in their child’s academic progress (i.e. MSA Parent & Family Night, ESOL Parent Night, School-wide Literacy Night, etc.). ● Development of Quarterly Parent Newsletters as a WWMS informational resource and provide informational subscriptions to share strategies to assist their children in excelling in the learning process. ● Recruit parents to participate in Parent University: a series of parenting and family enrichment classes. Classes provide families with the life skills and tools they can use to encourage their children to become successful. Classes are free and offered to parents and caregivers of children that attend William Wirt MS. ● Encourage parents to attend the Annual Title I Parent Conference to receive information about Title I program; parents’ rights and opportunities to get involved in their children’s education and ways to supporting educational achievement at home; and participating proactively in school governance, etc. ● Partnerships with local organizations and curriculum related programs such as: Digital Learning Initiative, National Children’s’ Hospital Mobile Dentist and Doctor Maryland University’s Girls
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	<p>Excelling in Math and Science (G.E.M.S), STEM Grant, , University of Maryland Cooperative Extension - The Engaged University, Maryland Multicultural Youth Center (MMYC), the Reading is Fundamental (RIF), Ticket to Reading Rewards, Book-It Program, the Capital Area Food Bank Distribution, Bowie Baysox and Prince George's County Memorial Library System</p> <p><u>Communication of information with parents/guardians about student achievement data:</u> In addition to the traditional Back-to-School Night in the fall, student achievement data is shared with parents in a variety of ways: Parent-Teacher conferences (individual data), Principal's Chat-n-Chew; parent workshop data presentations, postings/links on school website, email, etc.</p> <p><u>Building the capacity of school staff to work with parents/guardians as partners in support of student achievement and student success:</u> TIPS (Teaching Involving Parents in Schoolwork) Teachers will gain invaluable instructional strategies such as those that equip educators to engage parents with the student work versus just involving parents. TIPS will help to build bridges from home to school and vice versa. Students benefit from more support at home and with a renewed relationship between teacher, student & community. TIPS is a self-monitoring activity for students and a monitoring tool for parents.</p> <p><u>Engagement of parents/guardians in school decision making and school activities:</u></p> <ul style="list-style-type: none"> • SPMT with parent representation, sub-committees, Departments and Teacher Teams, convene to discuss various issues addressing student performance and participation; and are provided opportunities to make decisions in collaboration with the WWMS Administrative and Instructional Leadership teams. The SPMT shares information at PTSA meetings and postings on the WWMS website. This guarantees that the action plans and the data relating to these activities is documented and communicated to the WWMS Community of parents, teachers, students and all stakeholders. • Invite parents to the Annual WWMS Title I Summit to request their input on school-based parent policy plan; parent compact; Parent involvement funds and other critical decisions as stakeholders. • The WWMS Title I Parent University (a series of free parenting and family enrichment classes offered to parents and caregivers of children that attend William Wirt MS that provides families with the life skills and tools they can use to encourage their children to become successful) is a
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	<p>platform to allow parents to make decisions however the enrollment was very low.</p> <p>Summary: Parents consistently attend Back to School night and Parent Conference day which is usually offered from 4:00- 9:00 pm to offer flexibility and to acknowledge parent job commitments. Participation for other activities, however, is consistently low due to a variety of cultural factors, transportation barriers (refer to requirement #9 in plan), the need for language interpretation in many different languages, and the lack of parent understanding of American concepts such as advocacy and parent involvement is needed. NOTE: Parent participation for sixth graders is highest - participation decreases through the 7th and 8th grades.</p> <p>Needs: Increased collaboration with the Parent and Family Involvement Specialist from the Office of Interpreting and Translation, who plays an integral role in accomplishing initiatives focusing on parental involvement and increasing student achievement for ESOL.</p> <p>Offer trainings to parents that assist them in navigating the school system, accessing resources, and supporting their children at home.</p> <p>Collaboration between Bilingual Community Outreach Assistant and Title I Staff and Office of Latino Affairs to address the requirements of Parent Involvement requirements under section (1118)</p> <p>School plans to reintroduce the T.I.P.S. program to staff and parents/families and also offer classes to improve language literacy to parents.</p> <p>RITA RECOMMENDATIONS:</p> <ol style="list-style-type: none"> 1. Collaborate with county, community, and district stakeholders to identify and integrate wrap around services for students and families 2. Explore use of the school facility as a community center for evening and weekend activities
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<p><u>9 Professional Development</u></p> <ul style="list-style-type: none"> ● Use of Maryland Professional Development standards ● Accountability aligned to improved teaching and learning 	<p><u>Use of Maryland Professional Development standards:</u> As a part of the Title I schoolwide program, WWMS provides on-going, high quality professional development opportunities. As a school in improvement, WWMS designates Title I funds for the following professional development activities:</p> <p>WWMS Instructional Professional Development (PD) Alliance: Designed and executed according to the Maryland Teacher Professional Development Standards, the WWMS Instructional Professional Development (PD) Alliance enhances teacher capacity and provides mentoring to further enhance student learning through effective teaching practices. Staff members will attend PD opportunities provided by County Curricular /Specialty Departments, in-house PD opportunities will be offered in a trainer-of-trainers format for the benefit of the entire/targeted staff.</p> <p>SY 2013-2014 WWMS Professional Development Series</p> <ul style="list-style-type: none"> ● Instructional staff is provided monthly data-based tiered PD geared to cultivate quality lessons, effective delivery of instruction, and rigor through common strands (i.e. critical thinking strategies, etc) increase student learning. <p>WWMS Spring 2014 Professional Development Institute</p> <ul style="list-style-type: none"> ● Provide teachers/staff interactive researched-based instructional strategies, teacher collaboration, study-groups to foster improved student learning outcomes is held at the start of the March-to-March instructional calendar. <p>WWMS Mentoring program (New Teacher Academy)</p> <ul style="list-style-type: none"> ● Non-tenured and inexperienced teachers have the opportunity to partner with veterans teacher who provide coaching, demonstration lesson; planning sessions and continuous feedback about instruction and classroom practices. Mentors and mentees meet every week to set goals; and discuss next steps. Mentors provide non-judgmental feedback and input to encourage mentees to develop expertise and best practices. <p><u>Accountability aligned to improved teaching and learning:</u></p> <ul style="list-style-type: none"> ● SY2013-2014 School-wide Staff & PD Meetings are held the 2nd & 4th Wednesdays monthly
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	<p>from 8:00am – 9:00am: September 11th & 25th, October 9th & 23th, November 13th & 27th, December 11th, January 8th & 22nd, February 12th & 26th, March 12th & 26th, April 9th & 23th, & May 14th & 28th.</p> <p><u>ESOL Workshops:</u></p> <ul style="list-style-type: none"> • New Teacher Workshops (September, November, April, May) • Department Chairpersons' Workshops (September, December, March, May) • ESOL Co-teaching Training – 2 days (ESOL teacher & math teacher attended) • MSDE sponsored WIDA Co-teaching Workshop (one ESOL teacher attended solo) <p>Summary: There is a plethora of professional development opportunities aligned to staff needs for increased academic outcomes. WWMS has two teacher positions that were selected as Professional Development Lead PDLTs to assist in the development, planning and coordinating PD opportunities for staff school-wide. There is limited time during the day/week for professional development progress monitoring by the instructional leadership team. With the steadily increasing ESOL population, teachers need additional schoolwide professional development in ESOL instructional strategies (SIOP).</p> <p>Needs: There is a need for William Wirt MS adopt the Sheltered Instruction Observation Protocol (SIOP) as a school-wide professional development model. (HIGH PRIORITY)</p> <p>The SIOP Model is a research-based and empirically validated model of sheltered instruction. Professional development in the SIOP model helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. It has been widely used successfully across the United States for the past 15 years. Additionally, with the emphasis placed on speaking, listening and language development by the College and Career-Ready Standards, this model would strengthen the instruction of all students in all content areas. Next school year, the ESOL Department will train 400 teachers along with administrators and Curriculum and Instruction Supervisors in the SIOP Model. Five high schools will participate in this training, among</p>
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	<p>which are William Wirt’s feeder schools, Bladensburg and Parkdale High Schools. Training the staff school-wide at William Wirt MS would in turn support the continuity of this initiative. We will work on obtaining a cost proposal from Pearson for SIOP training.</p> <p>Other specific professional development needs include:</p> <ul style="list-style-type: none"> ● Response to Intervention ● SRA Corrective Reading ● Cultural Responsive Teaching - possible outside consultant needed ● Data training for teachers ● Datawise training for new staff ● Content Development for teachers ● Instructional Rounds <p>There is a need for a formalized process for monitoring instruction specifically strategies being delivered through professional development trainings (refer to requirements # 4, #10, #11 in plan).</p> <p>Effective 2014-2015, WWMS renewed its previous partnership with Maryland State Department of Education (MSDE) Breakthrough Center. Breakthrough Center staff and school leadership staff design professional development activities to enhance the capacity of teachers and school leaders to improve instructional practice and, thus, increase student achievement. Activities will focus on content and instructional strategies in <u>reading and math (2015-2016)</u>.</p> <p>The intended outcomes of the partnership are as follows:</p> <ul style="list-style-type: none"> ● To improve teacher knowledge of both subject matter and effective instructional strategies ● To build the capacity of school leadership teams to provide job-embedded professional development <p><i>For 2016-2017, the Breakthrough Center will continue to support reading. They will also support math but only if the principal/staff agrees to support the service.</i></p> <p>RITA RECOMMENDATIONS:</p> <ol style="list-style-type: none"> 1. Provide professional development on research based co-teaching practices, as appropriate (See
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	<p>Marylandlearninglinks.org)</p> <ol style="list-style-type: none"> 2. Provide on-going professional learning opportunities for all levels of staff in the acquisition of conversational Spanish and incentives to further develop language proficiency 3. Provide on-going professional learning opportunities to design and deliver instruction for English language learners and assess student progress through a variety of assessment strategies 4. Provide professional learning opportunities regarding the application of the Universal Design for Learning and connecting it to existing teacher practice 5. Conduct a needs assessment to determine staff's readiness and level of proficiency in regards to the identified areas for professional learning 6. Develop a multi-year professional development plan for staff that targets specific content knowledge and strategy utilization and scaffolds the acquisition of content knowledge and instructional pedagogy over three years
<p><u>10 Organizational structure and resources</u></p> <ul style="list-style-type: none"> • Collaborative planning time • Class scheduling (block, departmentalizing, etc.) • Class configuration • Managing resources and budgets • Accessing other grants to support learning • Increasing learning time for students and teachers 	<p><u>Collaborative planning time:</u></p> <p>Currently, William Wirt operates on a five mod A-day, B-day schedule. There are 67 minutes in mods 1, 2, 4, and 5 with mod 3 (the lunch mod) including 80 min of instructional time and 30 minutes for lunch. Each day, students have four instructional mods (E/LA, Math, Science, and Social Studies) and one creative arts class. All teachers belong to one of seven interdisciplinary teams and a content based department. Because William Wirt follows a dual schedule, on A-Days, all of the teachers on a team have planning at the same time, while on B-Days all of the teachers in any given department have planning at the same time. This also results in some students having schedules that are almost entirely different on A-days than on B-days (i.e., a student may have math 2nd mod on A-day and 3rd mod on B-day)..</p> <p><u>Class scheduling (block, departmentalizing, etc.):</u></p> <p>The school operates on an A-Day/B-Day schedule. The master schedule is divided into five 72-minute blocks (inclusive of four content classes and one creative arts class per day). Teachers are placed on content interdisciplinary teams or the creative arts team. One mod per day (A-Day) is used for interdisciplinary team collaboration or individual planning, and a mod is reserved on B-Day for departmental collaborative planning or individual planning.</p>

