Allegany County Public Schools
2016 – 2017 School Improvement Plan

School: West Side Elementary School

Principal: Molly Stewart

Facilitating the Development of a School Vision

Mission Statement

West Side strives to guarantee each child a superior education through high quality, integrated learning experiences.

Beliefs
Together we will RESPECT, EXCEL, and INSPIRE.

Vision
Through collaboration and continuous learning, West Side Elementary School will be a place of excellence where all students are engaged in high quality, real-world learning. A professional and highly motivated staff, in partnership with parents, will encourage children to achieve their full potential and become responsible citizens who are lifelong learners.

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1. What is the process for ensuring that all staff and other stakeholders are able to articulate the vision?

Parents are given opportunity to provide input on the vision, mission, and core values during our annual Title I Back-to-School Meeting. The vision, mission, and core values are communicated on our West Side Facebook page and at all family events. A parent and community representative are members of our SWIFT Team and attend regular monthly meetings.
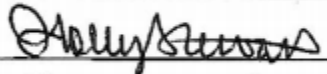
2. **When did the last periodic, collaborative review of the vision by stakeholders occur?**

We specifically revisited the vision, mission, and core values at Leadership Team in October. We focused on the importance of alignment from Core Values, to Mission, to Vision, to our strategic plan. Each member provided feedback on their vision for curriculum, instruction, assessment, and the environment (the main things that impact student learning) at West Side. Our core values, mission, and vision statements were reviewed and edited. The process was shared with the total staff and they were given an opportunity to add additional information or thoughts. Our SWIFT Action Plan includes priorities and practices that align with our core values, mission, and vision statements. Additionally, at the end of last school year, the Leadership Team reviewed our vision, mission, and action plan and began the discussion of what we need to sustain and what new work needs to occur to continue moving forward.

I.   **Local Planning Team Members**

Use this page to identify the members of the School Improvement Plan's team. Please include their affiliation/title.

Name (Print and Sign)	Affiliation/Title
Molly Stewart	Principal
Shannon Imes	Assistant Principal

Bonnie Rowley	*Bonnie Rowley*	K Teacher
Karen Duguid	*Karen Duguid*	Grade 1 Teacher
Kathy Strozykowski	*Kathy Strozykowski*	Grade 2 Teacher
Jill Wyer	*Jill Wyer*	Grade ⅔ Teacher
Sarah Kalbaugh	*Sarah Kalbaugh*	Grade ¾ Teacher
Jeannette Milburn	*Jeannette Milburn*	Grade 4 Teacher
Tracy Eberly	*Tracy Eberly*	Grade 5 Teacher
Debbie Frankenberry	*Debbie Frankenberry*	Special Education Teacher
Jamie Klink	*Jamie Klink*	Special Education Teacher
Debbie Metheny	*Metheny*	District SPED/SWIFT Rep
Andy Ferguson	*Andy Ferguson*	Counselor
Lorri Rumburg	*Lorri Rumburg*	SLP
Laura Michael	*Laura S. Michael*	Title I Specialist
Linda Rohrbaugh	*Linda Rohrbaugh*	SWIFT State Member
Mary Brandon	*Mary Brandon*	MSDE Representative
Tammy Fraley	*Tammy Fraley*	Parent Member

Keith Augila	*Keith Augila*	Community Member
Eddie Hampton	*Eddie Hampton*	Math Coach
Krista Trenum	*Krista Trenum*	Reading Specialist

Charlene Beeman *Charlene S Beeman* — SWIFT LEA

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2016-2017 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		27	27
Itinerant staff	8		8
Paraprofessionals	2	8	10
Support Staff	1	3	4
Other	2	8	10
Total Staff	14	48	61

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2016 – 2017 Official Data	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2012 Official Data
Percentage of faculty who are: ● Certified to teach in assigned area(s)	100%	100%	100%	100%
● Not certified to teach in assigned area(s)	0	0	0	0
For those not certified, list name, grade level course				
Number of years principal has been in the building	7	6	5	4
Teacher Average Daily Attendance	███████	93.2%	94.4%	95.5%

B. Student Demographics

Table 3   **SUBGROUP DATA≤** | Data from prior year's SIP |

	2016 – 2017 TOTAL	2015 – 2016 TOTAL	2014-2015 TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	N/A	N/A
African American	18	13	15
White	314	339	320
Asian	≤10	≤10	≤10
Two or More Races	60	45	56
Special Education	58	52	58
LEP	≤10	≤10	≤10
Males	198	197	197
Females	206	202	200
Total Enrollment (Males + Females)	404	399	397

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2015**:   66.25%

C. **Special Education Data 2016-2017 School Year**

Table 4

Disability	TOTAL
01 Intellectual Disability	≤10
02 Hard of Hearing	0
03 Deaf	0
04 Speech/Language Impaired	17
05 Visual Impairment	0
06 Emotional Disturbance	0
07 Orthopedic Impairment	0
08 Other Health Impaired	≤10
09 Specific Learning Disability	≤10
10 Multiple Disabilities	≤10
12 Deaf-Blindness	0
13 Traumatic Brain Injury	0
14 Autism	≤10
15 Developmental Delay	≤10

III.   **CULTURE AND CLIMATE NARRATIVE**

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development. School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experiences of school life. School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure.

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland's public schools, without exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

A. Safe
B. Appropriate for academic achievement; and
C. Free from any form of harassment.

In narrative form, address your school's climate and culture. Within the narrative, discuss how your school is aligning all aspects of the school's culture to student and adult learning.

West Side completed its fifteenth year as a PBIS school. Last year we earned the Silver Award after having earned the Gold Award for the previous eight years. The PBIS team sets a school goal of 80% of students having 0-1 office discipline referrals (ODR) a year. During the 2015-2016 school year, West Side had 157 office discipline referrals, which was 23 more than the 2014-2015 year of 132, but 10 less than the 2013-2014 data. Of the 157 ODRs last year, 64 of them were a result of 7 students obtaining 6+ referrals, 65 of the referrals earned were from 23 students having 2-5 incidences. Therefore, the data shows that 92% of students had 0-1 discipline referrals which exceeds our goal of 80%.

For the second year, West Side will implement the SRSS behavior screening for all students. The Student Risk Screening Scale (SRSS) is a universal screening tool used three times a year to determine the number of students who are at risk for challenging behaviors and for the direct purpose for better understanding of how to support students to be academically successful in school. This screening tool consists of 14 items (7 internalizing and 7 externalizing behaviors) that teachers use to rate their classroom of students based on the teacher's current knowledge with clear evidence of each individual student's behavior. The SRSS will be given in October of 2016 and February and May of 2017. Results will be tiered into 3 categories: school-wide, classroom, or individual. Using the tiered

designations, the responses to the data may include manipulating our school-wide behavior supports, focusing on a classroom behavior system, or developing a specific plan for identified students.

West Side School recognizes both students and staff for exemplary character behavior. Names are read over the closed circuit announcements so those deserving can be recognized.

The West Side PBIS team meets to monitor student behavior and school climate monthly. The team examines data based on referral times, referral locations, grade level referrals, and type of behavior infractions. The team designs interventions based on the collected data. All data is shared with the West Side staff monthly, during a faculty meeting. Decisions are then made to enhance the school-wide and individualized programs that support and ensure the development of a positive school culture.

IV. UNIVERSAL DESIGN FOR LEARNING

The purpose of Universal Design for Learning (UDL) principles is to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide schools in the development of curriculum, instructional planning, instructional delivery, material selection and assessments. Complete Table 5.

Table 5

UDL Principle/Mode	Representation – Process
Means of Representation: providing the learner various ways of acquiring information and knowledge.	· Increase use of technology and online resources · Provide first hand experiences including field trips, expert panels, guest speakers · Provide students opportunities to acquire new information through various modalities (visual, auditory, kinesthetic) Provide opportunities for students to transfer information into meaningful knowledge in a simulated real world setting
Means for Expressions: *providing the learner*	**Expression/Action- Product**

alternatives for demonstrating their knowledge and skills (what they know).	· Increase opportunities for student choice in demonstrating knowledge and skills · Engage students in completing Cornerstone Tasks- performance based application of skill in real world setting
Means for Engagement: *tap into learners interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	· Increase the use of data to group students appropriately for tasks · Instructing ELA units that integrate multiple content areas and include cornerstone performance tasks as a culmination. · Increase the opportunity to apply new knowledge to real world settings

1.   In your analysis of the UDL chart, discuss how school personnel uses the Gradual Release of Responsibility Instructional Framework for planning and instruction and include the principles, guidelines, and checkpoints of UDL.

Through the implementation of the UDL principles, West Side teachers provide multiple means of representation, action and expression, and engagement with purposeful focused (modeling, demonstrating, noticing, and establishing content, language, and social purpose), guided (scaffolding, questioning, prompting, and cueing), collaborative (positive interdependence, face-to-face interaction, individual and group accountability), and independent (metacognition and self-regulation) learning instruction. The focus this year will be on the content purpose and the language purpose. Teachers will display both the content and language purpose during daily instruction.

V.   ACADEMIC PROGRESS

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2016 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany County are required to do the same.

In your analysis of **students requiring special education services**, please address the following special education issues for students in your school:

1. *Access to the General Education Curriculum*. How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?

All students at West Side participate in an integrated Multi-tiered systems of support (MTSS) model for reading, math, and behavior. MTSS focuses on providing high-quality instruction and interventions matched to student need across all 3 tiers and monitoring progress frequently to make decisions about changes in instruction and goals. Tier I instruction is designed based on grade level standards and supports/resources are identified based on student needs to allow ALL students to be successful at the Tier I level. Additionally, all students participate in Tier II instruction which is designed based on their specific needs/learning goals. Students that are significantly below grade level are met in Tier III intervention groups which are more intensive and often have a more individualized plan devised. Evidenced-based practices are utilized across all three tiers with an emphasis on differentiated instruction as a means of providing a continuum of support.

