

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

School: Westernport Elementary

Principal: Alexa Fazenbaker

I. School Progress Index: 0.8602

Please check the strand for which your school is identified.

(Please Check)	STRAND	Criteria
	1	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Minimal subgroups missing AMOs
	2	<ul style="list-style-type: none"> ➤ Meets academic standards ➤ Some subgroups missing AMOs
	3	<ul style="list-style-type: none"> ➤ Minimally meets or does not meet academic standards ➤ Multiple groups missing AMOs
	4	<ul style="list-style-type: none"> ➤ Usually does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed
✓	5	<ul style="list-style-type: none"> ➤ Does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed

Are you a Title I school? ☒ Yes ☐ No

Are you an Approaching Target School? ☒ Yes ☐ No

Have you ever been a Blue Ribbon School? ☐ Yes ☒ No

Please check if your school is identified in one of the Title I categories.

(Please check)	Category	Description
	Reward	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Closing the achievement gap
	Focus	<ul style="list-style-type: none"> ➤ Need to focus on subgroups not meeting AMOs ➤ Need to focus on the gap in subgroup performance
	Priority	<ul style="list-style-type: none"> ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed

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II. School Demographics

A. Staff Demographics

STAFF DATA 2014-2015 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers		18	18
Itinerant staff	11		11
Paraprofessionals	2	5	7
Support Staff	0	4	4
Other	8	5	13
Total Staff	21	33	54

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2014 – 2015 Official Data	2013 – 2014 Official Data	2012 – 2013 Official Data	2011 – 2012 Official Data
Percentage of faculty who are: <ul style="list-style-type: none"> Highly qualified to teach in assigned area(s) Not highly qualified to teach in assigned area(s) 	100%	100%	100%	100%
For those not highly qualified, list name, grade level course	N/A	N/A	N/A	N/A
Number of years principal has been in the building	3	2	1	6

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Teacher Average Daily Attendance		93.8%	94.4%	94.4%
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B. STUDENT DEMOGRAPHICS CHART

Table 3

SUBGROUP DATA

Data from prior year's SIP

	2014 – 2015	2013-2014	2012-2013
	Total	TOTAL	TOTAL
American Indian/Alaskan Native	N/A	N/A	N/A
Hawaiian/Pacific Islander	<10	<10	<10
African American	<10	<10	<10
White	266	273	271
Asian	0	0	0
Two or More Races	<10	<10	<10
Special Education	43	47	42
LEP	No Data	No Data	N/A
Males	153	155	176
Females	114	121	136
Total Enrollment (Males + Females)	267	276	264

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Percentage of student eligible for Free and Reduced Meals as of October 31, 2013: **70.59%**

SPECIAL EDUCATION DATA 2014-2015 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	3
02 Hard of Hearing	N/A
03 Deaf	N/A
04 Speech/Language Impaired	17
05 Visual Impairment	N/A
06 Emotional Disturbance	1
07 Orthopedic Impairment	N/A
08 Other Health Impaired	8
09 Specific Learning Disability	10
10 Multiple Disabilities	N/A
12 Deaf-Blindness	N/A
13 Traumatic Brain Injury	N/A
14 Autism	1
15 Developmental Delay	4

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Discipline/Climate Narrative

Our school uses several programs to maintain good discipline and a positive school climate. One of these is the Positive Behavior Interventions and Support (PBIS) program. Through PBIS, the students are rewarded for their positive behaviors and good choices. Teachers/support staff/bus drivers give PAWS to students who display good character or make good choices inside and outside of the classroom setting. Guidance lessons focus on appropriate behaviors to ensure a healthy learning environment. Our school has received recognition from the state of Maryland for our PBIS program. We were awarded Gold Status in the Program for the 2012-2013 and 2013-2014 school years.

The Peace Builders program is also in place. The purpose of this program is to build peace throughout the school. Each day, students recite the Peace Builders Peace Pledge. All students pledge to “praise people, give up put downs, seek wise people, notice and speak up about hurts I have caused, to right wrongs, and to help others.” The school counselor educates all students on the meaning of each part of the pledge. This program is designed to decrease bullying, learning distractions, and the number of discipline referrals. This program also helps students to choose a healthy and positive life style.

In addition to the peace pledge, the school principal has incorporated the Peace Days Bulletin Board to give students an incentive to make peaceful choices. The number of office referrals for the previous day is highlighted on the AM announcements. Each day without a referral earns the student body a letter on the bulletin board. A school wide celebration is held at the end of nine days (not consecutive) when the words “PEACE DAYS” have been spelled out on the bulletin board. Four “peaceful” students have their picture taken every Monday morning as the result of a weekly drawing. Students must exhibit peaceful behavior the previous week to be eligible to be a winner. A 5 X 7 color photo is displayed on the board for all students to see and students are given a token to use in the Token Tower.

Students may also “cash in” their PAWS for Treasure Tower tokens. The Treasure Tower allows students to “spend” accumulated PAWS and is used to encourage good classroom behavior as well as good behavior in all areas of the school building.

Perfect Behavior Banners are awarded the first day of every month to all classrooms that have had no students receiving referrals from the previous month. These classrooms are recognized on the announcements for following all school rules every day for that month. The classrooms receive 20 minutes of extra play as a reward for their Positive Behavior.

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A voice chart is also used to reinforce the school rules. The voice chart is used school-wide to remind students of the appropriate noise levels in different school areas.

All school staff monitors the hallways during bus dismissal time, a time of day when more referrals had been received in the past.

Staff from the Allegany County Health Department continues to conduct counseling sessions with “at-risk” students. Our Pupil Services Team meets weekly to discuss students who have frequent behavior issues and schedules conferences with their parents. Outside agencies are invited to these meetings to offer services and help to “at-risk” students. The school also utilizes a Learning Assistance Program (LAP) for those students who may be struggling in academics or behavior. On a day to day basis, the school counselor and the LAP Instructional Assistant have a proactive role in decreasing the amount of student referrals. They also work with targeted students on a daily basis.

The 2012-2013 school discipline data shows 159 total office referrals. Data for the 2013-2014 school year shows a total of 112 referrals, a decrease of 47 office referrals. 27 of those referrals occurred on the bus, a decrease of 3 referrals from the previous year. Classroom referrals decreased from 62 to 46 referrals. Grade 3 students had the most referrals in the 2012-2013, but as fourth graders, this group had decreased referrals by 19 incidences. There has been a definite improvement in the climate of our building, but we will continue to work to keep decreasing the number of referrals and to encourage good behavior at all times and in all places at Westernport Elementary School.

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III. AMO Progress – ELA and Math

School Level AMO Analysis

Annual Measurable Objective targets are unique to specific schools and subgroups; schools are striving to meet their individual targets to support the achievement of all students while closing the achievement gap and decreasing the number of non-proficient students. Through Maryland's ESEA Flexibility Waiver, each Maryland school will reduce its percent of non-proficient students for each of its subgroups and overall by half in the upcoming six years (2017).

Reading

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

Short Term Goal: To reduce the percent of non-proficient students for each subgroup and overall by half in six years (2017).