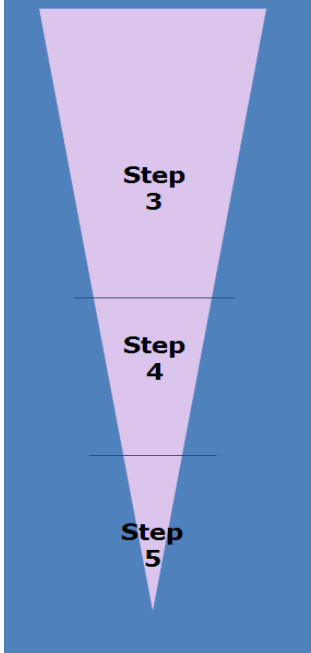
	<p><u>Class configuration:</u> There are currently seven academic teams with approximately 130 students per team; however the 6th grade team has approximately 175 students. Classes are heterogeneously grouped; in the comprehensive program class sizes range from 30-39 students.</p> <p><u>Managing resources and budgets:</u> The William Wirt MS budget currently includes allocations from the Student Based Budgeting (SBB) and the School Operating Resources (SOR), as well as Title I Part A funds, Title I 1003 A Funds and grant funds from the TNI. At the administrative level, the budgets are managed to ensure <i>coordination and integration of all applicable federal, state, and local services and programs and are managed to ensure</i> compliant spending of funding allocations to support and supplement the needs of the school (i.e. instructional, professional development, parent involvement, etc.). NOTE: The school was recently invited to apply for the 21st Century Community Learning Centers grant. The purpose of the grant is to provide students in Title I school-wide programs with academic enrichment opportunities as well as additional services designed to complement their regular academic program. In addition, the grant must offer families of participating students with literacy instruction and related educational development programs. Schools must use the funds to provide activities outside of school hours. The school plans to submit an application.</p> <p><u>Accessing other grants to support learning:</u> The William Wirt MS was awarded the Prince George’s County Transforming Neighborhood Initiative (TNI) to support student learning in mathematics after school.</p> <p><u>Increasing learning time for students and teachers:</u> The school used Title I 1003a grant funds to provide an Extended Learning Opportunity (ELO) to support the ESOL and SPED subgroups in the area of literacy., however only fifty students benefit from this program as funding was limited.</p> <p><u>Summary:</u> The school has numerous supplemental resources to support instruction; however, there are so many supplemental programs/resources available that coordination and integration is difficult and hinders</p>
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	<p>effective fidelity of implementation and monitoring.</p> <p>Needs: The school plans to move back to a middle school model by developing a master schedule that allows for team collaborative planning by content area. (HIGH PRIORITY)</p> <p>There is also a need to adjust the master schedule to allow for an additional instructional block daily for identified special education and low performing students requiring the provision of a research based intensive intervention instruction in Reading Language Arts and Mathematics. (HIGH PRIORITY)</p> <p>The numerous supplemental resources/programs need to be examined for effectiveness, streamlined and coordinated for highest impact on student achievement. (HIGH PRIORITY)</p> <p>2014-2015 <i>Professional Development (PD) Friday was developed during the “zero-basing” of the WWMS Master Schedule (which was the most significant modification/adjustment made as a part of being identified as a Transformation Model School) to provide all WWMS Staff school-wide high quality in-house during the contractual school day. Benefits include:</i></p> <ul style="list-style-type: none"> ▪ <i>School-wide consistency is increased unlike when PDs are held after-school and teachers attend on voluntary bases.</i> ▪ <i>Build teacher capacity within the school day</i> ▪ <i>Small group professional learning communities (PLC)</i> ▪ <i>Implement the train the trainer model for all teachers</i> ▪ <i>Continue to model best practices according to current research</i> ▪ <i>To allow collaborative dialogue and discourse</i> ▪ <i>Creation of an active professional portfolio</i> ▪ <i>Interact across grade levels and all content disciplines</i> <p>2015-2016 <i>Professional Development (PD) Friday continued during the “zero-basing” of the WWMS Master Schedule (which was the most significant modification/adjustment made as a part of being identified as</i></p>
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	<p><i>a Transformation Model School). Topics included: Teacher Think-Aloud strategies, Vocabulary.com, implementation of SIOP strategies, examining instruction, etc. Documentation can be found in the online portfolio.</i></p> <p>RITA RECOMMENDATIONS:</p> <ol style="list-style-type: none"> 1. Provide adequate staffing to address co-teaching instruction pertaining to student needs 2. Examine staffing assignments to optimize student engagement and learning through lower class sizes 3. Recruit and hire administrative and teaching staff who embrace the vision and mission of William Wirt as a turnaround school; Staff should have an awareness and understanding of working with a large population of English Language Learners 4. Clearly define the purpose and functions of collaborative planning time to ensure that it is used effectively 5. Provide training to the instructional leadership team on facilitative leadership 6. Continue to use new and existing resources to enhance instruction and provide extended time experiences for students and families 7. Create structures and processes for sharing of effective practices, tools, and strategies to engage students that are integrated across the grades and content levels
<p><u>11 Comprehensive and Effective Planning</u></p> <ul style="list-style-type: none"> • Practices for strategic school planning • School improvement plan development, implementation and monitoring 	<p><u>Practices for strategic school planning</u></p> <p>The school improvement planning process is utilized to develop a data driven school improvement plan to increase student achievement. This process requires the school to identify specific goals, analyze data, create an action plan, identify monitoring techniques and follow-up procedures. The School Planning and Management Team (SPMT) meets every 4th Wednesday of the month. The team discusses school climate issues and school-based initiatives. A review of formal and informal assessments and observations from learning walks are also discussed and needs for professional development. The SPMT closely monitors the school improvement plan activities and interventions outlined from the PMAPP process.</p> <p><u>School improvement plan development, implementation and monitoring</u></p> <p>Quarterly monitoring tools of school wide activities.</p>

Beginning 2014-2015, PGCPS adopted the Data Wise Improvement Process as a systemic initiative and it will serve as the umbrella under which all collaborative planning/data analysis will occur. WWMS is already a DataWise School which provides the various leadership/teacher teams with a means of organizing and bringing coherence to the work of improvement that WWMS already has in place. The Data Wise Improvement Process (SWOOSH) offers an eight step guide to the tasks involved when WWMS use data to improve instruction. The Data Wise process provides a way to integrate many initiatives and practices at WWMS.