2. *Collaboration with General Educators.* How is your school ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?

All staff members meet weekly in collaborative team meetings. Special educators, Title I support staff, and regular educators meet collaboratively to design instructions and determine supports needed for all students to be successful.

3. *Strategies used to address the Achievement Gap*. When the school agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.

Teachers are designing research based strategies to address student needs in reading, math, and behavior. Funds from the Bridges grant through Special Education have allowed teachers time to work with the district ICT coordinator to determine and plan for research based interventions.

4. ***Interventions, enrichments and supports*** to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general educations students?

Data from multiple assessments along with teacher input is used to determine students that need intervention or enrichment. All students data is examined during data team meetings where general education teachers, special educators, specialist, and Title I support staff analyze the data and make an intervention or enrichment plan. Tier II instruction is designed to meet student needs within the classroom while Tier III instruction typically takes place outside of the general education classroom and is more focused on intensive, research based strategies to remediate foundational skills.

A. **Reading/ELA Data Overview**

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.

Short Term Goal: To reduce the gap for ELL, Special Education and lowest performing subgroup students.

Reading – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015 and 2016 PARCC results.

Table 6

ELA	2015											2016										
Student Group	**# Tested**	**Level 1**		**Level 2**		**Level 3**		**Level 4**		**Level 5**		**# Tested**	**Level 1**		**Level 2**		**Level 3**		**Level 4**		**Level 5**	
Grade 3, 6 or English 10		**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**		**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**

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		Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof		Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof
All Students	43	5	11.6%	12	27.9%	13	30.2%	12	27.9%	1	2.3%	71	12	16.9%	13	18.3%	18	25.4%	26	36.6%	2	2.8%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	35	4	11.4%	11	31.4%	8	22.9%	11	31.4%	1	2.9%	56	10	17.9%	8	14.3%	17	30.4%	20	35.7%	1	1.8%
Two or more races	*	*	*	*	*	*	*	*	*	*	*	11	2	18.2%	3	27.3%	1	9.1%	4	36.4%	1	9.1%
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Limited English	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

	# Tested	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Tested	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
Proficient (LEP)																						
Free/Reduced Meals (FARMS)	28	5	17.9%	9	32.1%	10	35.7%	4	14.3%			46	10	21.7%	11	23.9%	12	26.1%	12	26.1%	1	2.2%
Female	24	2	8.3%	5	20.8%	9	37.5%	7	29.2%	1	4.2%	42	4	9.5%	6	14.3%	13	31%	18	42.9%	1	2.4%
Male	19	3	15.8%	7	36.8%	4	21.1%	5	26.3%			29	8	27.6%	7	24.1%	5	17.2%	8	27.6%	1	3.4%

Table 7

ELA	2015											2016										
Student Group Grade 4, 7 or English 11	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	53	10		16		14		12		1		46	3	6.5%	4	8.7%	11	23.9%	21	45.7%	7	15.2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	41	6	14.6%	12	29.3%	11	26.8%	11	26.8%	1	2.4%	37	2	5.4%	4	10.8%	8	21.6%	18	48.6%	5	13.5%
Two or more races	11	4	36.4%	4	36.4%	3	27.3%	0				*	*	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	39	8	20.5%	11	28.2%	11	28.2%	8	20.5	1	2.6%	31	2	6.5%	4	12.9%	8	25.8%	11	35.5%	6	19.4%
Female	28	3	10.7%	5	17.9%	11	39.3%	8	28.6%	1	3.6%	25	1	4.0%	3	12%	4	16%	11	44%	6	24%
Male	25	7	28%	11	44%	3	12%	4	16%	0		21	2	9.5	1	4.8	7	33.3	10	47.6	1	4.8

											%		%		%		%		%

Table 8

ELA Student Group Grade 5 or 8	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	62	2	3.2%	14	22.6%	20	32.3%	25	40.3%	1	1.6%	52	9	17.3%	17	32.7%	14	26.9%	11	21.2%	1	1.9%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

White	51	1	2%	12	23.5%	16	31.4%	21	41.2%	1	2%	51	9	17.6%	17	33.3%	14	27.5%	10	19.6%	1	2%
Two or more races	4	1	25%	0		1	25%	2	50%	0		0										
Special Education	11	1	9.1%	3	27.3%	6	54.5%	1	9.1%	0		11	5	45.5%	4	36.4%			2	18.2%		
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	11	1	9.1%	3	27.3%	6	54.5%	1	9.1%	0		35	8	22.9%	11	31.4%	9	25.7%	6	17.1%	1	2.9%
Female	29	0		4	13.8%	8	27.6%	17	58.6%	0		28	4	14.3%	6	21.4%	10	35.7%	7	25%	1	3.6%
Male	33	2	6.1%	10	30.3%	12	36.4%	8	24.2%	1	3%	24	5	20.8%	11	45.8%	4	16.7%	4	16.7%		

Academic Data Review

1. Based on available PARCC data describe the challenges in **English Language Arts/Literacy** for **grades 3-8** and **grades 10 and 11**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.

In analyzing our PARCC ELA data for grades 3-5, the following challenges were noted:

- In grade 3, 60% of nonFARMS met or exceeded expectations while only 28.3% of FARMS met or exceeded, a difference of 31.7%.

- In grade 5, when comparing all students at West Side with those from across the district, state, and cross-state, the percentage of students that met or exceeded expectations was 23.1% at West Side, which is significantly below the district (42.9%), the state (39.4%), and cross-state (42.4%).

Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

Priority #1: Maintain the integrity of the ELA core instructional block.				
Describe what this looks like.	When & How Often?	Who's responsible?	What data or behaviors will we monitor?	Are there supports needed?
120 minutes of instruction aligned to MCCRS. The block will focus on the components of reading in whole group and small group settings. Teachers will incorporate instructional routines and analyze data to	Daily	Teachers Administrators Reading Specialist	DiBELS, Reading Inventory, Reading Kingdom, Read Theory Walkthrough Data	PD on the instructional block design with long range planning of selections and assessments Identifying Research Based Strategies to Meet Student Needs

adjust instruction.				
Priority #2: Goal oriented, monitored writing will be done daily.				
Describe what this looks like.	When & How Often?	Who's responsible?	What data or behaviors will we monitor?	Are there supports needed?
Students will be given daily opportunities to write using a standards based goal.	Daily	Teachers Administrators Reading Specialist	Quarterly writing piece (Q2, Q3, Q4), writing conferences	PD 6+1- Trait Crate Plus

B. **Mathematics Data Overview**

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.

Short Term Goal: To reduce the gap for ELL, Special Education and lowest performing subgroup students.

Reading – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015 and 2016 PARCC results.

Table 9

Math	2015											2016										
Student Group	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
Grade 3, 6 or Algebra II		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	43	5	11.6%	10	23.3%	16	37.2%	11	25.6%	1	2.3%	71	11	15%	11	15%	17	24%	25	35%	7	10%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	35	5	14.3%	8	22.9%	13	37.1%	8	22.9%	1	2.9%	56	8	14.3%	11	19.6%	12	21.4%	20	35.7%	5	8.9%

Student Group	# Tested	L1 #	L1 %	L2 #	L2 %	L3 #	L3 %	L4 #	L4 %	L5 #	L5 %	# Tested	L1 #	L1 %	L2 #	L2 %	L3 #	L3 %	L4 #	L4 %	L5 #	L5 %
Two or more races	*	*	*	*	*	*	*	*	*	*	*	11	2	18.2%	0	0	3	27.3%	5	45.5%	1	9.1%
Special Education	10	3	30%	3	30%	2	20%	2	20%			10	4	40%	1	10%	2	20%	3	30%	0	0
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	*	*	*	*	*	*	*	*	*	*	*	46	8	17.4%	9	19.6%	14	30.4%	13	28.3%	2	4.3%
Female	24	3	12.5%	3	12.5%	8	33.3%	9	37.5%	1	4.2%	42	3	7.1%	7	16.7%	10	23.8%	10	42.9%	4	9.5%
Male	19	2	10.5%	7	36.8%	8	42.1%	2	10.5%	0		29	8	27.6%	4	13.8%	7	24.1%	7	24.1%	3	10.3%

Table 10

Math Student Group Grade 4, 7 or Geometry	2015											2016											
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof

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All Students	53	17	32.1%	13	24.5%	18	34%	5	9.4%	0		46	5	10.9%	2	4.3%	11	23.9%	28	60.9%		
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	41	13	31.7%	7	17.1%	17	41.5%	4	9.8%	0		37	4	10.8%	1	2.7%	11	29.7%	21	56.8%		
Two or more races	11	4	36.4%	6	54.5%	1	9.1%					*	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

	#									2015 L5 #		#									2016 L5 #	
Free/Reduced Meals (FARMS)	39	16	41%	7	17.9%	13	33.3%	3	7.7%	0		31	4	12.9%	2	6.5%	8	25.8%	17	54.8%		
Female	28	7	25%	6	21.4%	12	42.9%	3	10.7%	0		25	3	12%			5	20%	17	68%		
Male	25	10	40%	7	28%	6	24%	2	8%			21	2	9.5%	2	9.5%	6	28.6%	11	52.4%		

Table 11

Math Student Group Grade 5 or 8	2015 # Tested	Level 1 # Prof	Level 1 % Prof	Level 2 # Prof	Level 2 % Prof	Level 3 # Prof	Level 3 % Prof	Level 4 # Prof	Level 4 % Prof	Level 5 # Prof	Level 5 % Prof	2016 # Tested	Level 1 # Prof	Level 1 % Prof	Level 2 # Prof	Level 2 % Prof	Level 3 # Prof	Level 3 % Prof	Level 4 # Prof	Level 4 % Prof	Level 5 # Prof	Level 5 % Prof
All Students	62	4	6.5%	25	40.3%	23	37.1%	7	11.3%	3	4.8%	51	10	19.6%	14	27.5%	18	35.3%	8	15.7%	1	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	51	3	5.9%	20	39.2%	19	37.3%	6	11.8%	3	5.9$	50	10	20%	14	28%	18	36%	8	16%	0	
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Education	11	1	9.1%	6	54.5%	3	27.3%	1	9.1%			11	4	36.4%	4	36.4%	2	18.2%	1	9.1%		
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	42	4	9.5%	17	40.5%	17	40.5%	2	4.8%	2	4.8%	35	9	25.7%	10	28.6%	11	31.4%	5	14.3%		
Female	29	1	3.4%	13	44.8%	11	37.9%	3	10.3%	1	3.4%	28	5	17.9%	6	21.4%	11	39.3%	5	17.9%	1	3.6%
Male	33	3	9.1%	12	36.4%	12	36.4%	4	12.1%	2	6.1%	23	5	21.7%	8	34.8%	7	30.4%	3	13%		

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Academic Data Review

1. Based on available PARCC data, describe the challenges in **Mathematics for grades 3-8, Algebra I, Algebra II and Geometry**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.