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

Table 5: ELA (Reading) MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	100	78	78%	108	86	79.6%	113	91	80.5%
Hispanic/Latino of any race	*	*	*	*	*	*	N/A	N/A	N/A
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	1	1	100%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	98	76	77.6%	107	85	79.4%	107	85	79.4%
Two or more races	1	1	100%	*	*	*	n/a	n/a	n/a
Special Education	22	13	59.1%	22	13	59.1%	19	11	57.9%

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Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	67	51	76.1%	63	51	81%	73	57	78.1%

- Based on available data, describe the challenges in English/Language Arts. In your response, identify challenges in terms of subgroups.
 - Special Education students missed the school goal of 70% by 10.9%.
 - FARMS students decreased by 4.9% from 2013.
 - Note: 15 students took the PARCC test as a pilot group.
- Moving forward 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 timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. Your method of measuring student progress should be written as an objective milestone.

Reading Benchmark Data: 80% of all students will score 70% or above on the County Reading Assessments for each administration. Data from pre to post assessment will be utilized to identify student achievement (growth).

Reading Benchmark Data		
	Pre-Assessment	Post Assessment
Kindergarten- Aggregate		
Special Education		
Grade One- Aggregate		
Special Education		
Grade Two- Aggregate		
Special Education		
Third Grade- Aggregate		
Special Education		
Fourth Grade- Aggregate		
Special Education		
Fifth Grade- Aggregate		
Special Education		

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- Support staff will be utilized more efficiently. The effective use of support staff was reviewed when planning for the 2013-2014 school year. Based upon MSA and benchmark data as well as teacher concerns and input, support staff schedules were revised. Additional special education staff was providing additional support in grades 3, 4, and 5. The special education teachers are providing more classroom support by using a push in model and allowing for more time for small group instruction in grades 3, 4 and 5. Students are receiving additional reteaching and classroom support from the special education teacher. The number of small groups has also increased to complement the instruction taking place in the classroom.
- ICT strategies will be incorporated into the classroom. Professional Development will be provided during faculty meetings.
- As a result of ongoing professional development to emphasize the UDL Framework, teachers are making a concerted effort in using technology to enhance the curriculum and to meet student needs. Strategies will be discussed during weekly team meetings and Mrs. Fazenbaker will monitor by conducting walk-throughs. Mrs. Fazenbaker will also highlight observed best practices during faculty meetings and/or weekly team meetings.
- Supplemental materials will be utilized to increase comprehension and to focus on strategies at students' current levels. Teachers will utilize leveled reading materials to differentiate instruction during flex groups. The supplemental materials will support the reteaching and the reinforcing of strategies and comprehension skills that align with the *Treasures* reading series and exemplary MSDE developed units. Grade level material's including leveled transdisciplinary materials, will be used to address text complexity and close reading. Supplemental materials will include leveled texts as well as digital/electronic resources. The use of document cameras, SMART Boards, SMART Tables, SMART LightRaise units, Tablets, and digital enhancement using a computer and a television will promote engagement for all students. Additional resources purchased for classroom libraries will include a variety of genres to meet the varied reading levels in each classroom.
- Teachers will complete collaboration forms bi-monthly to improve planning and collaboration between classroom teachers, resource teachers, and support staff.

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- Students in grades 2-5 will be encouraged to take Accelerated Reader tests to practice fluency and to increase motivation. Teachers will utilize fluency practice in centers to increase text fluency with identified students in grades 3-5. Identified students in PreK-2 will continue to practice sight word fluency to increase phonetic skills and knowledge of sight words. PreK students will continue to practice the Letter of the Week and the teacher will send a PreK newsletter home.
- Teachers will receive professional development by the county reading specialist in 6+1 Traits of Writing to support writing instruction across all disciplines. County writing rubrics and samples will also be shared by classroom teachers.
- Flex groups will be utilized during the reading block to meet individual student needs. The three group model for differentiation will be utilized. Groups not working at the teacher table will work at the work table or in centers or with support teachers.
- One primary and one intermediate classroom teacher will attend SoMIRAC. Strategies learned at sessions attended throughout the conference will be shared with the entire faculty. This information will increase teacher knowledge regarding grade level curriculum and will support effective instruction.
- A three week summer school will be offered 4 days a week for three hours per day with a focus on ELA and Math.
- Data (including DIBELS) will be analyzed to ensure that instruction meets individual instructional needs for all students.

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Title I Budget:

- Eight Lenova Think Pads (\$4,144.00)
- Three LightRaise Units (\$6,600.00)
- Learning Centers, Manipulatives, and Focus Walls:
 - Materials for manipulatives and learning centers (\$500.00)
 - Materials to support teacher workshops (\$185.00)
 - Ellison dies (\$100.00)
 - Laminating film (\$150.00)
- Summer School (Stipends - \$3,663.00; Materials \$300.00)
- Articulation Meetings (\$920.00)
- 6 Plus 1 Workshop (\$644.00)
- Learning Forward Conference (\$1,000.00)
- SoMIRAC (2 teachers)
 - Subs (\$522)
 - Other expenses (\$1,496.00)

Local Budget

- Additional Intervention materials were purchased.

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Mathematics

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

Short Term Goal: To reduce the percent of non-proficient students for each subgroup and overall by half in six years (2017).

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

Table 9 : Mathematics MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	115	87	75.7%	108	83	76.9%	113	90	79.6%
Hispanic/Latino of any race	*	*	*	*	*	*	n/a	n/a	n/a
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	N/A	N/A	100%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	112	84	75%	107	82	76.6%	107	86	80.4%
Two or more races	2	2	100%	*	*	*	N/A	N/A	N/A
Special Education	27	13	48.1%	22	10	44.5%	19	10	52.6%
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	78	55	70.5%	63	45	71.4%	73	54	74%

- Based on available data, describe the challenges in Mathematics. In your response, identify challenges in terms of subgroups.
 - ALL students decreased by 1.2% from 2013.
 - FARMS decreased by .9% from 2013.

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2. Moving forward 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 timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. Your method of measuring student progress should be written as an objective milestone.

Math Benchmark Data: 80% of all students will score 70% or above on the math EnVision assessments for each administration. Data from pre to post assessment will be utilized to identify student achievement (growth).

	Counting & Cardinality	Operations & Algebraic Thinking		Numbers & Operations in Base Ten		Measurement & Data		Geometry	
	Pre and Post	Pre and Post		Pre and Post		Pre and Post		Pre and Post	
Kindergarten									
All									
White									
FARMS									
Special Ed									
Grade 1									
All									
White									
FARMS									
Special Ed									
Grade 2									
All									
White									
FARMS									
Special Ed									

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	Operations & Algebraic Thinking		Number in Base Ten		Measurement & Data		Geometry		Numbers & Operations-Fractions	
	Pre and Post		Pre and Post		Pre and Post		Pre and Post		Pre and Post	
Grade 3										
All										
White										
FARMS										
Special Ed										
Grade 4										
All										
White										
FARMS										
Special Ed										
Grade 5										
All										
White										
FARMS										
Special Ed										

- Support staff will be utilized more efficiently. When planning for the 2013-2014 school year, the effective use of support staff was reviewed. Based upon MSA and benchmark data as well as teacher input, support staff schedules have been revised. Additional teacher support is needed in grades 3, 4, and 5 to meet the needs of FARMS and Special Education students. By limiting the use of the special education teacher in reading interventions, this teacher is now lending more math support using a push-in model. Support staff will provide extra support in reteaching concepts identified by quick check or topic data in a more

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concrete/representation to gain mastery of the overall standard. The number of small groups will increase to complement instruction taking place in the classroom.