2015-2016 DataWise Journey Summary

	Data Wise Improvement Process	
	focus area (DW p. 68) <input type="checkbox"/> Relates to instruction. <input type="checkbox"/> Narrows scope of inquiry while remaining broad enough to be relevant to many/most staff members.	The school's focus area: literacy across content
	priority question (DW p. 84-85) <input type="checkbox"/> Arises from a collaborative process. <input type="checkbox"/> Relates to instruction. <input type="checkbox"/> Further narrows scope of inquiry. <input type="checkbox"/> Is actionable. <input type="checkbox"/> Is genuinely intriguing to staff.	The school's priority question Why are the percentages of WWMS Scholars scoring in math decreasing, while the percentages of scholars scoring in reading are increasing? (This motivated the teachers to dig into the data and piqued their interest)
	learner-centered problem (DW p. 104) <input type="checkbox"/> Is directly related to priority question. <input type="checkbox"/> Is based on multiple data sources. <input type="checkbox"/> Is about the learner but is within our control. <input type="checkbox"/> Is a statement, not a question. <input type="checkbox"/> Is specific and small.	The school's learner-centered problem: Scholars have difficulties explaining their thinking.
	problem of practice (DW p. 110) <input type="checkbox"/> directly related to the learner-centered problem <input type="checkbox"/> based on evidence found when examining our practice <input type="checkbox"/> within our control <input type="checkbox"/> a <i>statement</i> about practice (not a question) <input type="checkbox"/> specific and small.	The school's problem of practice: Teachers are not clearly modeling the "I do" portion of the gradual release model.

	<p>Summary WWMS consistently holds SPMT on a monthly schedule and includes representations for all instructional and leadership stakeholders. The SPMT process however needs to reflect the collaborative and decision-making model as intended versus the more “housekeeping” meeting model that has been implemented. SPMT conducts quarterly monitoring of SSP. WWMS has a dedicated School Improvement Plan Leadership Team that is charged with conducting the schoolwide environmental scan and data needs assessments in order to establish/re-establish the school’s current activities for schoolwide improvement. The team is also charged conducting progress monitoring and capturing this data on a quarterly schedule using the SSP Quarterly Monitoring tool. There is no compensated time outside of the instructional school day In order to aid in completing this process with fidelity and not detracting from the instructional focus.</p> <p>Needs The school needs to participate in the SPMT process with fidelity ensuring a focus on student learning and instruction. General “housekeeping” agenda items need to be reserved for whole-staff meetings. (HIGH PRIORITY) - refer to Requirement #10 in the plan</p> <p>There is a need for additional dedicated workshop “clinic” time for the SSP team to collaborate and complete data collection and analysis for the quarterly SSP monitoring tool.</p> <p>RITA RECOMMENDATIONS:</p> <ol style="list-style-type: none"> 1. Increase the number of stakeholders involved in developing, implementing, and monitoring of the School Improvement Plan (SIP) 2. Critique the current School Improvement Plan and develop three to five high leverage strategies that align improvement efforts to the intended outcomes. 3. Align professional learning experiences to improve staff capacity to implement high-leverage strategies through a multi-year professional learning plan
<p>12 <u>Effective Leadership</u></p> <ul style="list-style-type: none"> • Instructional leadership to promote 	<p><u>Instructional leadership to promote teaching and learning</u></p> <ul style="list-style-type: none"> • The performance appraisal form which is completed by the principal and assistant principals at the beginning of each year include the principal performance objectives. These objectives are aligned to

<p>teaching and learning</p> <ul style="list-style-type: none"> ● Monitoring of curriculum implementation and instructional practices linked to student growth ● Impact on the school culture for teaching and learning ● Use of assessment data using technology ● Recruitment and retention of effective staff ● Identification and coordination of resources to meet school needs ● Engagement of parents and community to promote academic, developmental, social, and career needs of students 	<p>the 5 school system goals which are High Student Achievement, Highly Effective Teachers, Safe and Supportive Schools, Strong Community Partnerships and Effective and Efficient Operations. School targets are identified along with two-three objectives in support of each school system goals. Activities and strategies are included in the performance objectives to address each goal. A status/completion column is included for principals to include information regarding dates that strategies are implemented. Principals are responsible for monitoring their performance objectives throughout the year. During the mid-year evaluation and the end of the year evaluation, principals share their progress with regard to performance objectives along with supporting evidence and artifacts. The principal promotes teaching and learning by facilitating weekly leadership team meetings and through overseeing daily collaborative planning sessions.</p> <ul style="list-style-type: none"> ● All three assistant principals are instructional leaders that are certified in several teaching areas, certified in the Framework for Teaching (FFT) and have a targeted instructional focus. - one AP is the administrator for the ESOL, RELA, and Social Studies departments; one AP is the administrator for SPED, Science, and Math; the third AP handles creative arts and specialized programs, i.e. PE, world language, music, etc. Two of the current three assistant principals (the two that have been assigned to WWMS the longest) have been formally trained in the Data Wise Process to support improvements through regular use of constructive review of student assessment data to improve teaching and student learning/achievement. ● The assistant principals, as instructional leaders provide mentoring, informal and formal observation feedback to teachers, and facilitate and promote teachers in building their instructional capacity through strategic planning, class visitations/walk-throughs and goal-setting conferencing. <p><u>Monitoring of curriculum implementation and instructional practices linked to student growth</u></p> <p>The leadership team engages in content specific collaborative planning where individual student needs are addressed. Administrators conduct classroom observations for tenured and non-tenured staff in order to monitor school curriculum and delivery of instruction. Academic coaches along with the Reading specialist and Assistant Principals facilitate these sessions. The principal along with the administrative team has conducted teacher observations. As a result of principals conducting formal observations, teachers are able to receive meaningful feedback on the delivery of instruction. Teachers are provided with recommendations and if necessary an action plan for improvement. William Wirt Middle School has one tenured teacher who is performing unsatisfactory. Observation notes/action plans were reviewed in</p>
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	<p>order to assess instructional curricular execution expectations.</p> <p>WWMS is a DataWise School which provides the various leadership/teacher teams with a means of organizing and bringing coherence to the work of improvement that WWMS already has in place. The Data Wise Improvement Process (SWOOSH) offers an eight step guide to the tasks involved when WWMS use data to improve instruction. The Data Wise process provides a way to integrate many initiatives and practices at WWMS. WWMS adapted a few protocols to our practices such as departmental and team meeting agenda template. WWMS administrative and Instructional leadership team members have attended the following Data Wise Trainings:</p> <p><u>Harvard Date Wise Training Dates:</u></p> <p>June 18, 2012 <i>Framing the Context, Inquiring Introductions, Understanding the Leadership Challenge, and Organizing for Collaborative Work</i></p> <p>June 19, 2012 <i>Supporting Effective Collaboration, Building Assessment Literacy, Discussing the Data Overview, and Focusing the Work</i></p> <p>June 20, 2012 <i>Digging into Student Data, Digging into Multiple Data Sources, Examining Instruction, and Designing an Effective Meeting</i></p> <p>June 21, 2012 <i>Examining Instruction, Articulating a Theory of Action, Bring the Work Home, and Developing an Integration Plan</i></p> <p>June 22, 2012 - <i>Acting and Assessing</i></p> <p>May 5-7, 2013 - <i>Presentations at Harvard</i></p> <p>August 5, 2013 - <i>Data Wise Summer 2013 Institute</i></p> <p>October 2, 2013 - <i>Data Wise Impact Workshop: Final Webinar (for our live online follow-up to the May 2013)</i></p> <p>Beginning 2014-2015, PGCPS adopted the Data Wise Improvement Process as a systemic initiative and it will serve as the umbrella under which all collaborative planning/data analysis will occur.</p> <p>WWMS is already a DataWise School which provides the various leadership/teacher teams with a</p>
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	<p>means of organizing and bringing coherence to the work of improvement that WWMS already has in place. The Data Wise Improvement Process (SWOOSH) offers an eight step guide to the tasks involved when WWMS use data to improve instruction. The Data Wise process provides a way to integrate many initiatives and practices at WWMS.</p> <p><u>Impact on the school culture for teaching and learning</u></p> <p>Overall the WWMS administrative leadership prioritizes and promotes teaching and learning as it relates to areas within the administrations locus of control. This instructional focus provides foundation for a culture of collaboration and supportive relationship between the WWMS teaching staff and assistant principals; which fosters expectations of achievement school-wide across the teaching staff and student body.</p> <p>The assistant principal team (as evidenced through teacher actions) has established a professional “performance” culture of instruction and learning among the staff. Teachers and staff seek instructional expertise and guidance from their assistant principals daily to include sharing class results, discussions and reflections on lesson outcomes, previewing of lesson plans and/or learning activities, seeking alternative ideas/strategies for meeting students achievement and/or differentiated instruction needs; inviting assistant principals to classes to observe implementation of teaching strategies and students engagement in learning activities/projects/presentations; reviewing and analyzing student work and artifacts, informal accountable talk conversations that often result in positive and effective paradigm shift in the practice of teaching and learning, and to gain professional counseling and advisement, etc.</p> <p><u>Use of assessment data using technology</u></p> <p>Performance Matters and EduSoft are the data warehouses for school staff to utilize school test data. All staff has been trained in using Edusoft. The data coach at William Wirt Middle assists the administrative team with accessing the data in order to present their findings during quarterly sessions held in the area office. These sessions allowed opportunities for principals to come together and participate in instructional conversations regarding instruction and discuss the school’s top 5 activities and strategies used to increase student achievement. Also during that time, the principal utilizes FAST and MUST data to assess individual teacher performance.</p>
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	<p><u>Recruitment and retention of effective staff</u></p> <p>As a part of the Title I schoolwide program, WWMS implements and monitors the following strategies to attract and retain highly qualified teachers. The Title I Office works with the school and the PGCPD Department of Human Resources to ensure that WWMS is staffed with HQTs by the first day of school. In the event that a non-HQT is instructing a class for more than 20 days parents are issued notification. In addition the school monitors the number of HQTs submitting a monthly log to the Title I Office.</p> <p><u>WWMS Mentoring Program</u></p> <ul style="list-style-type: none"> • In order to attract/recruit/maintain HQTs mentors meet regularly with mentees (< 3 years teaching experience) to ease the transition to a new school environment, help with understanding of school procedures/policies and establish practices for designing and effectively delivering effective and rigorous lessons and classroom management techniques. • WWMS Principal & Assistant Principal will participate in career fairs and consortiums in order to recruit HQTs • To retain HQTs WWMS offers the New Teacher Academy to assist new teachers in the transition to WWMS <p>In order to attract/recruit/maintain HQTs WWMS through the funding provided by Title I 1003(a) will provide specific professional development regarding strategies for increasing the learning of students within the ESOL and SPED subgroups to include the benefits of institutional memberships to ASCD, TESOL and NASET organizations.</p> <p>In order to retain HQTs, the WWMS Administrative Team supports teachers in advancing their professional growth (i.e. supporting teachers in internship opportunities, providing opportunities for teacher leader roles, supporting participation in professional development conferences, etc.)</p> <p><u>Identification and coordination of resources to meet school needs</u></p> <p>WWMS coordinates and integrates federal, state, and local services and programs. In addition, WWMS receives Title I part A funding to increase student achievement by allocating supplemental resources and providing Extended Learning opportunities (i.e. after school programs). The Title I Department offers technical assistance and personnel to meet the ten Title I requirements of the school-wide program.</p>
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	<p>State and local partnerships include:</p> <ul style="list-style-type: none"> • Digital Learning Initiative Partnership and Pilot with Apple and PGCPS Department of State and Federal Programs (Title I) – equipped WWMS with technology to include hardware and software needed to utilize iPads for the enhancement of instruction. • University of Maryland Cooperative Extension - The Engaged University - provides the WWMS Community with opportunities for mentoring, attending field trips, and participation in enrichment programs (i.e. the Community Garden Project, Photography, Latin Dance, etc) which supplement PGCPS Creative Arts curriculums. • Maryland Multicultural Youth Center (MMYC) and Americorp - provides WMMS students/families with tutoring, intramural sports, parent workshops, in addition to supporting career development by providing college field. • Book-It Program - A literacy-based engages student in setting and mastering reading goals in the classroom to earn a Reading Award Certificate and food/prizes sponsored by Pizza Hut, Inc. • Bowie Baysox Partnership - The "Read & Hit a Home Run" Reading Program requires students to read four books to receive free tickets to selected games, discounted family tickets and coupons for free treats at neighboring restaurants. • Systemic Assistance by PGCPS Departments (i.e. Title I, Curriculum & Instruction, ESOL and SPED) • Capital One Partnership - will provide as a partner in the academic development of our students. This support includes a school-wide book distribution and donation of student school supplies. <p><u>Engagement of parents and community to promote academic, developmental, social, and career needs of students</u></p> <p>There is a Bilingual Community Outreach Assistant in the building who primarily interprets for parent meeting, conferences, phone communications, etc. Parent University is available; however, the funding allocated does not support instructors for the program.</p> <p>Summary</p> <p>The administrators have collective responsibilities and are the instructional leaders in the building working in the team model with department chairs and specialists. They develop Performance Objectives at the beginning of the year that align to the county's Mastery Goals and Objectives. Each administrator</p>
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	<p>has SLOs and is assigned by content for instructional focus. All three assistant principals are certified in several teaching areas, Framework for Teaching and have an instructional focus. - one AP is the administrator for the ESOL, RELA, and Social Studies departments; one AP is the administrator for SPED, Science, and Math; the third AP handles creative arts and specialized programs, i.e. PE, world language, music, etc. All three assistant principals have had varying exposure and/or Data Wise Training.</p> <p>Needs To maintain consistency with current organizational structures, the third administrator position should be sustained. PGCPS has indicated that this position was a one-time extra “placement” position for 2013-2014 and will not be restored by central office. The school would like to maintain this position using SIG III funds.</p> <p>Schedule in-house Data Wise Refresher Training for the very few Instructional Leadership Team members who have not had official introduction to Data Wise Training. This request will be made to WWMS’ Performance Management Associate, Trina Hayes.</p> <p>Additional structured training is needed for the Bilingual Community Outreach Assistant to build her capacity to further support parent needs.</p>
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Name of School: William Wirt MS			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Transformation Model (LEA must implement actions 1-11)			
<i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to develop and increase teacher</i>			