   ● In grade 3, 68% of nonFARMS met or exceeded expectations while only 32.6% of FARMS met or exceeded, a difference of 35.4%.
   ● In grade 4, 65% of students without disabilities met or exceeded expectations while only 33.3% of students with disabilities met or exceeded expectations, a difference of 31.7%.
   ● In grade 5, we made insignificant improvement from 2015 to 2016 in the % of students that passed PARCC (16.1% to 18%) and we are still far below the district and state. We rank 12th in the district overall and for Major Content.
   ● In grades 3, 4, and 5 in 2015 and 2016, more females scored a 4 or 5 than males.

Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

Priority #1: Develop and strengthen pedagogical knowledge, content knowledge, and conceptual understanding of mathematics in administrators and teachers through the use and analysis of the Eureka Math curriculum and professional learning to provide a coherent and research based mathematical education for all students.				
Describe what this looks like.	When & How Often?	Who's responsible?	What data or behaviors will we monitor?	Are there supports needed?

Practice #1: Mathematics teachers will participate in module studies throughout the year. Preparation of lessons will be more effective and efficient if there has been an adequate analysis of the module first. Each module in A Story of Units can be compared to a chapter in a book. How is the module moving the plot, the mathematics, forward? What new learning is taking place? How are the topics and objectives building on one another? Step 1: Get a preview of the plot: At a high level, what is the plot of the module? How does the story develop across the topics? Teachers will analyze the table of contents, module overview, and module objectives. They will also flag the Exit Tickets (a different color for each topic) Step 2: Dig into the details of each topic: Teachers will view and discuss the Teach Eureka professional development videos for the module, where the curriculum writers will	-During the school day -Prior to beginning instruction of each module	-Teachers (general, special education, and coach) -Administrators	-Planning in Teacher Editions -Peer Walk through -Fidelity Checklist	-Print Teacher Editions -Access to Eureka Digital Suite

demonstrate the strategies, show how to use the models, clarify vocabulary, and build understanding of concepts. At the conclusion of each topic, teachers will complete the exit tickets to see and practice the trajectory of the module's mathematics and the nature of the work students are expected to be able to do and generate a table that includes the standards (focus and supporting) and mathematical practices emphasized in each topic. In addition, they will develop success criteria that matches the trajectory of the exit tickets. Step 3: Summarize the story: Teachers will complete the Mid- and End-of-Module Assessments using the strategies and models presented in the module to explain the thinking involved.			
Practice #2: Mathematics teachers will prepare and customize Eureka Math lessons using a three-step process, because it is understood that at times teachers may need to make adjustments (customizations) to lessons to fit the time	-During planning time -Prior to beginning	-Teachers (general, special education, and coach)	-Planning in Teacher Editions -Fidelity Checklists (Admins)	-Ongoing training (as needed)

constraints and unique needs of their students. Note: The ladder of Step 2 is a metaphor for the teaching sequence. The sequence can be seen not only at the macro level in the role that this lesson plays in the overall story, but also at the lesson level, where each rung in the ladder represents the next step in understanding or the next skill needed to reach the objective. To reach the objective, or the top of the ladder, all students must be able to access the first rung and each successive rung. Step 1: Discern the plot. A: Review the work (table of contents, module objectives & overview, assessment(s), and exit ticket) done in the module study (Practice #1 - see above). Step 2: Find the ladder. A: Complete the lesson's Problem Set. B: Analyze and write notes on the new complexities of each problem as well as the sequences and progressions throughout problems (e.g., pictorial to abstract, smaller to larger numbers, single- to multi-step problems).	instruction of each lesson or topic	-Administrators		

The new complexities are the rungs of the ladder. C: Anticipate where students might struggle, and write a note about the potential cause of the struggle. D: Answer the Student Debrief questions, always anticipating how students will respond. Step 3: Hone the lesson. At times, the lesson and Problem Set are appropriate for all students and the day's schedule. At others, they may need customizing. If the decision is to customize based on either the needs of students or scheduling constraints, a suggestion is to decide upon and designate "Must Do" and "Could Do" problems. A: Select "Must Do" problems from the Problem Set that meet the objective and provide a coherent experience for students; reference the ladder. The expectation is that the majority of the class will complete the "Must Do" problems within the allocated time. While choosing the "Must Do" problems, keep in mind the need for a balance of calculations, various word problem			

types, and work at both the pictorial and abstract levels.

B: "Must Do" problems might also include remedial work as necessary for the whole class, a small group, or individual students.

C: "Could Do" problems are for students who work with greater fluency and understanding and can, therefore, complete more work within a given time frame. Adjust the Exit Ticket and Homework to reflect the "Must Do" problems or to address scheduling constraints.

D: At times, a particularly tricky problem might be designated as a "Challenge!" or "Extension" problem. This can be motivating, especially for advanced students. Consider creating the opportunity for students to share their "Challenge!" solutions with the class at a weekly session or on video.

E: Consider how to best use the vignettes of the Concept Development section of the lesson. Read through the vignettes, and highlight selected parts to be included in the delivery of instruction so that students can be independently

successful on the assigned task. F: Pay close attention to the questions chosen for the Student Debrief. Regularly ask students, "What was the lesson's learning goal today?" Hone the goal with them.				
Practice #3: Mathematics teachers will use formative assessment data to make instructional decisions across all tiers (Tier I, Tier II, and Tier III). They will administer the End-of-Module assessments in a pre/post-test model to determine prior knowledge and growth of individual students. Mid-Module assessments will also be administered (when available) to assess student learning after the first half of the module. Scores will be entered into a Google Sheet by classroom teachers. All students in grades 1-5 will be in data driven small groups for a minimum of 30 minutes of the math block. We will use collaborative study (Tier 2) to develop a plan for groups of students and clinical interviews (Tier 3) to develop a plan for individual students.	-Before and after each module -Midway through some modules -Ongoing	-Teachers (general, special education, and coach) -Administrators	-Pre-test scores to plan instruction -Mid-Mod & Post-test to plan instruction and determine growth -Fluency, Application, Exit Tickets, Problem Sets, etc.)	-Print Assessments -Scoring based on rubric -Ongoing training (as needed) -Development of math menus and/or differentiating the concept development

C. Science

Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)									
	All Students								
Subgroup	**2016**			**2015**			**2014**		
	# Tested	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**
All Students	51	30	58.8%	40	27	67.5	50	37	74.0
Hispanic/Latino of any race	0								
American Indian or Alaska Native	0								
Asian	1	1	100%						
Black or African American	0								
Native Hawaiian or Other Pacific Islander	0								
White	42	24	57.1%	31	19	61.3	43	32	74.4
Two or more races	8	5	62.5%						
Special Education	9	3	33.3%	10	≤10	20.0			
Limited English Proficient (LEP)	0								
Free/Reduced Meals (FARMS)	34	17	50%	29	17	58.6	31	20	64.5

1.   Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups. Address what your school is doing (has done) to address and implement the new Science Standards.

West Side student scores have steadily declined since the high of 74% in 2014 . However, we continue to incorporate science in our ELA units as well as the Next Gen Science Standards and pacing. Our challenges include raising the performance of the aggregate with a specific focus on Special Education which scored only 33.3% and FARMS students who scored 50% in 2016.

2. To support student achievement, describe the changes or strategies and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

Strategy/Evidence-Based Practice	Rationale	Timeline	Measurement of Progress
Teachers will develop integrated units to include ELA, science, and social studies content. The units will include opportunities for students to participate in hands-on lessons incorporating the use of classroom labs and simulations, Discovery Education, Outdoor School, guest speakers, field trips, real world learning, etc.	These units will offer a more coherent study of the science content. The units will create clarity and increase engagement in science content.	Units will vary in length throughout the year	Performance Based Cornerstone Tasks will be completed at the end of each unit in 5th grade. 80% of students in grade 5 will score proficient on 80% of cornerstone tasks.
West Side will create a Maker Space for students to use to solve open ended classroom problems related to science	Students will apply the skills and processes of Science in a real world setting.	December 13, 2016- introduce Maker Space at a Family Maker Night February, 2017- Host a second Maker Space Family Night March-June, 2017- begin the	Student Performance Task data Parent Surveys

		establishment of a Maker Space for student use	
Technology will be utilized to ensure student proficiency with tech skills necessary for online assessments.	**Students need to be prepared to utilize 21st century tech skills.**	**Weekly- typingtutor.com Ongoing- Engrade Assessment Tool Authentic opportunities during classroom instruction (Skype in the classroom, Ozobots, augmented reality, etc.)**	**Progress on Typing Tutor**

VI.   EARLY LEARNING

Based on the examination of the 2015-2016 R4K Kindergarten Readiness Assessment Data:

A.   Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. Include a discussion of the best practices your school has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have been effective.
At West Side, we have less than 10 students emerging and 25 students approaching readiness. To address the needs of these students and to support them in demonstrating readiness our kindergarten teachers are working collaboratively with support staff to deliver small group, specially designed instruction in the areas of reading and math. Mr. Ferguson, Guidance Counselor, works with kindergarten teachers to support social development. He meets monthly with each class and weekly in small groups with students needed extra support in the social foundations area.