- As a result of ongoing professional development to the UDL Framework teachers are making a concerted effort in using technology to enhance the curriculum and to meet student needs. Strategies will be discussed during weekly team meetings and Mrs. Fazenbaker will monitor by conducting walk-throughs. Mrs. Fazenbaker will also highlight observed best practices during faculty meetings and/or weekly team meetings.
- Grade level curriculum including leveled transdisciplinary materials will be used to address math concepts. Supplemental materials include leveled texts as well as digital/electronic resources such as IXL. The use of document cameras, SMART Boards, SMART Tables, SMART LightRaise units, Tablets, and digital enhancement using a computer and a television will promote engagement for all students. Additional purchases for classroom libraries will include a variety of books featuring math concepts.
- Teachers will complete collaboration forms bi-monthly to improve planning and collaboration between classroom teachers, resource teachers, and support staff.
- Grades 3-5 will incorporate DynaMath magazines into math lessons to increase math fluency and make to math meaningful by applying core math concepts to high-interest, real-world topics.
- The math specialist will support all grade levels with the focus being on problem solving strategies utilizing the eight mathematical practices. Concerns will be shared during monthly team meetings.
- All grade levels will utilize the intervention materials provided by the enVisionMATH program during small group instruction and enrichment blocks. Teachers will utilize the three group model: teacher table, work station, and work table. Students and standards will be addressed during this time and are reflective of the math classroom data from the math block.
- As a result of ongoing professional development with Math Solutions coach Michelle Speirs, teachers will utilize Math Talks, engaging tasks, and formative assessments to increase number sense and fact fluency across all grade levels.
- Teachers will utilize concrete, iconic, symbolic, and abstract representations for differentiated instruction. Supplemental materials that support the math series as well as technology such as enVisionMATH textbook centers, enVisionMATH enrichment and reteach activities, IXL, enVisionMATH online centers will be utilized to meet the identified needs of the students.
- A Classroom Teacher will attend the NCTM conference and will share strategies and information from sessions attended at the conference that will increase teacher knowledge regarding grade level curriculum, support effective instruction, and/or strengthen the implementation of the Eight Math Practices.
- If funds come available an after school “Math Camp” will be offered to students in Grades 2-5. Instruction will be based on student needs as assessed by the classroom teachers.

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- Teachers individualize the classroom and homework assignments based on student needs as a result of data gathered from various forms of formative and summative assessments.
- A four week summer school with a focus on ELA and Math will be offered 4 days a week for three hours per day.

Title I Budget:

- DynaMath Magazine Subscriptions (\$922.68)
- Eight Lenova Think Pads (\$4,144.00)
- Three LightRaise Units (\$6,600.00)
- 1 Television and computer system (\$2,000.00)
- IXL (\$1,500.00)
- Learning Centers, Manipulatives, and Focus Walls:
 - Materials for manipulatives and learning centers (\$500.00)
 - Materials to support teacher workshops (\$196.00)
 - Ellison dies (\$100.00)
 - Laminating film (\$150.00)
- Summer School (Stipends - \$3,663.00; Materials \$300.00)
- Learning Forward Conference (\$1,000.00)

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Science

Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	45	34	75.6%	38	26	68.4%	37	27	73.0%
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	100%	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A
White	44	33	75%	38	26	68.4%	32	24	75.0%
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	10	5	50%	5	3	60.0%	*	*	*
Limited English Proficient (LEP)	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A
Free/Reduced Meals (FARMS)	29	20	69%	31	20	64.5%	27	21	77.8%

- Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups.
 - Special Education decreased by 10% from 2013-2014 school year.
- Moving forward 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 timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. Your method of measuring student progress should be written as an objective milestone.

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Science Benchmark Data: 80% of all students will score 70% or above on the science benchmark assessments for each administration. Grades 3-5 will take county benchmarks assessments and record the scores in the AMS.

Standard	Grade 3	Grade 4	Grade 5
Chemistry			
Earth/space science			
Environmental			
Life Science			
Physics			

- Teachers will increase the opportunities for students to engage in hands-on activities to create an enduring understanding of concepts taught.
- Teachers will utilize Zula Science Kits (grades PreK-3).
- Teachers will utilize the Science A-Z to supplement lessons. Teachers will use leveled readers to teach content for the science standards, utilize labs and experiments for scientific processes, and connect STEM careers to content that is taught.
- Teachers will continue to incorporate STEM lessons within content areas. STEM activities provide an additional opportunity for students to engage in hands-on activities while using the scientific process.
- Through the use of technology, students will develop background knowledge, science vocabulary, and science concepts. SMART Boards, SMART Light Raise Units, Tablets, Discovery Education, etc. will be utilized during science lessons when appropriate.
- Teachers will embed Universal Design for Learning strategies into daily lesson plans.
- Teachers will complete collaboration forms bi-monthly to improve planning and collaboration between classroom teachers, resources teachers, and support staff.
- Students in grade 5 will participate in on-line practice using Pearson Test Nav.
- Students will increase science knowledge, concepts, and understandings by observing speakers who work in STEM related fields present and conduct science demonstrations.

Title I Budget:

- Materials to support science instruction (\$1,500.00)
- Learning Forward Conference (\$1,000.00)

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IV. SPI (School Progress Index) – Use 2013 SPI Data

The 2013 School Progress Index is 0.8602

This SPI places our school in Strand 5

- A. Achievement – Elementary, Middle and High** The Achievement Contribution Value represents your school's performance on the MSA, MOD MSA and MOD HSA, Alt MSA and HSA in meeting Math, Reading and Science proficient and advanced levels relative to the school's targets.

Table 20

2013 Achievement Calculation	Math (MSA or Algebra/Data Analysis)	Reading (MSA or English 2)	Science (MSA or Biology)	Combined Indicator
% of students who scored Advanced or Proficient	76.85%	79.63%	67.57%	
2013 Achievement AMOs	87.50%	82.64%	75.38%	
Measure Progress Scale Values	0.8783	0.9636	0.8964	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.2928	+0.3212	+0.2988	
Achievement Contribution Value				0.9128

**List any content area where the Measure Progress Scale Value is less than 1. Math, Reading, and Science
Any content area listed should be addressed in the AMO Progress section of the plan.**

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Gap Reduction – Elementary, Middle The Gap Reduction is defined as a decrease in the performance gap between the highest-achieving subgroup and the lowest-achieving subgroup by content area. The gap percent for each school and content area is calculated using the combined result of Alt-MSA and MSA for elementary and middle.

Table 21

2013 Gap Reduction Calculation	Math	Reading	Science	Combined Indicator
2013 Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	80.37% White	80.95% FARMS		
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	45.45% Special Ed	59.09% Special Ed		
This Year's Gap (complement)	65.08%	78.14%		
2013 Gap Reduction AMO (complement)	84.87%	89.58%		
Measure Progress Scale Values	0.7668	0.8722		
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.2556	+0.2907		
Gap Reduction Value				0.5464

List any content area where the Measure Progress Scale Value is less than 1. Math and Reading
Any area listed should be addressed in the AMO Progress section of the plan.

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- B. Student Growth – Elementary and Middle Schools Only** Student Growth is defined as the progress a student makes from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school for the following measures: Mathematics Proficiency (MSA Math) and Reading Proficiency (MSA Reading)

Table 23

2013 Student Growth Calculation	Math	Reading	Combined Indicator
2013 Growth Rate	59.21	81.58	
2013 Growth AMO	70.72	92.01	
Measure Progress Scale Values	0.8372	0.8866	
Proportional Significance	50%	50%	
Measure Contribution	0.4186	+0.4433	
Growth Contribution Value			0.8619

List any content area where the Measure Progress Scale Value is less than 1. Math and Reading
Any content area listed should be addressed in the AMO Progress section of the plan.