<i>and school leader effectiveness:</i>			
1 Replace the principal who led the school prior to commencement of the transformation model	PGCPS will follow an accelerated schedule for replacing the principal. Human Resources will adhere to the current Administrative Procedure #4113 “Principal Selection Process.”	<u>April 10, 2014:</u> Current principal notified that he will be replaced (verbally) <u>April 22, 2014:</u> Written notice to principal <u>April 23, 2014:</u> Staff notified of principal replacement <u>April 29, 2014:</u> Parent Meeting was held <u>May 9, 2014:</u> Job Announcement posted by HR <u>June 2, 2014:</u> Principal Interviews <u>June 12, 2014:</u> BOE Approval of New Principal (effective July 1, 2014)	Monique Davis, Deputy Superintendent Elizabeth Saunders, Instructional Director Robert Gaskin, Chief, Human Resources
2 Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-	Teachers who are on-cycle for evaluation will be evaluated utilizing the Danielson Framework for Teaching model as the teaching and learning framework for PGCPS. Teacher		

<p>a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates</p> <p>b. Are designed and developed with teacher and principal involvement</p> <p>Title I Component #3 <i>Instruction by Highly Qualified Teachers</i></p> <p>Title I Component #5 <i>Strategies to Attract (and Retain) Highly Qualified Teachers</i></p>	<p>Professional Practice (Danielson domains) will be 50% of the teacher evaluation, along with a student perception survey and teacher professional development plan rating. Student Growth will be the other 50% of the teacher evaluation, with teachers who teach in state tested content areas and non-tested content areas developing student learning objectives. These specific and measurable long-term goals for students will be based on both current and available prior student data and will be aligned to the Maryland College and Career Readiness Standards.</p> <p>The Student Learning Objectives will be developed annually by the teachers and school based administrators, with influence from both in their writing, monitoring and evaluation of their content. Final approval will be done after a teacher-administrator conference.</p> <p>Student achievement of student learning objectives will be monitored through the use of a Data Wall.</p> <p>Principal evaluation will also be based on 50% Professional Practice, with 8 standards and indicators aligned to the PCGPS leadership definition:</p> <ul style="list-style-type: none"> ● Setting high expectations ● Setting school-wide instructional achievement goals ● Monitoring effective instructional practices ● Building a shared vision and goals ● Commitment to excellence, equity and innovation ● Human resources and managerial leadership ● Strong external leadership ● Use of technology and data 	<p>August 2014 – June 2017</p>	<p>Dr. Debra A. Mahone, Director, State and Federal Programs</p> <p>Mr. Roger Prince, Principal</p> <p>Academic Dean</p> <p>Assistant Principals</p>
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	<p>The other 50% of the principal evaluation will be based on Student Growth Measures. This will take into account the student learning objectives as described above, attendance, college and career readiness standards, district assessments and Val-Ed, a 360-degree survey that incorporates feedback from teachers, principals, assistant principals and supervisors to school-based administrators seeking to improve their practice.</p>		
<p>3 Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so</p>	<p><i>Currently under negotiation with PGCEA.</i></p> <p><u>Incentive Proposal</u> The LEA is proposing an incremental increase over three years tied to teacher participation*, student attendance rate, overall evaluation rating for professional practice (effective, highly effective), and student growth measure points (effective, highly effective). The proposed structure allows for teachers and administrators to receive a minimum amount for participation and earn up to a maximum dollar amount each year which increases over the life of the grant (based on metrics established for each of the three categories: student attendance rate, overall evaluation rating, and student growth measures rating). <i>*Participation = signing and adhering to the terms of an annual MOU.</i></p> <p>Proposed structure is as follows: Year One (Maximum Payout = \$79,000 \$124,000) Teachers (PGCEA): minimum of \$500 (participation) and up to \$1,000 flat payout of \$1,500 Assistant Principals/Academic Dean: minimum of \$700 (participation) and up to flat payout of \$1,500</p>	<p>June 2015 June 2016 June 2017</p>	<p>Dr. Debra A. Mahone, Director, State and Federal Programs</p> <p>ASASP, PGCEA Union Reps</p>