B. Describe how the school is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten "demonstrating readiness".
This year, the West Side administrators and content specialists are working with our prekindergarten program to ensure that students are getting the appropriate foundational instruction to enter kindergarten demonstrating readiness. Additionally, we have shared Judy Center newsletters and invitations to event with families. Head Start staff attends some professional development.

VII.   ATTENDANCE

Table 15: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All Students	94.8%	Y
Grade 1	94.6%	Y
Grade 2	94.9%	Y
Grade 3	95.1%	Y
Grade 4	95.0%	Y
Grade 5	94.7%	Y

Table 16: Attendance Rate	All Students				
	94%	**94%**	**94%**	**94%**	**94%**
Subgroups – School Level Data					
	2011-2012	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**
All Students	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	94.8
Hispanic/Latino of any race					93.9
American Indian or Alaska Native					93.6

Asian					≥ 95.0
Black or African American	≥ 95.0	94.4	≥ 95.0	≥ 95.0	94.0
Native Hawaiian or Other Pacific Islander					
White	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0
Two or more races	94.8	93.6	≥ 95.0		94.3
Special Education	94.6	94.9	94.1		94.9
Limited English Proficient (LEP)					
Free/Reduced Meals (FARMS)	≥ 95.0	≥ 95.0	94.4		94.0

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially Special Education, ELL and lowest attending.

    All subgroups and the aggregate met the 94% attendance goal.

2. **Describe** the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

    Targeted students will be monitored by the guidance counselor and parents will be contacted as absences occur. The Pupil Service Team will conference with parents when they reach 5, 8, and 12 unexcused absences.

3. *If applicable*, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

VIII.   HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13!.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

1.   Based on the Examination of the Habitual Truancy Data, respond to the following:

a. How many students were identified as habitual truants? **0**
b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.

X.   SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

School Safety – Suspension for Sexual Harassment, Harassment, and Bullying

Examine the number of in school and out of school suspensions for the 2014-2015 and 2015-2016 school year. Also look at the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and what you plan to do to reduce that number.

Suspension data for the 2013-14 and 14-15 school years is as follows:

Year	In-School Suspensions	Out-of-School Suspensions
2014-15	**0**	**19**
2015-16	**0**	**16**

In 2014-15 and 2015-16 the majority of the OSS were for fighting during the school day. This is consistent with the breakdown of ODRs for both years with the second most common reason being disrespect. This data led to a re-examination of the classroom management systems at West Side. The PBIS team determined a need to discontinue the "color" behavior system at West Side and implement a more positive system that aligns with the PBIS model in place school-wide. Additionally, we have implemented weekly collaborative planning meetings with special educators and general educators partnering to ensure an instructional match for students with all academic work, thus reducing frustrations and minimizing disruptive behavior.

In 2014-15, less than 10 OSS for harassment and in 2016-16 less than 10 OSS was a result of harassment. The guidance counselor and teachers educate students on bullying and harassment and will continue to create a culture at West Side which is free from bullying and harassment.

XI.   POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

According to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems approach method adopted by the State Board to:

a.   Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and

b.   Improve the link between research –validated practices and the environments in which teaching and learning occur.

1.   Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

2.   Discuss the research-based strategic/group interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

West Side will continue to implement Check In/Check Out, a behavior program designed to help students with a history of behavior problems become successful in conducting themselves appropriately. A total of 7 students were enrolled in this program during the 2015-16 school year. At this point, 3 students are participating, and teachers will make referrals as needed.

The PAW rewards and Class DoJo, an on-line behavior management system, will be tools used to recognize students who exhibit behaviors related to the West Side Core Values: "Respect, Excel, and Inspire." Classrooms are recognized for earning the highest percentage of PAWs each week. The winning class will be recognized and each child will receive a token to use in the school Treasure Tower.

In addition and in an effort to keep all students excelling in Tier 1, every two weeks classroom teachers implement "West Side Way Day" where students participate in a STEM or other learning related fun activity. Students must earn a designated amount of blue and/or yellow coupons from staff members throughout their day.

XII.   PRINCIPAL'S SLOs

PRINCIPAL SLO 1

1.   **What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.**
       Grade 2 English Language Arts- this SLO will focus on the goal of 85% of students exiting grade 2 on, or above, grade level in reading. Grade 2 was selected as the focus group because it is the end of the primary grade band and the last opportunity to get students on grade level before grade 3 and the first administration of the PARCC.

2.   **Describe the information and/or data that was collected or used to create the SLO.**
       Grade 2 DIBELS beginning of year data was used to create the SLO. 30 students out of 66 total are intensive or strategic, meaning not on grade level for reading.

3.   **How does the SLO support School Improvement Needs and/or Goals?**
       Our PARCC data and DIBELS/Reading Inventory data indicates that we have a significant percent of students not reading on grade level.

4.   **Describe what evidence will be used to determine student growth for the SLO.**
       DIBELS middle and end of year data will be used to monitor and determine growth. Progress monitoring data will be used every 3 weeks to determine if growth towards the goal is occurring.

PRINCIPAL SLO 2

1.   **What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.**
        Math- prek-5   Increasing the rigor in mathematics as we implement the CCRS has been a school-wide focus. At West Side our instructional goal is to teach conceptual understanding, procedural skill and fluency, and application with equal intensity. Using multiple resources to design instruction that addresses the CCR standards has been the charge for teachers. We found that when instruction was designed this way there was a lack of coherence. This year at WS we have chose to implement the Eureka math curriculum at all grade levels. Eureka is a focused, cohesive curriculum that tightly aligns to the CCR standards.
        Eureka is the "Story of Units." As such, we are looking at analyzing data prek-5 on the following modules:
        Prek- Module 5 Addition and Subtraction Stories and Counting to 20
        K- Module 4 Number Pairs, Addition and Subtraction to 10
        1- Module 2 Introduction to Place Value through Addition and Subtraction within 20
        2- Module 4 Addition and Subtraction within 200 with Word Problems to 100
         The Prek-2 modules were selected because they show the development of addition and subtraction for grades Prek-2 which is the foundation for most of the modules in grades 3-5
        3- Module 5 Fractions as Numbers on the Number Line
        4- Module 5 Fraction Equivalence, Ordering, and Operations
        5- Module 4 Multiplication and Division of Fractions
        Fractions is a major work of grade 3-5 and requires the integration of many foundational skills to have success.

2.   **Describe the information and/or data that was collected or used to create the SLO.**

        Eureka Math beginning of module data and PARCC scores in grades 3-5 we used to create the SLO.

3.   **How does the SLO support School Improvement Needs and/or Goals?**

        Implementation of the Eureka curriculum supports the delivery of a coherent curriculum which allows students to develop as mathematicians.

4.   **Describe what evidence will be used to determine student growth for the SLO.**

        End of module assessments will be compared to beginning of module assessments to show growth.

XIII.   TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

- **Describe in a narrative your school's parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.). Title I schools must analyze information from the Title I Parent Interest Surveys.**

    We pride ourselves in being innovative and inspired in the area of parental and community involvement! West Side parents, families, and community members are engaged! Last year, we welcomed our people right away by offering a church sponsored chicken dinner at our Annual Title I meeting. Following that, we dedicated our time and resources to Family Maker Nights. We held 5 different events in which students and their families designed, invented, and tinkered to collaborate and create projects. We also held an informative and interactive Math Day for each grade level. Parents were invited to a presentation on the Common Core Standards, how the standards have changed instruction, and ways to help students at home. They also attended and participated in math class with their students. All of these events had high levels of attendance and positive feedback on parent evaluations; therefore, we will continue to build upon them this school year.

    Also, we strengthened our partnership with Grace Baptist Church. We volunteered to work community dinners, and collected canned foods, hygiene items, and hats and gloves to support their projects. Church members served our students, families, and staff members meals, volunteered at our school Maker Nights, and attended decision-making meetings. We will continue to work with this awesome partner!

    In addition, we will strive to continue improving communication with our families by using the West Side Elementary Parent Group Facebook Page. We will also enjoy new initiatives such as the Pizza Hut "Book It!" Reading at Home program. Our parental/community involvement will thrive again this school year!

Parent Advisory/ Title I Parent Committee 2016 – 2017

Name	Grade Level Representation	Position
Tammy Fraley	1 & 5	PAC Representative
Wendy Jones	K	PAC Alternate
Sue Heavner	5	Parent
Betsy Green	4	Parent
	Pre-K	
Tara Kellermeyer	3	
Molly Stewart		Principal
Delsie Fazenbaker		Parent Involvement Coordinator

Under the "Grade Level Representation" column, identify the grade level being represented by this parent. Under the "Position" column, identify the school's representative and alternate for the county Parent Advisory Council with "PAC." Identify the other members as Parent, Teacher, Community Member, and so forth. **The parent committee must represent a cross section of the school community. Title I schools must have representations from all grade levels.**

West Side's PARENT INVOLVEMENT PLAN

Expectations

As a schoolwide Title I school, West Side's Parent Involvement Plan meets and exceeds the requirements of the Title I, Part A Section 1118 No Child Left Behind Act of 2001 (NCLB).