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VII. Attendance – Elementary and Middle Schools

Table 25: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level /School Level Data	Attendance Rate	MET Y/N
All Students	94.3%	Y
Grade 1	94.5%	Y
Grade 2	95.3%	Y
Grade 3	95.2%	Y
Grade 4	93.5%	N
Grade 5	94.2%	Y

Table 26: Attendance Rate	All Students				
Subgroups – School Level Data	94%	90%	94%	94%	94%
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	94.3	94.5	94.5	94.7	94.3
Hispanic/Latino of any race			*	*	93.9
American Indian or Alaska Native			*	*	*
Asian			*	*	*
Black or African American			*	*	97.1
Native Hawaiian or Other Pacific Islander			*	*	93.3
White			94.5	94.7	94.6
Two or more races			*	*	93.0
Special Education	92.6	92.7	92.6	94.2	94.1

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Limited English Proficient (LEP)	*	*	*	*	*
Free/Reduced Meals (FARMS)	94.0	93.5	94.0	94.1	94.0

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.
 - Grade level 4 did not meet the AMO by 0.5%.
2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.
 - Students receive perfect attendance awards every nine weeks. The result of the weekly attendance drawing is highlighted on the Monday announcements. Students with perfect attendance will be recognized at the last awards assembly of the year. The names and pictures of students with perfect attendance are placed on the Perfect Attendance bulletin board. This board remains up the entire school year. Students receive a t-shirt, trophy, and certificate. Daily attendance percentage rates and number of students absent are announced for the previous day to increase student awareness and to promote good attendance.
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.
 - We will continue to use the attendance incentives that are currently in place. Attendance incentives as described above have shown to be effective over the years at Westernport Elementary School.
 - Daily attendance phone calls placed by office staff support attendance efforts.

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IX. Principal's SLO

PRINCIPAL SLO 1

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

The content focus of this SLO will be Math. Students will be assessed with four benchmarks throughout the year. Topics include: Numbers and Operations in Base 10, Operations and Algebraic Thinking, Numbers and Operations – Fractions, Measurement and Data, and Geometry. All students in Grades 3, 4, and 5 have been selected for this SLO. Approximately 118 students will be included: 44 – 3rd graders, 38– 4th graders, and 36 – 5th graders.

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

Westernport Elementary School has shown a decline in their overall MSA Math scores. All students taking the math test in 2012 scored 79.6%. In 2013, all students taking the test scored 76.9%. In 2014, all students taking the test scored 75.7%.

2013 – 2014 Math Benchmark data for grades 2, 3, 4, and 5 was also reviewed when creating this SLO.

Team meeting math notes from 2013-2014 were reviewed at the grade levels. These discussions focused on unit test data, individual student concerns, reteach strategies, and enrichment.

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

Westernport Elementary School needs to reduce the percent of non-proficient students for each subgroup and overall performance as stated in the 2014 – 2015 SIP. Our long term goal is to prepare 100% of our students to be college and career ready by graduation.

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

The evidence used to determine student growth will be determined by the student growth calculator for each of the four benchmarks given to the students in grades 3, 4, and 5. Students will meet or exceed their individual growth target for all of the mathematic domains.

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PRINCIPAL SLO 2

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

The content focus of this SLO will be Reading. Students will be assessed with a Pre-Test/Post-Test Benchmark from the Treasures Reading Series. All students in grades K-2 will be assessed.

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

Westernport Elementary School has shown a decline in their overall MSA Reading scores. All students taking the reading test in 2012 scored 80.5%. In 2013, all students taking the test scored 79.6%. In 2014, all students taking the test scored 78%. (One third grade classroom took the PARCC assessment and not the MSA assessment in 2014.)

2013 – 2014 Benchmark data for all grades was also reviewed when creating this SLO.

Dibels (Dynamic Indicators of Basic Early Literacy Skills) data was analyzed. Three assessments were given (2013 – 2014). Student growth was analyzed and the Dibels data was also compared to student success on reading benchmarks.

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

Westernport Elementary School needs to reduce the percent of non-proficient students for each subgroup and overall performance as stated in the 2014 – 2015 SIP. Our long term goal is to prepare 100% of our students to be college and career ready by graduation.

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

The evidence used to determine student growth will be determined by the student growth calculator based on Pre-Test/Post-Test data. Students will meet or exceed their individual growth target from pre and post data. Writing will be assessed at each grade level using the 6 Plus 1 Traits of Writing Rubric for Ideas and those writing scores will be assessed on both the Pre and Post Test.

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X. Title I Parent Involvement

Parent/Community Involvement Needs

Describe 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 Survey.

- Parents attend grade level programs related to reading and math each year.
- Parents attend concerts, assemblies, and programs each year. (239 grandparents attended Grandparents' Day Events)
- Grade level parent representatives on the Title I Parent Committee provide input regarding the 2014-2015 Parent Involvement Plan and budget, the Home School Compacts, and the ACPS Parent Involvement Plan.
- Business partners in the community which support students and staff at Westernport Elementary School include McDonald's, Moran Manor Nursing Home, and NewPage. (McDonald's and NewPage provide incentives and funds to support student achievement. Students visit Moran Manor to read with or perform for the residents.)
- Parent volunteers assist teachers by making materials for classrooms. (81 hours)
- Parents and grandparents volunteer in the library, at the book fair, and at other events, as available. (171 hours)
- The results of the Title I Parent Survey indicated that parents would like sessions on: Maryland College and Career Ready Standards and Helping their child/children with attitude and behavior.

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Parent Advisory/ Title I Parent Committee 2014 – 2015

Name	Grade Level Representation	Position
Shawna Parker	1	Parent
Charlene Welsh	2	Parent
Angela Westfall	2 and 3	Parent
Sonya Durst	K, 2 and 5	Parent
Josh Broadwater	2	PAC Representative
Carlie Johnson	K	PAC Alternate
Jennifer Steckman	3	PAC Alternate
Sandy Llewellyn	ALL	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.**

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WESTERNPORT ELEMENTARY SCHOOL PARENT INVOLVEMENT PLAN

Expectations

As a school-wide Title I school, Westernport Elementary School'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).

Westernport 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 Westernport 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 school-wide 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

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Westernport Elementary School 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 2014-2015.

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 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 Technical Assistance Team.	October 2014	Alexa Fazenbaker, Principal Support Teachers
♦ The school improvement plan is available for parent review and input at any time.	A synopsis of the school improvement plan and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	November 2014	Alexa Fazenbaker, Principal Sandy Llewellyn, PIC Support Teachers
♦ The parent involvement plan is developed with input	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. SIT will review the proposed	May 2015	Alexa Fazenbaker, Principal Sandy Llewellyn, PIC

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from parents.	plan. In September, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to SIT for approval.		
♦ 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 Technical Assistance Team has approved the school improvement plan.	December 2014	Support Teachers
♦ With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.	A committee that includes a least one parent 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 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 SIT for approval.	May 2015	Jennifer Hughes, SIT Co-Chair Brittany Richards, SIT Co-Chair Alexa Fazenbaker, Principal Sandy Llewellyn, PIC