	<p>Principal: minimum of \$1,000 (participation) and up to <i>flat payout of \$2,500</i></p> <p><i>(May 2015) PGCEA approved a flat payout for year one with the understanding that we will have additional discussions for the next two years. As a result, in order to be consistent and fair, we are also providing a flat payout to administrators.</i></p> <p><i>NOTE: We were also able to redirect some unspent “LEA” funds and increase the teacher stipend amount for year one (amendment #2).</i></p> <p><u>Year Two</u> (Maximum Payout = \$418,500 <i>\$163,286</i>)</p> <p><i>PROPOSED - Pending ongoing negotiations with PGCEA</i></p> <p>Teachers: minimum of \$700 <i>\$1,500</i> (participation) and up to \$1,500 <i>Flat payout of \$2,000</i></p> <p>Assistant Principals/Academic Dean: minimum of \$1,000 (participation) and up to <i>Flat payout of \$2,500</i></p> <p>Principal: minimum of \$1,200 (participation) and up to <i>Flat payout of \$3,000</i></p> <p><i>NOTE: The original tiered payout based on teacher evaluations has been removed from the incentive proposal. The revised proposal provides for a flat payout based on time at the school, i.e. a teacher in the second year of the transformation model will receive the year 2 payout amount; a “new” teacher in his/her first year of the transformation model at WWMS will receive the first year payout amount. This is still pending MSDE approval.</i></p> <p><u>Year Three</u> (Maximum Payout = \$233,000)</p> <p>Teachers: minimum of \$1,000 (participation) and up to</p>		
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	<p>Flat payout of \$3,000 Assistant Principals/Academic Dean: minimum of \$1,200 (participation) and up to Flat payout of \$4,000 Principal: minimum of \$1,600 (participation) and up to Flat payout of \$5,000</p> <p>Year 2 – Amendment #1 (May 2016) This amendment expands the scope of the annual payout to include all support staff at William Wirt MS. Year 2 payout = \$600 each (\$14,400) Year 3 payout = \$1,200 each (\$28,800) PGCPS opted to not pursue union approval (Amendment #2, July 2016)</p> <p>Teachers who continue to show little or no improvement will be processed following the current Teacher Evaluation guidelines.</p>		
<p>4 Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	<p>Schoolwide SIOP Training (proposal/contract pending) All staff at William Wirt Middle School will be trained and fully implement the SIOP Model by 2016. It is important for administrators and teachers alike to have a clear understanding that SIOP is not a new program but an instructional framework that will support effective instruction and learning for all students. Moreover, professional development in the SIOP model will help teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency.</p> <p>The Sheltered Instruction Observation Protocol (SIOP) model is a research-based and empirically validated model</p>	<p>August 2014 – June 2017</p>	<p>Virginia Cofie, ESOL Instructional Specialist</p> <p>ESOL Coach/Mentor Teacher</p> <p>SIOP Representative (Pearson)</p>

<p>Title I Component # 4 <i>High Quality and Ongoing Professional Development</i></p>	<p>of sheltered instruction. It is an approach, which integrates language development with content teaching in order to improve the academic achievement of English Language Learners. When implemented to a high degree, SIOP is proven to increase student achievement, improve academic content skills and language skills, as well as prepare students to become college and career ready. School districts, that have implemented the eight components of SIOP instruction with fidelity, have seen a considerable increase in achievement for all learners, not just ELLs.</p> <p>The eight components of SIOP are: (1) Preparation; (2) Building Background; (3) Comprehensible Input; (4) Strategies; (5) Interaction; (6) Practice and Application; (7) Lesson Delivery; (8) Review and Assessment.</p> <p>Year One (2014-2015)</p> <p>Over the course of the first year of implementation, all teachers and administrators will be trained by a certified SIOP consultant. This will entail three full-days of initial SIOP training followed by subsequent monthly on-site evening workshops. The consultant will conduct all of the workshops, while the school-based ESOL coach will monitor and provide feedback to teachers with the implementation of each component in the interim.</p> <p><i>End of Year One Status Report:</i></p> <p><i>The contracted services with Pearson were delivered in full.</i></p> <ul style="list-style-type: none"> <i>• Introductory SIOP Training was scheduled during the summer during August 2015 for all current contract WWMS teachers to increase their depth of knowledge in understanding the SIOP Model.</i> 		
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	<ul style="list-style-type: none"> • <i>Introductory SIOP Virtual Training was scheduled during the Semester 1 of SY2014-2015 for all newly hired/contracted WWMS teachers to increase their depth of knowledge in understanding the SIOP Model and to help ensure that all teachers had the introduction course prior to the start of the component trainings.</i> • <i>The eight (8) SIOP component trainings were held from January – June 2015. “PD Friday” was used for this purpose and involved having the training provided in the AM & the PM with half of the staff attending the AM session and half of the staff attending the PD session.</i> <p><i>Next Steps (2015-2016):</i> <i>The Pearson Consultant Group will meet with appropriate school staff to plan consultative support for WWMS SIG III Year 2 which will include “Focus Walks” (see signed Pearson contract for details). Outcomes of assessment walks, etc. will guide the WWMS ILT in the next steps to further support teachers in effective lesson implementation for increased student performance outcomes.</i></p> <p>Year Two (2015-2016) During year two of implementation, the SIOP consultant will coach teachers and model the instructional framework by co-developing and then co-teaching lessons with teachers using the SIOP model. In addition, the school-based ESOL coach and ESOL central office staff will perform learning walks to monitor the effectiveness of implementation, as well as</p>		
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	<p>conduct in-depth, informal classroom observations using a rubric aligned with SIOP and FFT. New teachers to WWMS will have access to SIOP's online training modules as well as direct support from the WSOL Coach/Mentor Teacher.</p> <p><i>SIOP End-of-Year 2 Progress Report</i> <i>Pearson Consultants: Alicia Richmond, Judith O'Loughlin, Pamela Creed</i> <i>"Teachers were very responsive to the suggestions and modeling. They were thoughtful and reflective when posing questions to us about classroom practice. We wanted to share our thoughts with you concerning SIOP practices that we appreciated and were evident in the eight classrooms. We also wanted to share some SIOP implementation suggestions we have."</i> <i>SIOP Classroom applications we really appreciated were:</i></p> <ul style="list-style-type: none"> • <i>Teachers were very flexible and eager to learn as we all worked together with them as partners to meet the needs of the English Learners in their classrooms.</i> • <i>Teachers posted content objectives for students.</i> • <i>Many teachers use good visuals/power points/realia to support lessons and provide support for English structures.</i> • <i>Teachers provided some evidence of strong teacher to student interaction.</i> • <i>Teachers connected to student background knowledge and recent learning.</i> <p><i>SIOP Implementation Suggestions:</i></p> <ul style="list-style-type: none"> • <i>Teachers in the building would benefit from a review of the SIOP components and how they fit into the</i> 		
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	<p><i>school's improvement plan.</i></p> <ul style="list-style-type: none"> • <i>Have tools (pencils, pens, paper) ready for classroom ready for learning so class time on task can be maximized.</i> • <i>Start initial instruction for the day's objectives in the first 10 minutes of instruction. The current research shows us that is the optimal time for learning in a 60 minute lesson is the first 10-20 minutes. I have attached a synopsis of Dr. Sousa's research for your review. (We gave this article to the teachers.)</i> • <i>Add language objectives to each lesson. Review with students both content and language objectives at the start of class, during class and at the end of the lesson so that students own the objectives.</i> • <i>Set up classroom groupings to foster more student-to-student interactions so that time is provided to practice and use English.</i> • <i>Select one SIOP component to focus on for effective classroom implementation for the next school year.</i> <p>Year 3 (2016-2017) During the third year of implementation, the SIOP consultant will only provide two days of on-site consulting, in addition to 2 hours of online support. School based instructional leaders and administrators will now take on the role of monitoring and overseeing the program with assistance from the ESOL central office staff as needed. At this time, administrators will begin conducting formal observations using the SIOP protocol.</p> <p>Focus School plan addresses the use of funds to cover</p>		
		August 2014 – June 2017	Mr. Roger Prince, Principal Academic Dean