West Side recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the staff at West Side welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

    I   – Shared decision-making opportunities

    II   – Annual meeting to explain the schoolwide Title I program

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

    IV -   Formal and informal evaluation of the effectiveness of parent involvement activities

    V   – Opportunities to increase awareness of the available resources offered by Mid Atlantic Equity Consortium, Inc.

    (MAEC)

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

West Side accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent Involvement Plan with the district's Parent Involvement Plan.

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in

    increasing skills to support academics at home, the school will meet all AMO targets on the MSA for 2016-2017.

Action Plan

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
I. Shared Decision Making ➢ The School Improvement Plan (SIP)is developed with input from parents	Parent representatives on SIT and other decision - making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.	September and October 2016	Molly Stewart, Shannon Imes
➢ The SIP is available for parent review and input at any time	A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	November 2016	Molly Stewart, Shannon Imes
➢ The Parent Involvement Plan is developed with input from parents.	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parent of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.	Spring Meeting was held May 10, 2016 Input was collected at Back to School Night in September.	Molly Stewart, Shannon Imes
➢ The Parent Involvement Plan is distributed to all parents.	A summary of the Parent Involvement Plan is distributed to all families after the Central Office has approved the SIP.	November 2016	Molly Stewart, Shannon Imes
➢ With parents, develop a written	A committee that includes a least one parent	May 10, 2016	Molly Stewart, Shannon

Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students. ➤ Parents are involved with spending of the parent involvement funds	representative from each grade level will meet in April or May to review the current year's Home-School Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval.	August/September	Imes
II. Annual Meeting ➢ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways he school will provide for parental involvement.	An annual meeting was held and information was provided by powerpoint presentation.	September 28, 2016	Molly Stewart, Shannon Imes, Andy Ferguson
III. Building Parental Capacity ➢ Provide assistance to parent in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.	PTA Parent Guides Parent Conference Days Math Days	First week of school September 29, 2016 & February 15, 2017 November	Teachers Teachers Edward Hampton,

		2016	Teachers
➢ Provide materials and parent trainings/workshops to help parent improve their children's academic achievement.	STEM/Family Maker Nights, Math Days, STEM Family Math Night	TBD	Molly Stewart, Shannon Imes, Edward Hampton
	Weekly Volunteer Workshops	Thursdays	Delsie Fazenbaker
➢ Educate school personnel on how to work with parents as equal partners in their child's education.	Parent Evaluations are summarized and shared with teachers after each parent involvement activity.	Ongoing	Andrew Ferguson, Edward Hampton
	Title I Mid-year and Parent Interest Surveys are summarized and shared with staff.	February & April	Laura Michael, Molly Stewart, Shannon Imes
➢ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After School Program, Head Start, etc.	21st Century Afterschool Program	Ongoing	Debra Frankenberry
	Grace Baptist Church	Ongoing	Parent Involvement Team, Andrew Ferguson
➢ Ensure information is presented in a format and/or language parents can understand.	Memos are reader-friendly.	Ongoing	Molly Stewart, Shannon Imes, Andrew Ferguson, Edward Hampton, Teachers
	Information is shared on West Side Parent Involvement Group Facebook page.	Ongoing	Tammy Fraley, Wendy Jones
➢ Ensure accessibility for parents with limited English proficiency,		Ongoing	Delsie Fazenbaker

parents with disabilities, and parents with other hardships to fully participate in parent involvement opportunities.	Parent involvement coordinator reaches out to underserved families to provide support.		
IV. Review the Effectiveness ➢ The effectiveness of the school's parental involvement activities will be reviewed.	A Title I Spring Meeting will be held in May to review the effectiveness of the activities. Parent evaluations are summarized following all parent involvement activities.	May 2017 Ongoing	Molly Stewart, Shannon Imes Molly Stewart, Shannon Imes, Andy Ferguson, Teachers
V. Mid Atlantic Equity Consortium, (MAEC) ➢ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org	Parents are informed of MAEC at the Annual Title I Meeting in the fall. Information is shared in newsletters. Information is posted on the title I bulletin board.	September 28, 2016 Ongoing Ongoing	Molly Stewart, Shannon Imes Delsie Fazenbaker
IV. Joyce Epstein's Third Type of Parent Involvement ➢ Volunteering	Weekly volunteer workshops are held. Guest reader program	Thursdays TBD	Delsie Fazenbaker Delsie Fazenbaker

XIV.   PROFESSIONAL DEVELOPMENT PLAN

Professional Development Planning Form

Professional Development Title: Peer Coaching

Date (s):   August and October, 2016 Peer Coaching Team

August, 2016- June, 2017- Eureka Training for Eddie Hampton

Location and Time: MSDE- Peer Coaching Team

Across the country- Eureka Training for Eddie Hampton

Intended Audience: Peer Coaching Team, Eddie Hampton, and then full staff

1.   Indicate the student data information that identified a need for change in student achievement and/or behavior that this professional development will address. (Consider MSA trend data, county benchmarks, school based assessments, and other data)

After examining our PARCC data, it was evident that we have pockets of success in our school and that there would be power in identifying "what's working" and establishing a plan to expand successes into all classrooms.

As we implement Eureka math, Eddie Hampton will serve as a coach to ensure best instructional practices and full understanding of content.

2. What changes will occur in the classroom as a result of this professional development? (What will students experience?)

    Students will experience high quality instruction across all disciplines.

3. What knowledge and skills will the participants attain in this professional development to make these changes happen? (What will staff know and be able to do as a result of this activity?)

    The staff will develop a growth mindset for themselves and learn and expand their content knowledge, instructional practices, etc. by learning from one another. Giving and receiving feedback will be a focused priority. Also, the goal of receiving feedback (push and praise) will be to accept it, appreciate it, and grow from it.

4. What activities will occur to provide the required knowledge and skills? (Provide a detailed agenda)

    I.   Peer Coaching Team will be trained by MSDE. Eddie Hampton will be trained by Eureka Math.
    II.   Team will train staff
    III.   Coaching will occur across team meetings, in classrooms, etc. over the course of the year

5. What will you do to measure the effective implementation of the new knowledge and skills in the classroom? (Discuss HOW you will evaluate the following: 1.The participants achieved the measurable objectives. 2. How will you know there is implementation at the

classroom level?) If you use observation and evaluation – What will you be looking for?

Monitor all data (Eureka modules, benchmarks, PARCC data)

6. Attach a budget if you are requesting funding from the central office. (Below)

Section XV. MTSS PRACTICE PROFILE AND PRIORITY/PRIORITIES

Please include a copy of your MTSS Practice Profile.   This profile can be attached to the end of the Plan.

1.   **Based upon the results of the MTSS Practice Profile, what is/are the priority/priorities that the MTSS team selected?**

2.   **How will the priority/ priorities be addressed?**

Section XVI.   MANAGEMENT PLAN

1.   **How will the plan be shared with the faculty and staff?**

Once approved, the plan will be shared during a faculty meeting with the entire staff. Additionally, the staff has had input via their LT rep during the development of the plan.

2.   **How will student progress data be collected, reported to, and evaluated by the SIT?**

Eureka modules will be collected via Google Drive and shared and reflected upon during team meetings and leadership team. Benchmarks for ELA will be collected on Engrade and reviewed at LT and during team meetings.

3.   **How will the SIP be revised based on student progress and the method(s) used to measure student progress?**

The Leadership Team will meet monthly and update milestone and assessment data as it becomes available.

Adjustments to instructional activities, groupings, staff scheduling, and other elements of instruction will be made as needed. The SIP is a work in progress.

4. **What role will classroom teachers and/or departments have in implementing and monitoring the plan?**

    They will have a key role in implementing the strategies and gathering data to monitor the plan.

5. **How will the initial plan be shared with parents and community members?**

    The initial plan will be shared with parents and the community by power point on our Facebook page and during parent involvement meetings. The power point will also be made available for viewing during parent conferences and special programs. In addition, it will be posted on the school website. The LEADERSHIP TEAM/parent involvement coordinator will also prepare and distribute a brochure highlighting main points to all parents.

6. **How will revisions to the SIP be presented to the staff, parents, and community?**

    The Leadership Team will meet monthly and update milestone and assessment data as it becomes available.
    Adjustments to instructional activities, groupings, staff scheduling, and other elements of instruction will be made as needed. The SIP is a work in progress.

7. **How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?**

    The Title I school support staff will provide assistance by attending LEADERSHIP TEAM meetings. They will also provide support by collecting and compiling data for analysis and milestones charts. The math specialist will work with classroom teachers as needed to offer differentiated instruction and classroom size reduction, to provide input in the math component of the plan, to provide feedback on student work, and to provide staff development opportunities. The reading specialist will also provide support by offering differentiated instruction and classroom size reduction, to provide input on the reading component of the plan, to provide feedback on reading milestone data.

8. **List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.**

    August 23, 2016- Share the SIP as has been developed thus far with staff

    September 23, 2016- Share SIP and SIP data with parents at Back-to-School Night

    November 9, 2016- Submit plan to Central Office for review
    November, 2015- Upon approval, send all parents final SIP flyer and link to website where entire plan is available
    November, 2015- Milestone data reviewed, adjustments to plan will be made and parents will be informed in the newsletter
    February, 2016- Milestone data reviewed, adjustments to plan will be made and parents will be informed in the newsletter
    April, 2016- Milestone data reviewed, adjustments to plan will be made and parents will be informed in the newsletter

Title I Schools – Nine Components

The Nine Components section is an elaboration of the School Improvement Plan. Please include activities/strategies that you use in your school to support each of the Nine Components. Between the activities and strategies that are identified in the School Improvement Plan and the Nine Components, a snapshot of your efforts to meet the requirements of No Child Left Behind/Every Student Succeeds Act will be evident. These efforts should include new activities/strategies as well as the ones that you have been using to help students, staff, and parents be successful.