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♦ Parents are involved in the decisions regarding the spending of the parent involvement funds.	A committee that includes a least one parent representative from each grade level will meet in April or May to review the proposed budget. The proposed budget will be reviewed by SIT. In September, parents of all students will have an opportunity to review the budget and provide feedback. Comments will be reviewed and revisions made as needed. The final budget will be submitted to SIT for approval.	May 2015	Alexa Fazenbaker, Principal Jennifer Hughes, SIT Co-Chair Brittany Richards, SIT Co-Chair Sandy Llewellyn, PIC
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 Program information will be presented to parents at various times throughout the school year. The initial presentation will be made by the principal at the Open House where parents are given information about the Title I Program at our school through a PowerPoint presentation and discussion.	September 9, 2014	Alexa Fazenbaker, Principal
III. Building Parental Capacity			
♦ Provide assistance to parents in understanding the State's academic content standards and student academic	In March, PreK and K registration is held. Parents are provided information regarding the school. PreK and K orientation meetings are held in May 2015. Students are given a packet of activities to review over the summer	March 2015 May 2015	Stacey Hanlin, Secretary Alexa Fazenbaker, Principal PreK/Kindergarten Teachers Alexa Fazenbaker, Principal Melissa Nelson, School Counselor

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achievement standards, State and local academic assessments.	before starting the school year.		Patti Beckman, Health Nurse Sandy Llewellyn, PIC
	Meet the teacher night. Parents will meet with teachers at the beginning of the school year and become aware of grade level expectations (Stipends -\$713.28) .	August 19, 2014	Classroom Teachers
	On parent/teacher conference day, teachers shared the county-wide grade level expectation booklet with parents. September DIBELS reports will be shared with parents.	October 6, 2014	Classroom Teachers
	The school newsletter will provide information to parents regarding upcoming events, grade level curriculum focus, Title I information, and other news (Materials – Home School Connection Newsletter \$229.00) .	Monthly	Deb Hendrickson, Media Specialist
	Grade levels will present math strategies to parents (after school).	Ongoing	Classroom Teachers
	January DIBELS reports will be shared with parents during conferences on February 26 th (pm) & 27 th (am), 2015. The reports identify the subtests that were administered and the level of achievement (Benchmark, Strategic, and Intensive) The May report will be sent home to parents.	February 26 th & 27 th , 2015	Classroom Teachers

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	Families receive a Westernport Elementary School Handbook which contains information related to school procedures and guidelines.	August 2014	Classroom Teachers
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<p>◆ Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.</p>	<p>Grandparents Day: Grandparents were invited into the classrooms to learn a reading or math strategy.</p>	September 5, 2014	Classroom Teachers
	<p>Books Before Bedtime for Grades Pre-K-2 and Grades 3-5: Classroom teachers will model read aloud strategies with students. Parents will then read with their children using those strategies. (Budget: Stipends-\$377.28; Materials - \$61.86)</p>	December 9, 2015 PreK- 2)	Classroom Teachers
		December 10, 2015, (Grades 3-5)	
	<p>Math Mania Game Night for Grades PreK-5. Families will be taught games to reinforce math concepts learned in school that correlate with Maryland College and Career Ready Standards. (Budget: Stipends: \$565.92; Materials: \$273.10)</p>	January 13, 2015 (PreK- 2)	Classroom Teachers
		January 14, 2015 (Grades 3-5)	
	<p>Math Academy for Parents. Parents will be taught strategies to reinforce math concepts learned to better be able to assist their children. (Budget: Stipends- \$565.92)</p>	Ongoing	Classroom Teachers
	<p>School counselor will facilitate two workshops based on DVD series:</p>	November 2014 February 2015	School Counselor

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	<p>Helping Children Learn to Resolve Conflicts and Helping Children Learn to Self-Discipline.</p> <p>6+1 Writing Traits Workshop: Writing topics will be presented to parents on the Writing Traits.</p>	February 2015	Jamie Golliday (Reading Specialist)
♦ Educate school personnel on how to work with parents as equal partners in their child's education.	<p>The Title I Parent Interest Survey will be shared with teachers and SIT. Teachers will discuss how to meet the requests parents have made for assistance with their children.</p> <p>A Title I survey to evaluate overall satisfaction with the Title I school-wide program will be distributed in February. Results and concerns will be shared with faculty. Response to concerns will be shared with parents and additional parent input will be requested as needed.</p> <p>Mrs. Fazenbaker will share information about the Maryland College and Career Ready Standards, highlights from the previous nine weeks and address any school-wide parent concerns.</p>	<p>May 2015</p> <p>March 2015</p> <p>November 19, 2014</p>	<p>Alexa Fazenbaker, Principal</p> <p>Alexa Fazenbaker, Principal</p> <p>Alexa Fazenbaker, Principal</p>

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<p>♦ 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.</p>	<p>Provide Parent Involvement Information- Set up displays during parent conference days for parents to visit while at school. Programs represented will be the Maryland Child Identification Program (MD CHIP) Westernport Library, Head Start, Rescue Squad, Tri-Towns Food Pantry, Allegany County Health Department, and local fire department.</p> <p>Head Start – Joint registration with Head Start and our school will be held so that parents receive information to assist them in arranging child care for the next school year. Some PreK students attend a half day program at our school and then go to Head Start for the remainder of the day. Communication regarding schedules is maintained throughout the year. At the end of the school year, teachers from Head Start and our school will hold articulation meetings where educational information about each child is shared in order to plan a more effective kindergarten program for the next school year.</p>	<p>February 26th & 27th, 2015</p> <p>March 2015</p>	<p>Melissa Nelson, School Counselor</p> <p>Alexa Fazenbaker, Principal Stacey Hanlin, Secretary Sandy Llewellyn, PIC</p>
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♦ Ensure information is presented in a format and /or language parents can understand.	Written communication to parents will be presented in a friendly easy to understand way and free of educational jargon.	Ongoing	Alexa Fazenbaker, Principal Stacey Hanlin, Secretary Classroom Teachers
	Home/School folders and assignment notebooks will be sent home daily for parents to review and comment.	Daily	Sandy Llewellyn, PIC
	A calendar of school events will be posted in main lobby.	Monthly	Sandy Llewellyn, PIC
	The school website will offer a variety of information about Westernport Elementary, curriculum, and programs to reinforce concepts that are taught in school.	Ongoing	Deb Hendrickson, Media Specialist
	The Student Handbook will convey information about our school in an attractive format using charts, bulleted items and illustrations.	August 2014	Alexa Fazenbaker, Principal Stacey Hanlin, Secretary
♦ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent involvement opportunities	Tracy Dunn-Court will follow-up with parents through phone calls and surveys.	Ongoing	Tracy Dunn-Court, PPW Melissa Nelson, School Counselor Alexa Fazenbaker, Principal Sandy Llewellyn, PIC
	PIC will also send home special invitations to parents.	As needed	
	The Circle of Friends newsletter will be distributed to special education families.	Monthly	Alexa Fazenbaker, Principal Harriet Duckworth, SEF
	Phone calls and home visits will be made	As needed	Melissa Nelson, School Counselor

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	<p>by the PPW/Principal to the families of special education students and other parents to encourage them to participate in school activities.</p> <p>Parents are encouraged to contact the school if there are barriers that prevent them from attending activities. The principal will make every effort to address these issues, such as to provide babysitting at the school.</p>	Ongoing	<p>Alexa Fazenbaker, Principal</p> <p>Alexa Fazenbaker, Principal</p>
<p>IV. Review the Effectiveness</p> <p>♦ The effectiveness of the school's parental involvement activities will be reviewed.</p>	<p>Parents will complete surveys after parent activities to provide feedback and input on the current activity and to assist with planning for future events.</p> <p>Parents will complete a Title I survey to provide feedback and input on the Title I school-wide program.</p>	<p>Ongoing</p> <p>February/March 2015</p>	<p>Jennifer Hughes, SIT Co-Chair Brittany Richards, SIT Co-Chair Alexa Fazenbaker, Principal</p> <p>Alexa Fazenbaker, Principal</p>
<p>V. Mid Atlantic Equity Consortium, Inc. (MAEC)</p> <p>♦ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org</p>	<p>This resource is available to parents and provides information on how parents can support their children and the school. This website will be shared with parents during the Annual Title I Meeting. There will be a link on our school website and an article on the school newsletter.</p>	October 2014	<p>Alexa Fazenbaker, Principal Deb Hendrickson, Media Specialist</p>