	<p>professional development materials for training and the additional resource position being purchased to compliment the extra support for students.</p> <p>Focus School Plan (2014-2015):</p> <ul style="list-style-type: none"> ● Purchase of additional resources staff - ESOL Resident Teacher \$47,041 with fringes. ● Supplemental supplies for students - \$12,000 ● Supplemental professional development materials (SIOP and Data Wise) - \$4,752 – <i>“Supplemental professional development materials needed to implement school-wide instructional learning strategies/initiatives . . .”</i> <i>Purchased titles include:</i> <ul style="list-style-type: none"> ● <i>Teaching the Critical Vocabulary of the Common Core: 55 Words that Make or Break Student Understanding</i> ● <i>Critical Leadership Questions for Inspiring Schoolwide Excellence</i> ● <i>17,000 Classroom Visits Can’t Be Wrong: Strategies that Engage Students</i> <p>The school would like to renew its previous partnership with Maryland State Department of Education (MSDE) Breakthrough Center. Breakthrough Center staff and school leadership staff will design professional development activities to enhance the capacity of teachers and school leaders to improve instructional practice and, thus, increase student achievement. Activities will focus on content and instructional strategies in <u>reading</u> and <u>math</u> (2015-2016). The intended outcomes of the partnership are as follows:</p> <ul style="list-style-type: none"> ● To improve teacher knowledge of both subject 		<p>Assistant Principals</p> <p>Testing Coordinator/Data Coach</p>
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	<p>matter and effective instructional strategies</p> <ul style="list-style-type: none"> ● To build the capacity of school leadership teams to provide job-embedded professional development <p><i>For 2016-2017, the Breakthrough Center will continue to support reading. They will also support math but only if the principal/staff agrees to support the service.</i></p> <p>The Principal, in collaboration with the administrative team, will assess teacher needs and create a prioritized Professional Development calendar for each school year. Some specific professional development needs <u>may</u> include:</p> <ul style="list-style-type: none"> ● Response to Intervention ● SRA Corrective Reading ● Cultural Responsive Teaching ● Data training for teachers ● Analysis and understanding of assessments ● DataWise training for new staff ● Content Development for teachers ● Co-teaching (ESOL and Special Education) ● Differentiated math strategies <p>MSDE Breakthrough Center's Student Services division will provide coordinated support for school student services staff with a specific focus on:</p> <ul style="list-style-type: none"> ● Culturally responsive interventions ● Response to Intervention (RtI) ● Classroom behavior management ● Crisis management/emotional issues ● Support for the alternative to suspension (AIA) program coordinator 		<p>Title I Office Mr. Roger Prince, Principal</p>
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	<ul style="list-style-type: none"> Support for processes and functioning of various student support teams (SIT, CARE, Attendance, PBIS) as needed <p>The school will be required to provide evidence of follow-up and feedback for effective implementation of strategies from all professional development trainings.</p> <p>Once onboard, the principal and a small group of staff will attend DataWise training (if needed) at Harvard University (for the next available session). In addition, to align with the Priority Schools initiative, the principal and select members of the instructional leadership team will attend Instructional Rounds.</p> <p><i>(DataWise is now a PGCPS systemic initiative; school feels the training being provided locally is more than sufficient to meet their needs - Amendment #1 approved by MSDE on 2.13.15)</i></p> <p>Funds will be allocated (registration and non-local travel expenses) for administrators and teachers to attend local, state, and national professional conferences in content areas and areas directly related to the transformation reform model. Upon return, attendees will be required to complete a presentation to staff sharing information gleaned (departmental or whole staff). The school will be required to submit this documentation to the Priority Schools Office as well as maintain documentation within the SIG accountability binders.</p> <p>By mid-September of each grant year, the school will be required to submit a Professional Development Request</p>		
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	<p>Form (for approval) the SIG Compliance Specialist outlining the conferences being requested for the entire year.</p> <p>MSDE Breakthrough Center will provide Leadership Services to selected members of the Leadership Team which may include:</p> <ul style="list-style-type: none"> ● Participation in the Aspiring Principal's Institute ● Mentoring/Coaching, as needed ● Support in the development of School Based Leadership Teams ● Job embedded Professional Development, as needed <p><i>PGCPS Assistant Principal Induction Program (APIP)</i> <i>The APIP is a two-year program where novice assistant principals/administrators will engage in varied experiences that will consist of the following:</i></p> <ol style="list-style-type: none"> <i>1. A monthly half-day training aligned to the eight PGCPS Leadership Standards</i> <i>2. An assigned coach who will be a former PGCPS administrator with a solid track record of performance and has a skills set to support the career needs based on their assigned protégé's skill assessment indicators</i> <i>3. Assignment to a wrap-around leadership Support Team consisting of a supervising principal, leadership development coach, and a central office administrator.</i> <p><i>(Programmatic Amendment #1- approved by MSDE on 2.13.15)</i></p> <p><i>Supplemental SIG funds will be used to purchase professional development books for a staff book study</i></p>		
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	<p><i>aligned to PGCPs' systemic goal of literacy. (Amendment #1 – 2.13.15)</i></p> <p>2014-2015 <i>Professional Development (PD) Friday was developed during the “zero-basing” of the WWMS Master Schedule (which was the most significant modification/adjustment made as a part of being identified as a Transformation Model School) to provide all WWMS Staff school-wide high quality in-house during the contractual school day. Benefits include:</i></p> <ul style="list-style-type: none"> ▪ <i>School-wide consistency is increased unlike when PDs are held after-school and teachers attend on voluntary bases.</i> ▪ <i>Build teacher capacity within the school day</i> ▪ <i>Small group professional learning communities (PLC)</i> ▪ <i>Implement the train the trainer model for all teachers</i> ▪ <i>Continue to model best practices according to current research</i> ▪ <i>To allow collaborative dialogue and discourse</i> ▪ <i>Creation of an active professional portfolio</i> ▪ <i>Interact across grade levels and all content disciplines</i> <p>2015-2016/2016-2017 <i>Professional Development (PD) Fridays will continue and will continue to be developed around teacher needs.</i></p>		
5 Implement such strategies such as financial incentives, increased	Funds will be allocated for after-school professional development opportunities for teachers and support staff, as		Dr. Debra A. Mahone

opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school.	<p>appropriate.</p> <p>Funds will be allocated (registration and non-local travel expenses) for administrators and teachers to attend local, state, and national professional conferences in content areas and areas directly related to the transformation reform model.</p>	August 2014 – June 2017	<p>Director, State and Federal Programs</p> <p>Mr. Roger Prince, Principal</p>
<p><i>A transformation model is one which the LEA <u>must</u> implement each of the following comprehensive instructional reform strategies</i></p>			
<p>6 Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards</p> <p>Title I Component #2 <i>Major Initiatives and Schoolwide Reform Strategies for Targeted Subgroups</i></p>	<p>The school would like to renew its previous partnership with Maryland State Department of Education (MSDE) Breakthrough Center. Breakthrough Center staff and school leadership staff will design professional development activities to enhance the capacity of teachers and school leaders to improve instructional practice and, thus, increase student achievement. Activities will focus on content and instructional strategies in <u>reading and math (2015-2016)</u>. The intended outcomes of the partnership are as follows:</p> <ul style="list-style-type: none"> • To improve teacher knowledge of both subject matter and effective instructional strategies • To build the capacity of school leadership teams to provide job-embedded professional development <p><i>For 2016-2017, the Breakthrough Center will continue to support reading. They will also support math but only if the principal/staff agrees to support the service.</i></p> <p>PGCPS is purchasing Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI) to be used as diagnostic tools for supporting instruction in grades 2-10. With the information, teachers will be able to develop an intervention plan for helping to correct student deficiencies.</p>	<p>August 2014-June 2017</p> <p>August 2014-June 2017</p>	<p>Dr. Debra A. Mahone Director, State and Federal Programs</p> <p>Mr. Roger Prince, Principal Sandi Josloff, MSDE (RELA) Laverne Brown, MSDE (Math)</p> <p>Dr. Gladys Whitehead, Chief, Curriculum & Instruction</p>

	<p>In addition, the district will use the assessments to develop SLOs in Reading and Mathematics as a measure of student growth.</p> <ul style="list-style-type: none"> ● Scholastic Reading Inventory (SRI) is a reading assessment program which provides immediate, actionable data on students' reading levels and growth over time. SRI helps educators differentiate instruction, make meaningful interventions, forecast growth toward grade-level state tests, and demonstrate accountability. <i>Beginning 2016-2017, Scholastic Reading Inventory (SRI) is being replaced, systemically, with the Northwest Evaluation Association Measures of Academic Progress for Reading (NWEA MAP-R). MAP-R is an online computer-adaptive assessment that will be administered in grades 2-10. It is a norm-referenced assessment that measures individual student growth, enables educators to match students' reading ability to text using a Lexile range, and provides data to inform classroom instruction and to evaluate programs. MAP-R meets the following criteria established by PGCPs:</i> <ul style="list-style-type: none"> ● <i>allows educators to accurately assess reading comprehension</i> ● <i>matches students to text using the Lexile Framework</i> ● <i>can measure student growth to inform instructional decisions in the classroom</i> ● <i>serves all students including ELL and SPED</i> ● <i>is computer adaptive</i> ● Scholastic Math Inventory (SMI) is a computer- 		
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	adaptive assessment that monitors growth through Algebra I. Fast and easy to use, SMI provides immediate data for effective instruction.		
<p>7 Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students</p> <p>Title I Component #8 <i>Measures to Include Teachers in Decisions Regarding the Analysis and Use of Academic Assessments</i></p>	<p>The Data Wise Improvement Process will serve as the umbrella under which all collaborative planning/data analysis will occur.</p> <p>WWMS is already a DataWise School which provides the various leadership/teacher teams with a means of organizing and bringing coherence to the work of improvement that WWMS already has in place. The Data Wise Improvement Process (SWOOSH) offers an eight step guide to the tasks involved when WWMS use data to improve instruction. The Data Wise process provides a way to integrate many initiatives and practices at WWMS.</p> <p><i>PGCPS Priority Schools Initiative</i> <i>Achievement Steering Committee (ASC) aka Instructional Leadership Team (at William Wirt)</i> <i>ASCs are a collaborative effort between the Area Office, various PGCPS offices, and identified schools. Through regularly scheduled meetings, school and central staff members work strategically together with the goal of implementing an effective instructional program which addresses performance concerns on state and local assessments.</i></p> <p><u><i>Purpose</i></u></p> <ul style="list-style-type: none"> <i>ASCs are designed to provide consistent support to schools for improvement based on state and local assessments (i.e. attendance, discipline, performance, etc.), intervention, and instructional practices.</i> 	<p>August 2014-June 2017</p> <p><i>Ongoing - Monthly</i></p>	<p>Mr. Roger Prince, Principal</p> <p><i>Associate Superintendent</i></p> <p><i>Instructional Director</i></p> <p><i>Principal</i></p>