ALLEGANY COUNTY PUBLIC SCHOOLS	COMPONENT ONE
NO CHILD LEFT BEHIND	COMPREHENSIVE NEEDS
	ASSESSMENT

The Comprehensive Needs Assessment (Data Examination) identifying areas of strength and areas of need may be found on the following pages:

ALLEGANY COUNTY PUBLIC SCHOOLS	COMPONENT TWO
NO CHILD LEFT BEHIND	SCHOOLWIDE REFORM STRATEGIES

ELA

Maryland's College and Career Ready Standards for ELA is utilized for ELA instruction. In Fall 2010, the 2011 *Treasure Series* from Macmillan McGraw-Hill was implemented as the core reading program during the 120 minute language arts block. Research based strategies and best practices are the foundation of the instructional program. Include reading intervention programs such as ERI, Read Naturally, SRA, Fundations, Wilson Reading, etc. on the chart.

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 15-24. Please complete the chart with additional best practices and strategies that support ELA achievement

Research Based/Best Practice Strategies	Materials/Resources for Implementation
Universal Design for Learning Strategies	Technology, cast.org website, UDL wheel, P.D. resources
Use of Technology to meet MD Technology Standards and support classroom instruction	Portable computer labs, SMART Boards, SMART tables, Discovery Education
Reading Interventions	Scott Foresman Early Reading Intervention, Read Naturally, SRA Corrective Reading, Wilson, Orton Gillingham
Differentiated Instruction	leveled readers, flex groups, MMH Treasures reading series components/intervention programs

Use of ancillary texts to enhance components of reading program and for professional development study groups.	What Is It About Me that You Can't Teach?, Reading with Meaning, Strategies that Work, CORE Vocabulary, Handbook, CORE Sourcebook, Classroom Instruction that Works, On Common Ground: The Power of Professional Learning
Building background knowledge	Discovery Education
Monitoring student achievement	DIBELS Next materials, timers, reading benchmarks, unit tests
SWIFT School Initiative	SWIFT School Meeting and Trainings on best practices in math focusing on Tier I, II, III ELA interventions

MATH

Maryland's College and Career Ready Standards for Math is utilized for math instruction. The 2012 *enVISION* series by Pearson is utilized as the core program and is based on the NCTM Standards. Teachers utilize this math resource to implement the math pacing guide. Math benchmarks are available for use in grades PreK-5 three times during the year. PreK and Kindergarten also administer an end of year benchmark. Please complete the following chart to include the page number of the SIP where the program or practice can be found.

Activities to meet the needs of the targeted subgroups(s) and the identified factors hindering student performance are found on pages 24-46. Please complete the chart with additional best practices and strategies that support math achievement.

Research Based/Best Practice Strategies	Materials/Resources for Implementation
Universal Design for Learning	Technology, cast.org website, UDL wheel, coteaching strategies, P.D. resources

Technology	Portable computer labs, SMART Boards, SMART tables, Discovery Education, LCD projector, MDK12 toolkit, tablets
Differentiated instruction	Lessons developed to meet students need on math progressions- Eureka Math
Math fact conceptual development and proficiency activities	Eureka Math Curriculum
Use of data based flexible groups	Pre-test, exit slips, mid and end-of-module assessments- Eureka Math
SWIFT School Initiative	SWIFT School Meeting and Trainings on best practices in math focusing on Tier I, II, III math interventions
STEM Lessons	Ozobots, Maker Space, Augmented Communication
Implementation of a cohesive math curriculum aligned to MDCCRS	Eureka Math Materials

ALLEGANY COUNTY PUBLIC SCHOOLS	COMPONENT THREE
NO CHILD LEFT BEHIND DEVELOPMENT	**HIGH QUALITY PROFESSIONAL**

Staff development is an ongoing commitment. Supervisors provide county staff development related to the state curriculum, best teaching practices, and differentiated instruction. School level teams continue these professional development initiatives at the school level. In addition, specific high quality professional development activities identified in the needs assessment process are included in the School Improvement Plan. ELA and math benchmark assessments, *DIBELS Next*, and unit tests are analyzed to monitor student progress and drive instructional changes. The goal of professional development is to provide teachers with effective instructional strategies that will increase achievement for the identified subgroups.

Please see School Improvement Plan:

ELA	**pages 15-26**
Math	**pages 26-46**
Science	**pages 46-48**

In the table below are additional Professional Development activities that will support the implementation of the plan, but are not listed in the plan due to the narrow focus on subgroup performance.

Professional Development Calendar/Funding Table

Initiative/Focus	SIP Alignment	What/ How (Content/Process)	Date(s)	Evidence of Successful Completion	Presenters/Facilitators Audience	Funding Source	Budget Calculation
Title I District wide Initiative	Strategy: ELA Improve effective writing	Trait Crate Plus Follow up:	October 2016	Teachers attend pd session and utilize writing	ELA Specialist, Title I Specialist K-5 Teachers	Title I	Subs @ $93/day

	instruction			strategies from Crate			
Title I District wide Initiative	Strategy: Boxcars and One Eyed Jacks	Math games to reinforce curriculum Follow up:	November/December 2016	Students will utilize games and activities	John Felling of Box Cars and One-Eyed Jacks	Title I	Subs @ $93/day Consultant Fee Kits
School Initiative	Strategy: Implement SWIFT/MCIE Initiatives	Through the SWIFT initiative the following will occur: Develop a focused action plan related to reading, math, and behavior Planning days to move forward with practices Team attend PLI focused on math instruction at Tiers 1-3	ongoing		Linda Rohrbaugh, Carol Quirk, Michael McSheehan	Grant	
School Initiative	Strategy: Implement the Eureka math curriculum	Follow up: All teachers will implement the Eureka math curriculum	ongoing	Walk Through Data		I Other	

	in grades prek-5						

ALLEGANY COUNTY PUBLIC SCHOOLS	**COMPONENT FOUR**
NO CHILD LEFT BEHIND	**ATTRACT CERTIFIED TEACHERS**

- **ACPS**

The recruitment and hiring of teachers is the role of the Human Resources Department of the Allegany County Public Schools. Human Resources follows a recruiting process. Representatives from ACPS travel to job fairs to interview and share information about the school system and about Allegany County. Long term substitutes and student interns are observed by principals and supervisors, and recommendations for hiring are made. A team from the Central Office and a principal interviews candidates and forms a pool of applicants. The Supervisors of Elementary Education make recommendations to principals for candidates to be personally interviewed. The principal informs Human Resources of a selection for final approval for hiring.

ACPS and Frostburg State University collaborate closely in the Professional Development School Program. This program places student interns in the schools. Frostburg State responds to the concerns of the ACPS. An added benefit for teachers is that the tuition for college classes is free for a designated number of participants per semester. Professors from Frostburg State University serve as members of School Improvement Teams at various county schools. This provides an opportunity for them to participate in school decision-making and to understand the needs of the schools.

A Mentoring Program for first year teachers has been established. First year teachers are provided the opportunity to participate in professional development sessions to enhance their understanding of the role of a teacher, delineate the expectations of ACPS, and give background information about system initiatives. Another important part of the mentoring program is the pairing of a first year teacher with a more experienced teacher in the school. The teachers meet weekly to share concerns and to offer support.

There are many factors which make ACPS an attractive employer. Elementary schools maintain a low student/teacher ratio. Teachers have many opportunities to participate in school decision-making through membership on the School Improvement Team, Student Achievement Team, Climate Action Team, or Partnership Action Teams. In addition, all teachers newly hired as well as current employees will be given credit for their years of teaching experience.

The quality of life in Allegany County is good. The county is located in a rural area, yet the metropolitan areas of Baltimore, Pittsburgh, and Washington, D.C. are within a two and one-half hour drive. Lower real estate prices allow young families to purchase homes at more reasonable costs. Traffic congestion is minimal. The crime rate is low. The close proximity of Frostburg State University allows minimal disruption to schedules for completion of a Master's degree.

Therefore, attracting and retaining high quality teacher is not a concern at this time

- **School Level**

How are you attracting teachers to your building?

· Staff development opportunities
· Decision making opportunities
· PBIS Program
· Positive leadership

· Positive, supportive climate
· Team philosophy
· Small class size, Materials of instruction
· Wellness program'
· Teacher appreciation/teacher luncheons
How are you attempting to retain teachers in your building?
· Staff development
· PBIS Program
· Leadership opportunities
· Positive, supportive climate
· Team support
· Small class size
· Materials of instruction
· Use of Title I staff
· Weekly positive recognition
· Wellness/Social Committee
· Site-based management

Please complete the chart counting only those teachers who are responsible for instructing students in the following areas: Reading, Math, Writing, Science, Social Studies, Art, or Music. Special Education teachers who teach these subjects must be included.

Years Teaching in School	Number of Teachers	Percentage
First Year Teaching	2	9%
2 -5 Years	5	22%
6 - 10 Years	4	17%
More than 10 Years Teaching	12	52%

ALLEGANY COUNTY PUBLIC SCHOOLS	COMPONENT FIVE
NO CHILD LEFT BEHIND	INCREASE PARENTAL INVOLVEMENT

Educators in the school recognize the importance of the home-school connection. Involving parents in the school is a crucial step toward enhancing student performance. The Allegany County Public Schools' Parent Involvement Policy is published and distributed in August to each family in all Title I schools. Title I schools also post a copy of the policy on their Title I bulletin boards or in their parent resource centers. Each school, in conjunction with the Title I Parent Committee, develops its own parent involvement plan. This plan is posted and also distributed to parents.