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<p>IV. Joyce Epstein's Third Type of Parent Involvement</p> <p>♦ Volunteering</p>	<p>Parent Volunteer Training</p> <p>Volunteers will assist teachers with classroom holiday activities.</p> <p>Volunteers assist in media center weekly.</p> <p>Volunteers assist with the Book Fair.</p> <p>Parents chaperone field trips.</p> <p>AEP Showcase</p> <p>Career Day</p> <p>Surrogate grandparents</p> <p>Grade 5 parents chaperone Outdoor School.</p>	<p>Provided as needed Ongoing</p>	<p>Alexa Fazenbaker, Principal Classroom Teachers</p>
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XII. Tell Survey Update

Data: 2013 TELL Survey Results								
Survey Factors	Time	Facilities and Resources	Community Support and Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	Professional Development	Instructional Practices and Support
Item number	2.1d	3.1a	4.1c	5.1e	6.1c	7.1d	8.1l	9.1f
School %	82.4%	100%	94.7%	100%	100%	100%	94.7%	94.7%
Allegany County %	60.9%	92.2%	91.4%	87.8%	88.7%	83.2%	86.2%	95.4%
State %	52.7%	78.9%	89.2%	77.6%	81.9%	74.1%	83.0%	91.2%

Teaching Empowering Leading & Learning Survey - (TELL Maryland)

The TELL Survey captured teachers' perceptions of the teaching environment as they relate to the eight factors in the table above. After analyzing the school's survey results, identify one of the eight factors that will enhance the teaching environment at the school.

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2013 Objectives:

Professional Development Factor: The average percent of teachers' favorable responses will increase from 93.3 % in 2013 to 96% in 2015.

8.1f Item: The average percent for teachers' favorable responses will increase from 55.6% in 2013 to 70% in 2015.

8.1fg Item: The average percent for teachers' favorable responses will increase from 78.9% in 2013 to 85% in 2015.

Strategy: To enhance the school environment and improve teaching conditions related to the <u>Professional Development</u> factor.			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
8.1f	Ongoing PD throughout the school year during team meetings, vertical discussions, and primary and intermediate workshops, based on teacher input (survey).	Alexa Fazenbaker Reading and Math Specialists	Ongoing
8.1g	Ongoing PD with follow-up discussions and activities.	Alexa Fazenbaker Reading and Math Specialists	Ongoing

Evaluation Summary			
	2013 Results	Growth	Comments
Factor: Professional Development			
Item: 8.1f	55.6%		
Item: 8.1g	78.9%		

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Section XIII. Management Plan

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

The plan will be shared at a faculty meeting. A draft of the plan will be shared on November 7th, 2014. Handouts of key points of the final draft of the plan, which will simplify our focus in all appropriate areas, will be distributed in November 2014.

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

Data will be collected by classroom teachers and sent to Central Office where Ellen Sause will tabulate the data and report it to the SIT Chair and Principal. Data is reviewed during team meetings.

3. How will the SIP be revised based on milestone and objective assessment data?

The SIP will be revised as needed based upon input from SIT, CAT, PAT, and the Title I Parent Involvement Committee. Data will be collected from benchmarks, surveys, and team meetings to identify the need for necessary revisions. The SIT team will make any necessary revisions.

4. What role will each of the HSA content area teachers/departments have in implementing and monitoring the plan?

N/A

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

The plan will be shared with parents and community members during monthly action team meetings as well as during Title I parent meetings. The School Improvement Plan will be available for review and comments in the school office.

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

Faculty meetings, Title I parent meetings, and newsletters will be used to inform staff, parents, and community of any revisions

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to the SIP.

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

Open communication will exist between the Central Office and SIT team. Communication and collaboration will occur between the two to ensure that the plan is implemented and revised as necessary. The SIT team will invite Central Office Staff, Title I, reading and math specialists to monthly SIT meetings. The SIT team will send a copy of all minutes from the SIT meetings and Action Teams meetings to the Central Office staff to ensure open communication. The SIP will be reviewed by the Central Office staff. Technical support in the development and review of the SIP will be provided by central office support staff.

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

Monthly Meetings:

August, 2014	September 10, 2014	October 1, 2014	November 12, 2014	December 17, 2014
January 14, 2015	February 11, 2015	March 11, 2015	April 8, 2015	May 13, 2015

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Section XIV. SIP Roster

Name	Position	Signature	Date
Jennifer Hughes	Co-Chair/Fourth Grade Teacher		
Brittany Richards	Co-Chair/Second Grade Teacher		
Kim Aikman	Pre-K/Spec. Ed Teacher		
Candice Smith	Kindergarten Teacher		
Kara McDowell	First Grade Teacher		
Sarah Llewellyn	Third Grade Teacher		
Erica Swisher	Fifth Grade Teacher		
Mallory Smith	Title I/Fifth Grade Teacher		
Beth Weber	Reading Intervention Teacher		
Melissa Nelson	Guidance Counselor		
Tamela Rankin	Special Education Teacher		
Deborah Hendrickson	Media Specialist		
Charlene Welsh	Parent Representative		
Alexa Fazenbaker	Principal		

Principal:

(Signature)

(Date)

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Title I Schools – Ten Components

The Ten 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 Ten Components. Between the activities and strategies that are identified in the School Improvement Plan and the Ten Components, a snapshot of your efforts to meet the requirements of No Child Left Behind 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.

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**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT ONE: COMPREHENSIVE
NEEDS ASSESSMENT**

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

ELA Needs Assessment	pages 8
Math Needs Assessment	pages 11
Science Needs Assessment	pages 18
Attendance Needs Assessment	pages 23
TELL Survey	page 41-42

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ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT TWO: SCIENTIFICALLY- BASED

NO CHILD LEFT BEHIND

SCHOOLWIDE REFORM STRATEGIES

ELA

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

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 10-11. Please complete the chart with additional best practices and strategies that support reading achievement.

SBR/Best Practice Strategies	Materials/Resources for Implementation
Systematic and explicit instruction of the 5 components of reading	Macmillan/McGraw-Hill <i>Treasures</i> Reading Series instructional and supplemental materials, Critical Thinking Educator Wheel , SMART Boards, SMART Tables, SMART LightRaise units, Tablets, Document Cameras, and MSDE Blackboard Units
Universal Design for Learning (UDL)	Technology, cast.org website, UDL wheel, professional development resources, Critical Thinking Educator Wheel
Graphic Organizers	Charts and consumable organizers
Differentiated Instruction/Cooperative Learning	Macmillan/McGraw-Hill <i>Treasures</i> supplemental materials, leveled readers, teacher resources, Discovery Education and other digital resources, Critical Thinking Educator wheel
Inclusion	Classroom teachers, special education staff
Independent reading practice	Macmillan/McGraw-Hill <i>Treasures</i> Reading resources, SMART LightRaise units, SMART Board and SMART Table Centers, Tablets
Building background knowledge	Macmillan/McGraw Hill <i>Treasures</i> Reading resources, Discovery Education, digital resources
Vocabulary	Dictionaries, thesauruses, focus walls, resource materials at instructional levels, core series

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Assess and monitor student progress on identified early literacy skills to adjust instruction	DIBELS Next (K-5)
Address specific student needs through intervention programs	ERI, Foundations, Wilson Reading System

MATH

The math instructional program is based on Maryland’s College and Career-Ready Standards. 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 administered in grades K-5, four times per year. 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 subgroup(s) and the identified factors hindering student performance are found on pages 15-16. Please complete the chart with additional best practices and strategies that support math achievement.