	<ul style="list-style-type: none"> • <i>ASC's provide the forum for a structured monthly review of the school improvement action plans and provide focused support in four key areas:</i> <ul style="list-style-type: none"> • <i>Identification of root causes</i> • <i>Identification of possible solutions</i> • <i>Implementation of solutions</i> • <i>Monitoring and evaluation of implemented solutions</i> <p><i>The Achievement Steering Committee (ASC) will continue for 2016-2017 – see description above</i></p>		
<p><i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to increase learning time and create community oriented schools</i></p>			
<p>8 Establish schedules and implement strategies that provide increased learning time (as defined in this notice)</p> <p>Title I Component #9 <i>Activities to Ensure that Students having Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards shall be provided with effective, timely, and additional assistance</i></p>	<p>Summer 2014, 2015, 2016 - there is a need for funding to sustain the annual “Summer Scholars” program to support reading schoolwide for current and incoming ESOL students which requires approx. \$150k which includes cost for staff, teaching & student supplies and bus transportation. This initiative formerly funded through Title I (school was recently informed That Title I could only pay for teacher salaries for summer 2014).</p> <p>WWMS Summer Scholars Academy (Summer 2014) – Pre-Implementation The WWMS Summer Scholars Academy is an initiative targeted to provide WWMS students (140) early reading & mathematics intervention to rising 6th, 7th and 8th grade students at-risk, ESOL and SPED subgroups through data driven differentiated instruction based on student performance on the SY2013-2014 MUST Assessments, the May 2014 Administration of the Scholastic Reading Inventory (SRI) and the 2014 Maryland School Assessment</p>	<p>Summer 2014</p>	<p>Nichelle Williams, Assistant Principal</p> <p>School-based Math Coordinator</p> <p>School-based Reading Coordinator</p>

	<p>(MSA).</p> <p>Based on individual student academic data profile students will be appropriately matched to the appropriate researched-based instructional program to provide differentiated instruction and address the individual learning needs of each student. Instructional reading & mathematics programs, most of which are aligned directly to the Common Core State Standards (CCSS), will be strategically selected based according to student performance data to develop their instructional prescription for the summer school program. The student's instructional prescription <u>may</u> include the following: TeenBiz – SRA Corrective Reading – McGraw Hill, Teenbiz - Achieve 3000, Odyssey Math – Compass Learning, , Phonics for Reading – Curriculum Associates, and/or Vocabu-lit – Perfection Learning.</p> <p>This ELO is strategically designed to connect with the regular academic program and entails research-based strategies that enrich and accelerate the students' knowledge of the curriculum. The WWMS Summer Scholars Academy will provide additional time for quality learning, will use research-based instructional strategies to fulfill the promise of providing quality learning time and provide students with an academic program based on analysis of student data as a means of addressing their individual learning needs and increase their reading and mathematics skills and academic performance outcomes.</p> <p>Funding will be provided for teacher salaries, transportation and materials of instruction (to include but not limited to SRA Corrective Reading). <i>NOTE: Staff salaries will be funded using remaining 2013-2014 Focus funds (Title I office – Summer 2014)</i></p>		
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	<p>Funding will be provided to purchase and/or sustain the following materials/online software for ELO and student interventions throughout the school:</p> <ul style="list-style-type: none"> ● SRA Corrective Reading (year 1 only) ● Achieve 3000 and eScience3000 (annual) ● Rosetta Stone (annual) ● <i>MATH 180 – Final Year 1 spend-down amendment, September , 2015) – additional licenses will be purchased using final year 2 spend-down funds</i> ● <i>i-Ready (Reading and Math) – individualized reinforcement of reading and math skills (after-school ELO and Extended Year Scholars Academy programs) - final year 2 spend down funds will be used</i> <p>Beginning Summer 2015, the ESOL office will be supporting a summer reading program (book club) for ELLs with Title III funding.</p> <p>UPDATE from ESOL Office: <i>During the week of June 15, 2015, the William Wirt Middle School ESOL department distributed books to rising seventh and eighth grade students. Newcomer students received a copy of Stars of the World Cup while beginner students received Smile. Intermediate ESOL students self-selected either Al Capone Does My Homework or Esperanza Rising. The students were excited to receive these books and the ESOL teachers are anxious to see the results of this summer reading initiative. Along with their books, the students received a</i></p>	<p>August 2014- June 2017</p> <p><i>Summer 2015</i></p>	<p><i>PGCPS ESOL Office ESOL Department Chair</i></p>
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	<p><i>link to a short summer reading survey. A hard copy of the survey was enclosed in each book to accommodate those students that lack home Internet access. The results of this survey will be analyzed by the WWMS ESOL department in August and then forwarded to the PGCPS ESOL office. This program is running concurrently with the SIG Extended Year program.</i></p> <p><i>[Eighty (80) students at William Wirt were given books to take home over the summer to read. Students will come back together at the start of the school year. The students do not meet face to face during the summer.]</i></p> <p>The master schedule will be adjusted to allow for an additional instructional block daily for identified special education and low performing students requiring the provision of a research based intensive intervention instruction in Reading Language Arts and Mathematics. (Programmatic Amendment #1- approved by MSDE on 2.13.15)</p> <p>Funds will be allocated for P.B.I.S. reward/incentive trips to include transportation and admission costs to cultural and educational venues.</p> <p><i>SIG III, Year 2 – Amendment #1 (May 2016)</i> <i>Funds will also be allocated to include summer educational/cultural field trips to support the Extended Year program.</i></p> <p><i>Summer 2015</i> <i>In alignment with the Priority/SIG extended learning time requirement, SIG III, year 2 funds were used for a four-</i></p>	<p>August 2014- June 2017</p> <p><i>July 2015</i></p>	<p>Assistant Principal Guidance Chair PBIS Coordinator</p> <p><i>Assistant Principal Extended Year Coordinators (2) Title I Office</i></p>
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	<p><i>week summer program for <u>all</u> returning students as well as rising 6th/7th graders (July 6 - July 30, 2015). Funding was provided for teacher/administrator salaries as well as transportation. Title I set-aside funds were used to fund the necessary support positions. Breakfast and lunch was provided through Food Services. (All documentation can be found in the school's SIG Extended Year binder.)</i></p> <p><i>iReady / Ready Blended Instruction for Reading and Mathematics (for ALL Students)</i> <i>Anticipated Start Date: November 1, 2015</i> <i>iReady and Ready are a research-based, comprehensive solution that combines diagnostic assessments with individualized, technology-enabled instruction (i-Ready) and print-based education tools designed for whole group and small group instruction (Ready).</i></p> <ol style="list-style-type: none"> <i>1. Teachers will receive professional development training designed to introduce the blended program to all users.</i> <i>2. Teachers will administer the iReady Diagnostic three times during the academic year.</i> <i>3. Students spend at least 45 minutes per week/per subject working on the iReady online instruction lessons and teachers use the Ready print instruction lessons 30–45 minutes per day/per subject.</i> <p><i>This is a new initiative being supported by Title I Priority funds and will help to satisfy the requirement for increased learning time for all students.</i></p>	<p><i>November 2015 – July 2016</i></p>	<p><i>Principal Title I Office</i></p>
		<p><i>November 2015 – May 2016</i></p>	<p><i>Nichelle Williams, Asst. Principal, Melissa Nankin, ESOL Department Chairperson</i></p>

	<p><i>2015-2016 ESOL Scholar Academy (after-school ELO – Title I FOCUS funds) The Scholar Academy is an extended learning opportunity targeted to provide intervention to lower performing students and students of the ESOL subgroup. Through data driven differentiated instructional software academic needs are reinforced in a small group setting (1:8 teacher/student ratio). The after school program last year provided a safe environment for ESOL students to ask additional questions to learn skills that were not mastered during the school day and it allowed for pre-teaching where applicable, so students are better prepared for skills that will be taught in class.</i></p> <p><i>Summer 2016 SIG III, year 3 funds will again be used for a full-day four-week summer program for <u>all</u> returning students as well as rising 6th/7th graders. Funding will be provided for teacher salaries as well as transportation. Breakfast and lunch will be provided through Food Services.</i></p> <p><i>2016-2017 Extended Learning Opportunities (ELO) (after-school Scholars Academy) SIG III, year 3 funds will be used to offer an after-school ELO program to provide intervention to lower performing students and students of the ELL subgroup. I-Ready/Ready Blended Instruction for Reading and Mathematics will be utilized. i-Ready and Ready are a research-based, comprehensive solution that combines</i></p>	<p><i>July 2016</i></p> <p><i>October 2016- May 2017</i></p>	<p><i>Assistant Principal Extended Year Coordinators (2) Title I Office</i></p> <p><i>Assistant Principal ELO Coordinator Title Office</i></p>
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	<p><i>diagnostic assessments with individualized, technology-enabled instruction (i-Ready) and print-based education tools designed for whole group and small group instruction (Ready).</i></p> <p><i>Summer 2017</i> <i>Title I Priority “set-aside” funds will be used to continue the Extended Year Program (Scholars Academy) - see description above.</i></p>	July 2017	<p><i>Assistant Principal</i> <i>Extended Year</i> <i>Coordinators (2)</i> <i>Title I Office</i></p>
<p>9 Provide ongoing mechanisms for family and community engagement</p> <p>Title I Component #6 <i>Strategies to Increase Parental Involvement</i></p> <p>Title I Component #7 <i>Plans for Assisting Children in Transition</i></p>	<p>The State and Federal Programs Office and the staff at WWMS will collaborate with MSDE Breakthrough Center to deliver comprehensive family engagement services. A specific support plan will be determined once the Principal is in place (with input from the staff and community via a needs survey). Strategies to address cultural responsiveness, parent transportation barriers, and increased understanding of data and assessments will be included in the plan.</p> <p>Collaboration between the Parent and Family Involvement Specialist from the Office of Interpreting and Translation (who plays an integral role in accomplishing initiatives focusing on parental involvement and increasing student achievement for ESOL), the school’s Bilingual Community Outreach Assistant and Title I to:</p> <ul style="list-style-type: none"> • offer trainings to parents that assist them in navigating the school system, accessing resources, and supporting their children at home • address the requirements of Title I Parent Involvement requirements under section (1118) • provide additional structured training for the 	<p>August 2014 – June 2017</p> <p>August 2014 – June 2017</p>	<p>Dr. Debra A. Mahone Director, State and Federal Programs</p> <p>Parent & Family Involvement Specialist, Office of Interpreting and Translation</p> <p>Bilingual Community Outreach Assistant</p> <p>Title I Specialist</p>