A Parent Involvement Coordinator is on-site at West Side Elementary School for 2 days per week. In this position, the Parent Involvement Coordinator reaches out to parents to build positive relationships between the home and school through individual communication, works with school administrators to help build a strong parent program, and builds enthusiasm for parent involvement in the school.

Parents are encouraged to be involved in the education of their child(ren) in a variety of ways. NCLB identifies six requirements designed to build parents' capacity to be involved in school. Strategies designed to ensure the implementation of these requirements are found in the school's Parent Involvement Plan. **Please refer to the Parent Involvement section on pages 57-64 for a description of the implementation of these standards.**

ALLEGANY COUNTY PUBLIC SCHOOLS	COMPONENT SIX
	TRANSITIONING PRESCHOOL
CHILDREN	

PROGRAM	DATE/TIMELINE
Meetings with Head Start and PreK Teachers	May 2016
Transition reports provided by Head Start for entering Kindergarten students	May 2016

Pre-K and Kindergarten Parent interviews	August 2016
IEP meetings	As scheduled
Pre-K and Kindergarten Orientation Meetings	May 2016
Joint registration with Head Start and Pre-K	March 2016
Transportation between Head Start and Pre-K	Ongoing
Open House	August 2016
Articulation meetings between Pre-K and K	May 2016
Articulation meetings between K and Grade 1	May 2016
Articulation meetings between Grades 1-5	May 2016
Articulation meetings with middle school staff	ongoing
Data analysis meetings	May 2016
Grade 5 middle school visitation	May 2016
Annual Title I Meeting	May 2016

ALLEGANY COUNTY PUBLIC SCHOOLS **NO CHILD LEFT BEHIND**	**COMPONENT SEVEN** **TEACHER INVOLVEMENT** **IN DECISION-MAKING**

Teachers are members of the School Improvement Team and other school committees. Instructional decision-making reflects student assessments and data from the School Climate Survey.

School Improvement Team membership at each school is comprised of teachers representing various grade levels and areas of expertise. The School Improvement Team manages the development, implementation, and evaluation of the School Improvement Plan. The team makes site-based decisions regarding school operations and procedures, curriculum, parent involvement activities, and budget items based upon assessment data, survey data, and observations. Serving as required members of the SIT are the chairpersons from each Action Team, school-based professional development teacher, and the Parent Involvement Coordinator.
In addition to the SIT, three other decision making Action Teams may operate in each school: Student Achievement Team (SAT); Partnership Action Team (PAT); Climate Action Team (CAT). Teacher representation is mandated on each team.
Utilizing Dr. Lawrence Lezotte's Correlates of Effective Schools, the SIT, SAT, PAT, and CAT provide the governance structure for shared leadership and decision making. They effectively engage the school community in an ongoing, problem solving, goal setting, and decision making process. However, the SIT is ultimately responsible for providing leadership and for monitoring the school plan.
Correlates of Effective Schools
The School Improvement Team (SIT) focuses on the correlates of:
§ Shared Instructional Leadership that is collaborative and promotes clear and focused school improvement efforts as the team works and shares the responsibility necessary for accomplishing their mission.
§ Clear and Focused Mission which reduces fragmentation of effort, encourages continued development of commitment to and accountability for improving the agreed upon indicators of success for all.
The Student Achievement Action Team (SAT) focuses on the correlates of:
§ Increased Opportunities to Learn/Time on Task through interdisciplinary integration of subject matter performance based instruction, and real world application of knowledge and problem solving skills.
§ Frequent Monitoring of Student Progress and Instructional Approaches and Programs ensure effective implementation/accountability and/or the modifications necessary for increasing learner outcomes and indicators of success.

The Partnership Action Team (PAT) focuses on the correlate of:
§ More authentic family/school/community partnerships through the building of trust and shared involvement between and among all stakeholders in the educational process.
The School Climate Action Team (CAT) focuses on the correlates of:

§ Safe and Orderly Environment which is conducive to teaching and learning and to the development of sound character and ethical citizenship.
§ A Climate of High Expectations that fosters learning and provides high quality educational opportunities and successful experiences for all.

If your school has modified this decision making model as a result of site based management, please describe in detail how teachers are involved in decision making. If the description of your Management Plan in your School Improvement Plan is detailed, please cite the pages. If the description is not detailed please describe your Management Plan in detail in this section.

The team structure at West Side is a follows:
- Leadership Team (combination of SIT/SAT)
- Family Involvement Team (PAT)
- PBIS Team (CAT)

Please see the Management Plan page(s) 70-72 of the SIP.

ALLEGANY COUNTY PUBLIC SCHOOLS NO CHILD LEFT BEHIND	COMPONENT EIGHT EFFECTIVE, TIMELY
ASSISTANCE	ADDITIONAL

The school provides many additional services for students who are experiencing difficulties. These safety nets include:

Service	Explanation of Service
Health care	School nurse provides health care for students including the dispensing of medications, school related injury care, hygiene, advice to parents, contacts with physicians and related services for families.
Social, personal, or academic support	School counselor, Allegany Health Department, and Mental Health Agencies provide support to identified students, in small groups, and on an individual basis.
Tutoring program	PARCC Tutoring is provided for identified students during after school sessions.
Extended learning time targeting students with low academic achievement	21st Century Afterschool Program provides extra academic instruction and opportunities to participate in cultural activities as well as support to parents.
Differentiated instruction	Teachers provide differentiated instruction through small group instruction and technology integration.
Small group instruction	Instructional assistants, special education teacher, and

	classroom teacher support classroom instruction.
Inclusion in general education classes	MCIE Expanding Bridges Project and instructional assistants and special education teachers provide support as needed.
Extended learning time for identified special education students	Summer school program is offered through extended year services by special education. The Chinese Immersion Program offers summer school sessions to current students , incoming students and their siblings.
Assistance to families based on identified needs	Pupil Service Team provides support to families
Dental screening	Allegany County Health Department provides dental screening to students
Vision screening	Lion's Club provides vision screening.
Behavior and academic support	Learning Assistance Program (LAP)provides support to individual students as needed.
Behavior support	PBIS Program, check In, Check Out, KIDS, and CSEFEL programs provide support to students.
Nutrition support	Weekend Backpack Program, Partnership with Grace Baptist Church food pantry
Clothing	Safe and Snug Program by Allegany County Social Services

	provides coats, gloves and scarves to identified students.
School supplies	Schools, through local funding, provide basic school supplies to students. Stuff the Bus Program also provides school supplies and backpacks to identified students. Faith-based partners provide school supplies.
Opportunities to discuss progress of child	Parent Conferences as scheduled and as requested by parents and/or teachers
Reading intervention programs	ERI, Fundations, Read Naturally, SRA, Wilson and research based RTI
Identification of student areas of need	KRA, EIIP, CAS evaluations are used to identify students with educational needs.
Opportunity to address student educational needs	ICT , Pupil Services Team meetings, grade level team meetings, and data analysis meetings provide opportunities to address student educational needs.
Drug awareness	D.A.R.E. Program
Math intervention program	Think Through Math, a computer based math program, evaluates student concept attainment and plans a pathway for each child. This program is only provided in Title I schoolwide schools for students in grades 3-5. Eureka Math curriculum is utilized to identify progressions in content to deliver focused intervention instruction.
Assistance to families of young children	Judy Center and the Infants and Toddlers Programs provide opportunities for families of young children to receive helpful information related to child development and the education of their children.

Resources to support homeless students	Title I funding provides homeless students with financial assistance to enable students to remain in the home school, educational programs, acceptable "social-school" activities as well as Title I-like academic services.
Transportation for foster care students	Title I funding can be utilized to supplement transportation costs in order to help a child placed in foster care to remain in the home school if it is in the child's best interest to do so.

ALLEGANY COUNTY PUBLIC SCHOOLS NO CHILD LEFT BEHIND PROGRAMS	COMPONENT NINE COORDINATION OF FEDERAL, STATE, AND LOCAL

The Supervisor of Federal and State Programs meets regularly with the instructional supervisory staff to ensure the coordination and integration of funding. During these staff meetings, personnel assignments, professional development opportunities, budget expenditures, and student assessment are discussed. The Supervisor of Federal and State Programs also completes the Annual Comparability Report.

Additionally, the Elementary Supervisors hold monthly Elementary Council Meetings. The Supervisor of Federal Programs attends these meetings. During these meetings, principals are given an opportunity to express concerns, clarify questions, and are provided with program and budget updates as well as professional development activities.

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 17.