Best Practice Strategies	Materials/Resources for Implementation
Instruction	2012 enVisionMATH instructional materials, technological aids, intervention materials, Math Solutions
Universal Design for Learning (UDL)	Technology, cast.org website, UDL wheel, Critical Thinking Educator Wheel , professional development resources
Use of manipulatives	Counters, rulers, fraction bars, 2 & 3-dimensional shapes, etc.
Differentiated instruction, using flex groups	Classroom Teachers and Special Education Teachers, Critical Thinking Educator Wheel , SMART LightRaise units, SMART Board, SMART Tables, and Tablets.
Strategies to increase math fact fluency	“Math Talks ” grades Pre-K-5, IXL, DynaMath
Individual practice, remediation, and enrichment at students’ level	<i>enVisionMATH</i> Series Centers, practice work and intervention materials and Center Stage Math Centers
Math Vocabulary Development	Math Solutions-Math Talks, 2012 enVisionMATH, focus walls, centers

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COMPONENT THREE: HIGHLY QUALIFIED

NO CHILD LEFT BEHIND

STAFF

PROFESSIONAL STAFF:

According to the teacher requirements of the NCLB and the State of Maryland, 13 of 13 teachers (100 per cent) are highly qualified for the grade level in which they provide core subject instruction and are the teacher of record. (Core subjects: English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts,

History, Geography)

72 % of teachers hold an advanced professional certificate.

0 # of teachers with National Board Certification.

PARAPROFESSIONAL STAFF:

According to the NCLB requirements for all instructional assistants (Title I funded, Special Education funded, and locally funded), 7 of 7 instructional assistants (100 %) have met one of the three qualification requirements. Instructional assistants work under the direct supervision and in close proximity of the classroom teacher.

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STAFF Funded by Title I:

Complete the following chart to identify the Title I funded personnel assigned to your school. Include his/her job responsibilities.

Personnel Name	HQ Position	Job Responsibilities	Rationale for the Position
Sandy Llewellyn	Parent Involvement Coordinator (PIC)	PIC serves as a member on the School Improvement Team and the Title I Parent Committee. She encourages the participation of parents from diverse backgrounds through personal contacts.	Maintains contact with parents, coordination of parent programs. Establishes personal contact with parents to encourage parent participation.
Melissa Kenny	Teacher	Serves as a support teacher instructing students in reading and math.	Supports struggling students in reading and math and assists with reading and math interventions for identified at- risk students.

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COMPONENT FOUR: HIGH QUALITY

Staff development is an on-going commitment. Supervisors provide county staff development on 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 8-12

Math pages 13-17

Science pages 18-19

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.

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Professional Development Calendar/ Funding Table

Initiative Focus	School Improvement Plan Alignment	What/How (Content/Process)	Date(s)	Evidence of Successful Completion	Presenters/Facilitators Audience	Funding Source	Budget Calculation
<input checked="" type="checkbox"/> Title I Districtwide Initiative <input type="checkbox"/> School Initiative	Strategy: Improve effective math instruction.	One staff member will attend the NCTM conference. Follow up: Participant will share information, strategies, etc at the school	Nov 2014 Ongoing at school level	Conference attended Facilitator shares information at PD sessions	Presenters/ Facilitators: Classroom Teacher Audience: Classroom Teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I districtwide <input type="checkbox"/> Other	
<input type="checkbox"/> District Initiative <input checked="" type="checkbox"/> School Initiative	Strategy: Improve effective reading instruction.	Two staff members will attend the SOMIRAC conference. Follow up: Participant will share information, strategies, etc at the school	Spring 2015	Conference attended Attendees share information at PD sessions	Presenters/ Facilitators: 2 Teachers Audience: Classroom Teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Other	\$2,048.00
<input type="checkbox"/> District Initiative <input checked="" type="checkbox"/> School Initiative	Strategy: Improve effective writing instruction.	All Classroom Teachers and Special Ed. Teachers. Follow up: Participant will share information, strategies, etc at the school	Spring 2015 Ongoing at school level	Workshop	Presenters/ Facilitators: Jayme Golliday Audience: Classroom Teachers/Special Education Teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input type="checkbox"/> Title I <input type="checkbox"/> Other	\$644

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NO CHILD LEFT BEHIND**

**COMPONENT FIVE: ATTRACT AND
RETAIN HIGH QUALITY TEACHERS**

- **ACPS**

The recruitment and hiring of teachers is the role of the Human Resources Office of the Allegany County Public Schools. Human Resources follows a recruiting process. Representatives from the 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. The professors are also available to provide professional development to schools upon request.

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.

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There are many factors which make the 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 Team. 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 or Doctor of Education in Educational Leadership (Ed.D).

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

School

1. How are you attracting teachers to your building?
 - We have an excellent professional climate. We also have small class sizes, good community involvement, and weekly team planning to exchange ideas and provide professional support.
2. How are you attempting to retain teachers in your building?
 - All teachers are members of groups and/or committees within the building. Therefore, all teachers are part of the decision making process within the school. Our Climate Action Team works to make Westernport Elementary School a safe and compassionate place for both students and staff. The team plans activities to build rapport and understanding among all staff members.

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

Years Teaching in this School	Number of Teachers	Percentage
First year teaching	1	5%
2 – 5 years teaching	2	11%
6 – 10 years teaching	5	26%
More than 10 years teaching	11	58%

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COMPONENT SIX: BUILDING PARENT CAPACITY

NO CHILD LEFT BEHIND

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 posted on the ACPS website. Title I schools post and distribute a copy of the Allegany County Parent Involvement Plan to the families of the students in the school. 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.

The Title I School Support Specialists assist all Title I schools and the Parent Involvement Coordinators in implementing high quality programs for parents. A Parent Involvement Coordinator is on-site at Westernport Elementary School for 2 days per week. In this position, the Parent Involvement Coordinator serves as a liaison between the home and school and assists in planning parent activities.

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 27-40 for a description of the implementation of these standards.**

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**COMPONENT SEVEN: TRANSITIONS FROM
EARLY CHILDHOOD PROGRAMS**

Program	Date/ Timeline
Meetings with Head Start and Pre-K teachers	May 2015
Transition reports provided by Head Start for entering Kindergarten students	May 2015
Pre-K and Kindergarten Parent interviews	August 26-27, 2014
IEP meetings	Ongoing as needed
Pre-K and Kindergarten Orientation Meetings- include dates (Budget: \$50.00)	May 2015
Joint registration with Head Start and Pre-K (Budget: \$50.00)	March 2015
Transportation between Head Start and Pre-K	Daily
Open House	August 19, 2014
Articulation meetings between Pre-K and K	May 2015
Articulation meetings between K and Grade One	May 2015
Articulation meetings between grades 1-5 (Budget: Subs- \$782)	May 2015
Data analysis meetings	September 2014, Jan. 2015, May 2015
Articulation meetings with middle school staff	June 2015
Grade 5 middle school visitation	May 2015
Annual Title I Meeting	September 9, 2014

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ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT EIGHT: TEACHER INVOLVEMENT

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.