	<p>Bilingual Community Outreach Assistant to build her capacity to further support parent needs</p> <ul style="list-style-type: none"> offer classes to improve language literacy to parents <p>School will reintroduce the T.I.P.S. program to staff and parents/families and also offer classes to improve language literacy to parents</p> <p>TIPS (Teaching Involving Parents in Schoolwork) Teachers will gain invaluable instructional strategies such as those that equip educators to engage parents with the student work versus just involving parents. TIPS will help to build bridges from home to school and vice versa. Students benefit from more support at home and with a renewed relationship between teacher, student & community. TIPS is a self-monitoring activity for students and a monitoring tool for parents.</p> <p><i>Parent University (available to parents in Title I <u>Focus</u> schools) Parent University is an educational platform designed to build strong parent teaching communities. Courses offer skills, knowledge, and resources to help parents become full partners in their child's education. Parent University courses are designed to empower and support parents in four key roles:</i></p> <ul style="list-style-type: none"> <i>Parents as <u>Teachers</u> – develop a clearer and more comprehensive understanding of the teaching and learning process</i> <i>Parents as <u>Advocates</u> – empowering parents to become knowledgeable in the expectations and standards of learning for their child</i> <i>Parents as <u>Leaders</u> – equip parents with the skills necessary to assume leadership roles in the school and</i> 	<p>August 2014 – June 2017</p>	<p>Mr. Roger Prince, Principal</p> <p>ESOL Coach/Mentor Teacher</p> <p>Assistant Principals, Academic Dean</p> <p>Bilingual Community Outreach Assistant</p>
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	<p><i>community</i></p> <ul style="list-style-type: none"> • <i>Parents as <u>Learners</u> – build capacity through developing and expanding personal and professional skills</i> <p><i>(Programmatic Amendment #1- approved by MSDE on 2.13.15)</i></p> <p><i>Supplemental SIG funds will be used to purchase simultaneous interpreting equipment for parent activities to ensure that there is always a mechanism in place for non-English speaking parents.</i></p> <p><i>(Amendment #1 – 2.13.15)</i></p>		
<p><i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to provide operational flexibility and sustained support</i></p>			
<p>10 Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates</p>	<p>Master schedule and room assignments will be modified to maximize all space and to reduce class size. The school plans to move back to a middle school model and team structure for collaborative planning. A scheduling team will be created to restructure the master schedule (summer 2014). The master schedule will include an additional instructional block daily for identified special education and low performing students requiring the provision of a research based intensive intervention instruction in Reading Language Arts and Mathematics. Major features of the transformation master schedule include:</p> <ol style="list-style-type: none"> 1. Teacher team-based Collaborative Planning w/ DCs with Grade Level CP during school-wide Staff Meeting time 2. Subgroups based Teaming (subgroups are "housed" on dedicated teams) for maximum instructional support 3. Team teacher/staff assignment consistency is a priority 	<p>June - July 2014 <i>(Master schedule was modified and completed, July 2014)</i></p>	<p>Jennifer Jones, Scheduler</p> <p>Nichelle Williams, Assistant Principal</p>

	<p>The SPMT process will be implemented with fidelity focusing solely on student learning and instruction, addressing school-wide issues and overseeing the school improvement process. The SPMT team will meet on a monthly basis (or more frequently as deemed necessary by the Principal).</p> <p>One (1) Academic Dean (AD): will focus on monitoring and supporting teacher instruction – academic area(s) of need will be determined by Principal (the two assistant principals will also be responsible for monitoring instruction in the assigned content area). The AD will also provide oversight and management of the many programs and initiatives currently in the school. The AD is being added in place of the third assistant principal requested in the needs assessment. (HIGH PRIORITY)</p> <p>ESOL Coach/“Mentor Teacher”: To directly support the needs of the ELL population and to serve as a liaison between the school and the ESOL office, a full-time, site-based ESOL Coach/Mentor Teacher will be hired. (HIGH PRIORITY)</p> <p>Math Coach/“Mentor Teacher”: A dedicated full-time school-based math coach/mentor teacher will be funded to support teachers across the myriad of course selections that are currently in the math curriculum. (HIGH PRIORITY)</p>	<p>August 2014 – June 2017</p> <p>July - August 2014 <i>(Hire date: 10.27.14)</i></p> <p>August 2014 – June 2017 <i>(Hire date: 10.20.14)</i> <i>(Hire Date: 8.18.15)</i></p> <p>August 2014 – June 2017</p>	<p>Mr. Roger Prince, Principal</p> <p>WWMS Administrative Team</p> <p>HR Mr. Roger Prince, Principal</p> <p>HR ESOL Office Staff Mr. Roger Prince, Principal</p> <p>HR</p>
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		(Hire date: 10.20.14)	Mr. Roger Prince, Principal
<p>11 Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</p> <p>Title I Component #10 <i>Coordination and Integration of federal, state, and local services and programs</i></p>	<p>The Transformation reform model at William Wirt MS will be managed by the Department of State & Federal Programs, under the supervision of the director of State & Federal Programs and the Title I office. The director will manage the SIG III program and fiscal reporting requirements, and facilitate the coordination and communication with designated instructional directors responsible for managing and monitoring the implementation of school-based strategies consistent with the MSDE approved SIG III application. While the director of State & Federal Programs will serve as the point of contact for SIG activities and liaison to MSDE, the director will maintain close collaboration and communication with designated instructional directors to ensure successful implementation of all components. The director of State & Federal Programs will also manage the fiscal reporting requirements of SIG I and SIG II until both grants are fully closed out; instructional directors will manage and monitor the implementation of school-based SIG activities. Ongoing and regular communication between and among the director of State & Federal Programs, associate superintendents and instructional directors will facilitate faithful implementation of school-based strategies, fiscal accountability and program requirements as identified in respective SIG proposals. When needed, technical assistance and related support will also be provided through four collective, quarterly SIG meetings (Oct. 16, Nov 10, Dec. 18, Feb. 19, April 27 and June 25) – (2015-2016 dates will be established as needed)</p>	<p>July 2014 – June 2017</p>	<p>Dr. Debra A. Mahone Director, State and Federal Programs</p> <p>Elizabeth Saunders, Instructional Director</p> <p>Title I Instructional Specialist</p> <p>Myra Grzeskiewicz, Compliance Specialist</p> <p>Cynthia Moore, Budget Administrative Specialist</p>

	<p><i>(2016-2107 quarterly SIG meetings will be held on an as-needed basis)</i> conducted by the director of State & Federal Programs with SIG principals and respective instructional directors to trouble shoot and plan for effective implementation of SIG activities and provide relevant updates on program requirements. Challenges or issues surfaced during regular communication between instructional directors and SG principals will be included as agenda items for the SIG principals' meetings that will be held quarterly. Additionally any concerns or pending issues resulting from discussions during the Central Support Team meetings or Executive Support team meetings will be addressed within the group. One budget administrative specialist, under the supervision of the Grants Financial Management Office, and one compliance specialist, under the supervision of the Title I office, will continue to support the 1003(g) grants in conjunction with the LEA grant supervisor and budget analyst. The Title I instructional specialists will likewise collaborate with all SIG staff and relevant central offices to effect positive change and progress for all SIG schools.</p> <p>HR - Staffing services provided will be aligned with the services provided to current Priority Schools.</p> <p>In conjunction with current support, there will be systemic support from the various offices/departments listed below:</p> <ul style="list-style-type: none"> ● C&I ● ESOL Office 	<p>July 2014 – June 2017</p> <p>July 2014 – June 2017</p>	<p>Allison McLeod, HR Staffing Specialist</p> <p>Central Office Staff, as assigned</p>
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