FY 17 Coordination of Funding Sources

Activity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center	Other Funding Source
Professional Development	$1,795					
Extended Day/School Year	$2,849					
Materials of Instruction	$19,493.17			$26,066.00		

Salaries	$147,114.60					
Parent Involvement	$3,434.78					
Equipment				$3,000		
Contracted Expenses						
Consumable						
Office				$3,079		

Title I Budget 2016 – 2017

Instructional Program: $22,342.17

Materials $14,536.67

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	**Math manipulatives and instructional materials**		**$3,000**	**FARMS** **Special Education**

ELA	Books to support ELA units		$5,000	FARMS Special Education
ELA Math	Materials to support MTSS (Fundations K-2 whole class, small group instructional materials).		$5,000	FARMS Special Education
ELA Math	STEM Hands-On Materials (Maker Activities linked to Math/ELA)		$1,536.67	FARMS Special Education

PIC Materials $256.50

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Materials to support instruction		$256.50	FARMS Special Education

21st Century $2,849

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math/Science	Salary for Science Consultant	$2,800	$2,800	FARMS
ELA/Math/Science	Science Materials	$49.00	$49.00	FARMS

Web-based $4,700

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Zearn School Account	School Account x $500	$500	FARMS Special Ed
ELA Math	Wonder Grove Accounts	7 grades x $100	$700	FARMS Special Ed
ELA	Reading Kingdom	$3,500	$3,500	FARMS Special Ed

Professional Development: $1,795.50

Stipends / Substitutes $1,674

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	18 Substitutes for Marzano's High Impact Strategies x $93	$93 x 18 subs	$1,674	FARMS Special Education

Materials $121.50

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Professional books		$121.50	FARMS Special Education

Title I Budget 2016 – 2017

Parent Involvement: $3,434.78

Stipends $3,351.60

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	**Back to School Night/Title I Meeting**	**20 staff members X $23.94 X 2 hrs**	**$957.60**	**FARMS** **Special Ed**
Parent Involvement	**STEM Night #1**	**10 staff members X $23.94 X 2**	**$478.80**	**FARMS** **Special Ed**
Parent Involvement	**STEM Night #2**	**10 staff members X $23.94 X 2**	**$478.80**	**FARMS** **Special Ed**
Parent Involvement	**STEM Night #3**	**10 staff members X $23.94 X 2**	**$478.80**	**FARMS** **Special Ed**
Parent Involvement	**STEM Night #4**	**10 staff members X $23.94 X 2**	**$478.80**	**FARMS** **Special Ed**
Parent Involvement	**STEM Night #5**	**10 staff members X $23.94 X 2**	**$478.80**	**FARMS** **Special Ed**

Hourly Stipends: **Teaching- $23.94**   **Non-Teaching- $22.62**

Materials $83.18

*Food Allowance – 10% = $343.47

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Refreshments for parent meetings		$83.18	FARMS Spec Ed

2015-2016 School Improvement Plan Evaluation

I.   After reviewing the 2014 MSA data, briefly summarize the results in terms of meeting the identified challenges and the effectiveness of the changes as well as the adjustments related to ELA, math, and science.

ELA:

Identified Challenges: Looking at all students, West Side exceeded the AMO in reading/language arts. We saw growth in all subgroups from 2013 with the exception of the special education subgroup. Our special education subgroup dropped from 88% in 2013 to 82.1% in 2014, a decrease of 5.9%.

Adjustments Related to ELA:

- Use of SWIFT Driver Tool
- Scrolling and Use of Cornerstone Tasks
- Extended Writing Piece at the End of Each Unit
- Fundations in Grades K & 1
- Critical Vocabulary Lessons

- Formative Assessment and Use of Learning Progressions and Success Criteria
- Student Portfolios on 3 Ring
- UDL Strategies

Effectiveness of Changes: On PARCC, we had the following successes:

Grade 3- we scored slightly above the district and state with 39.4% of our students meeting or exceeding level 4.

 Grade 4- we scored significantly above the district, state and cross-state with an aggregate score of 60.9% of our students meeting or exceeding level 4.

        Our challenges include:

Grade 5- we scored significantly below the district, state and cross-state with an aggregate score of 23.1% of our students meeting or exceeding level 4.

  MATH:

Identified Challenges: Mathematics will continue to be an area of emphasis at West Side. Overall scores show a very slight downward trend (89.8 in 2012 to 86% in 2014). The special education subgroup has shown the most significant decline (85.7% in 2012 to 60% in 2014).

Adjustments Related to Math:

- Implementation of Eureka Math Curriculum
- Use of Zearn, Triptico, and Reflex Math
- Mid and End-of-Module Assessments
- Data Meetings/Adjusted Groups
- Math Solutions Strategies for Math Discourse and Building Number Sense
- UDL Strategies

Effectiveness of Changes: On PARCC, we had the following successes:

Grade 3- we scored slightly above the district and state with 45.1% of our students meeting or exceeding level 4.

Grade 4- we scored significantly above the district, state and cross-state with an aggregate score of 60.9% of our students meeting or exceeding level 4.

Our challenges include:

Grade 5- we scored significantly below the district, state and cross-state with an aggregate score of 17.6% of our students meeting or exceeding level 4.

SCIENCE

Identified Challenges: West Side students made significant growth in the aggregate and all subgroups in 2012. However, we dipped from 82.9% to
74% in 2013 and then to 67.5% in 2014. Our challenges include raising the performance of the aggregate with a specific focus on
Special Education which scored only 20% in 2014.

Adjustments Related to Science:
- Integrated Lessons
- Hands-on Activities, Field Trips, Guest Speakers
- Makerspace Activities
- Increased Use of Technology
- UDL Strategies

Effectiveness of Changes: Our 2016 science data did not show improvement. Overall, 58.8% of our students were proficient or advanced. Our special education subgroup scored 33.3% which is an increase from 20%. However, the discrepancy in performance between our SPED and NON-SPED is 31%.

II.   **If** you had to address attendance, briefly summarize the results in terms of meeting the identified challenges and the effectiveness of the changes and adjustments.

ATTENDANCE

Identified Challenges: The aggregate and all subgroups, except two or more races, exceeded the state attendance goal of 94%. Two or more races subgroup fell just below at 93.6%.

Adjustments Related to Attendance: Targeted students will be monitored by the guidance counselor and parents will be contacted as absences occur. The Pupil Service Team will conference with parents when they reach 5 unexcused absences.

III. Evaluate the 2014-2015 Parent Involvement Plan in the following table.

PARENT INVOLVEMENT

Title I Requirements	Discuss the Overall Success of the Plan
I – Shared Decision Making • The school improvement plan is developed with input from parents. • The school improvement plan is available for parent review and input at any time. • The parent involvement plan is developed with input from parents. • This plan is distributed to all parents.	Parents attended the spring meeting on May 29, 2015 and gave input on the school improvement plan. Snapshot brochure was posted on Title I bulletin board. Hard copy of the plan was kept in the school's office for viewing. Plan was posted on ACPS website. A letter outlining the key activities was sent home. Parents attended the spring meeting, May 29, 2015 and gave input on the parent involvement plan. Snapshot brochure was sent out in January 2016.
• Parents are involved in the decisions regarding the spending of the parent involvement funds.	Parents attended the spring meeting on May 29, 2015 and gave input on the spending of parent involvement funds.

• With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.	The compact was reviewed and updated at the spring meeting in May 2015. The compact was reviewed and discussed at parent teacher conference days.
II Annual Meeting • Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parents' rights, and ways the school will provide for parental involvement.	Title I Meeting and Church-sponsored Chicken Dinner were held on September 23, 2015. Title I powerpoint was presented. 71 adults attended.
III Building Parental Capacity 1) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.	Parent Conferences were held on October 1, 2015. 215 adults attended. Family Maker/STEM Night was held on Tuesday, December 1, 2015. 78 PARCC Meeting was held December 18, 2016. Parent Conferences were held on February 25 & 26, 2016. Family Maker/STEM Night was held on January 21, 2016.
2) Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	Family Maker/STEM Night was held on Tuesday, December 1, 2015. 78 adults attended. Title I Family Math Night was held on Tuesday, January 12, 2016. 141 people (including students). 82 adults attended math days on Feb. 1st, 2nd, and 3rd. 5th Grade Science Work Session was held on January 15, 2016 and 19 adults attended. It was followed by 5th Grade Science Night which was

	held on January 25, 2016. 20 adults attended. 92 people attended. 43 parent volunteers were trained on Nov. 12th, 19th, and Dec. 3rd. Family Maker/STEM Night was held on January 21, 2016. 92 people attended.
3) Educate school personnel on how to work with parents as equal partners in their child's education.	Parent Conferences were held on October 1, 2015. 215 adults attended. Parent evaluations were completed after Family Maker Night, December 1, 2015. Parent Involvement Team met monthly to plan and improve events. Parents and community members were part of the team. Mid-Year Survey results were shared with Parent Involvement Team and faculty at a faculty meeting. Parent Conferences were held on February 25 & 26, 2016. Parent Interest Survey Summary was shared and discussed at Title I Spring Meeting on May 10, 2016.
4) Coordinate and integrate programs to increase parent involvement such as the Judy Center, and other community resources like the Health Dept., Library, 21st Century Afterschool Program, etc.	The 21st Century Afterschool Program held special parent events. The YMCA partnered with the school at Back to School Night. They ran an obstacle course on the playground as an activity to familiarize families with the playground. Grace Baptist Church pastor and volunteers attended Family Involvement Team Meetings and partnered with school events such as Family Maker Nights, Community Dinners, etc. The Health Department offered dental sealants and flumist. Head Start, now on site, partnered with many events.
5) Ensure information is presented in a format and/orlanguage parents can understand.	A school Facebook page was set up by a parent volunteer and was used to remind families of events and activities. A marquee was placed in the driveway and reminded families of school closings and special events. PIC made phone calls inviting 10 families to the Title I Family Math Night. She also made phone call invitations for parent conference days in February.
6) Provide full opportunities for participation of	The Parent Involvement Coordinator made phone calls inviting families to

parents of students from diverse backgrounds.	special events, such as Family Math Night and parent conference days. Transportation was offered.
IV Review the Effectiveness • The effectiveness of the school's parental involvement activities will be reviewed.	The plan was reviewed at the May 2015 meeting. Parent surveys were summarized after each parent event. 119 parents completed and returned Mid-year surveys.
V. Mid-Atlantic Equity Consortium (MAEC) • The school will inform parents about the existence of the Mid-Atlantic Equity Consortium. www.maec.org	The parents were informed of MAEC during the Back to School Night powerpoint presentation, in school newsletters, and with information on the Title I bulletin board.
IV. Joyce Epstein's Third Type of Parent Involvement • Volunteering	Volunteer trainings were held November 12th and 19th and December 3rd. 43 parent volunteers were trained. Weekly volunteer workshops to support classroom instruction were held every Thursday. 3-5 volunteers attended each week. Parent training was also offered prior to every field trip. Parent volunteer training was also held on request. Grace Baptist Church members were invited to attend weekly workshops.