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- 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.

Please see the Management Plan page(s) 43-44 of the SIP.

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NO CHILD LEFT BEHIND**

**COMPONENT NINE: EFFECTIVE, TIMELY ADDITIONAL
ASSISTANCE**

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 support and services to students and families.
Social, personal, or academic support	School counselor provides support through classroom lessons, PBIS implementation, individual and group counseling sessions with students and family services.
Extended learning time for academic and social support for students and parents	3 week Summer school
Differentiated instruction	All teachers and support staff provide individualized instruction through small group lessons.
Small group instruction	Instructional assistants, special education teachers, and classroom teachers provide small group instruction to meet the needs of individual instruction.
Inclusion in general education classes	Instructional assistants, special education teachers and classroom teachers collaborate to meet the instructional needs of the students.
Extended learning time for targeted special education students	Summer school program for identified IEP students attend are given the opportunity to attend a regional program.
Assistance to families based on identified needs	Pupil Service Team meets weekly to identify services to benefit families.
Dental screening	Allegany County Health Department screen students at the school site to identify students with dental needs.
Vision screening	Lions' Club screens students at the school site to identify and assist students with vision needs. School nurse also screens students.
Social and emotional support	Allegany Health Department provides services as needed.
Behavior and academic support	Learning Assistance Program (LAP) gives support to students experiencing difficulty in the classroom setting and with students who have missed homework assignments.
Behavior support	PBIS Program provides consistency school-wide and recognizes positive behaviors throughout the school building. CSEFEL provides

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	strategies to teachers to support young students with appropriate behaviors.
Nutrition support	Weekend Backpack Program provided to students is provided to students to meet their needs extending beyond the school day. Holiday food baskets are also given to families that are in need.
Clothing	Safe and Snug Program by Allegany County Social Services provides coats and winter clothing to students in need.
School Supplies	Schools, through local funding, are given supplies for the students.
Opportunities to discuss progress of child	Parent conferences are held on designated days and as requested by teachers and parents.
Reading intervention programs	ERI, Foundations, Wilson are programs used to provide additional support to students in reading.
Identification of student areas of need	KRA, EIIP, Dibels are used to identify students for targeted instruction.
Opportunity to address student educational needs	ICT and data analysis meetings provide information to teachers on the academic progress of students.
Drug Awareness	D.A.R.E. Program is provided to 5 th graders as part of their health curriculum. Red Ribbon Week is also recognized at the school. Counseling sessions stress the importance of remaining drug and alcohol free.
Math intervention program	<i>enVISION</i> resources are used for intervention materials.
Assistance to families of young children	Judy Center and the Infants and Toddlers Programs offer family support services.
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 academic services.

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**COMPONENT TEN: COORDINATION OF FEDERAL,
STATE, AND LOCAL PROGRAMS**

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 15.

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FY 15 Coordination of Funding Sources – Westernport Elementary

Activity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center	Approaching Target 1003 a Grant		
Professional Development	\$4,612					\$24,000		
Extended Day/School Year	\$3,663							
Materials of Instruction	\$10,658.25			\$17,094				
Salaries	\$186,601.59							
Parent Involvement	\$2,716.80							
Equipment	\$12,744.00							
Contracted Expenses								
Consumable				\$4,114				
Office				\$5,373				
Other								

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Title I Budget 2014 – 2015

Instructional Program: \$29,633.93

Materials

\$10,658.25

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Materials to support Math Instruction	\$2,657.82	\$2,657.82	Farm Spec. Ed.
ELA	Materials to support ELA Instruction	\$2,600.00	\$2,600.00	Farm Spec. Ed.
Science	Materials to support Science Instruction	\$1,500.00	\$1,500.00	Farm Spec. Ed.
ELA/Math	Materials for Manipulatives and Learning Centers	\$500.00	\$500.00	Farm Spec. Ed.
ELA/Math	Summer School Materials	30 students X \$10	\$300.00	Farm Spec. Ed.
ELA/Math	Instructional materials	\$3,100.43	\$3,100.43	Farm Spec. Ed.

Equipment

\$12,744.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Lenova Think Pads (Student Laptop)	8 X \$518	\$4,144.00	Farm Spec. Ed.
ELA/Math	Light Raise Units	3 X \$2,200	\$6,600.00	Farm Spec. Ed.
ELA/Math	Television and computer system	\$2,000	\$2,000.00	Farm

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				Spec. Ed
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Summer School Stipends

\$3,663.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Teaching Stipends	12 X 3 X 4 X \$23.58	\$3,395.52	Farm Spec. Ed.
ELA/Math	Teaching Planning Stipends	12 X \$22.29	\$267.48	Farm Spec. Ed.

PIC Materials

\$446

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Materials to support teacher workshops for instructional materials	\$196.00	\$196.00	Farm Spec. Ed.
ELA/Math	Ellison Dies	\$100.00	\$100.00	Farm Spec. Ed.
ELA/Math	Laminating film	\$150.00	\$150.00	Farm Spec. Ed.

Subscriptions

\$922.68

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Dynamath	\$922.68	\$922.68	Farm Spec. Ed.

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Other

\$1,500.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	IXL	\$1,500.00	\$1,500.00	Farm Spec. Ed.

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Budget 2014 – 2015

Professional Development: \$4,612

Stipends / Substitutes

\$2,116.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Articulation Meetings	10 subs	920.00	Farm Spec. Ed.
ELA	Somirac (Subs)	6 subs	552.00	Farm Spec. Ed.
ELA	6 Plus 1 Workshop	7 subs	644.00	Farm Spec. Ed.

Hourly Stipends: Teaching- \$23.58

Non-Teaching- \$22.29

Substitutes: Highly Qualified- \$92.00

Conferences

\$2,496

(Include Registration, Travel, Food, Hotel, Substitutes, Tips, Parking)

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	2014 Learning Forward Conference	Air \$249.27 Hotel \$373.50 Food/Mileage/ Parking \$377.23	\$1,000.00	Farm Spec. Ed.
ELA	Somirac – 2 registrations	Room \$475.00 Registration \$660.00 Gas/Parking/Food \$361.00	\$1,496.00	Farm Spec. Ed.

Food: Breakfast- \$16, Lunch \$20, Dinner-\$35; or Daily-\$71

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Budget 2014 – 2015

Parent Involvement: \$2,716.80

Stipends

\$1,963.02

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Back to School Night (Teacher Stipends)	16 X 2 X \$22.29	\$713.28	Building Parent Capacity
Title I Parent Involvement	Books Before Bedtime (PreK-5) Stipends	8 X 2 X \$23.58	\$377.28	Building Parent Capacity
Title I Parent Involvement	Math Academies Stipends	13 X \$23.58	\$306.54	Building Parent Capacity
Title I Parent Involvement	Math Night Stipends	12 X 2 X \$23.58	\$565.92	Building Parent Capacity

Hourly Stipends: Teaching- \$23.58

Non-Teaching- \$22.29

Materials

\$544.78

***Food Allowance – 10% = \$271.68**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Back to School Night Food	\$209.82	\$209.82	Building Parent Capacity
Title I Parent Involvement	Books Before Bedtime Snack	\$61.86	\$61.86	Building Parent Capacity
Title I Parent Involvement	Math Night Materials	\$273.10	\$273.10	Building Parent Capacity

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Dues & Subscriptions

\$209.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Home School Connection Letter	\$209.00	\$209.00	Building Parent Capacity