

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

School: Westernport Elementary

Principal: Alexa Fazenbaker

Facilitating the Development of a School Vision

Mission Statement

The mission of Westernport Elementary School is to prepare and empower all students to successfully meet tomorrow's challenges. We will partner with family and community to nurture the whole child, intellectually, physically, and emotionally, to build a better world – one child at a time.

Beliefs

- We believe that children are the future.
- We believe that students, faculty, staff and parents share the responsibility for student success and must work together to enhance learning.
- We believe that student success is the result of high expectations and purposeful learning.
- We believe that regular student attendance contributes to student success.
- We believe that the school environment should be safe, orderly, and promote tolerance and respect for all.

Vision

Building the Future – One Child at a Time

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

- All staff and students are aware of the vision. It is posted in all classrooms, in locations throughout the school where visitors can see it and is published in our school newsletter each month. The vision is also posted at the bottom of all correspondence going home to parents.

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2. When did the last periodic, collaborative review of the vision by stakeholders occur?
- The vision was last reviewed by staff at the beginning of the 2016-2017 school year.

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
Alexa Fazenbaker <i>Alexa Fazenbaker</i>	Principal
Brittany Richards <i>Brittany Richards</i>	Chair, Grade 2 Teacher
Lisa Harris <i>Lisa Harris</i>	Kindergarten Teacher
Kara McDowell <i>Kara McDowell</i>	Grade 1 Teacher
Sarah Llewellyn <i>Sarah Llewellyn</i>	Grade 3 Teacher
Jennifer Hughes <i>Jennifer Hughes</i>	Grade 4 Teacher
Erica Swisher <i>Erica Swisher</i>	Grade 5 Teacher
Julie Kyle <i>Julie B. Kyle</i>	Reading Intervention/Title I Teacher
Beth Weber <i>Beth Weber</i>	Reading Intervention Teacher
Deborah Hendrickson <i>Deborah J. Hendrickson</i>	Media Specialist
Melissa Nelson <i>Melissa Nelson</i>	Guidance Counselor
Tamela Rankin <i>Tamela Rankin</i>	Special Education Teacher
Timmie Lancaster <i>Timmie Lancaster</i>	Instructional Assistant
Charlene Welsh <i>Charlene Welsh</i>	Parent
Peggy Boal <i>Peggy Boal</i>	Community Member

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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		1	1
Teachers	4	17	21
Itinerant staff	6	1	7
Paraprofessionals	2	7	9
Support Staff	1	3	4
Other	8	3	11
Total Staff	21	32	53

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:	100%	100%	100%	100%
• Certified to teach in assigned area(s)				
• 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	5	4	3	2
Teacher Average Daily Attendance		93.6%	94.7%	93.8%

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**B. Student Demographics
Table 3**

SUBGROUP DATA

Data from prior year's SIP

	2016 – 2017	2015 – 2016	2014-2015
	TOTAL	TOTAL	TOTAL
American Indian/Alaskan Native	≤10	≤10	N/A
Hawaiian/Pacific Islander	≤10	≤10	≤10
African American	≤10	≤10	≤10
White	282	272	266
Asian	0	0	0
Two or More Races	-	≤10	≤10
Special Education	44	45	43
LEP	0	0	No data
Males	148	150	153
Females	134	123	114
Total Enrollment (Males + Females)	282	273	267

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2015**: 69.45%

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C. Special Education Data 2016-2017 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	-
02 Hard of Hearing	-
03 Deaf	-
04 Speech/Language Impaired	20
05 Visual Impairment	-
06 Emotional Disturbance	≤10
07 Orthopedic Impairment	-
08 Other Health Impaired	≤10
09 Specific Learning Disability	≤10
10 Multiple Disabilities	≤10
12 Deaf-Blindness	-
13 Traumatic Brain Injury	-
14 Autism	≤10
15 Developmental Delay	≤10

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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.

Westernport Elementary School has a positive school climate. We are a PBIS school and have earned Gold Status for the last four years. We start our day by reminding students and staff of the school rules via the morning announcements. We reward students for positive behavior by displaying their pictures on the PEACE DAYS bulletin board. We also reward students for days without referrals by adding a letter to the PEACE DAYS bulletin board so that all may participate in a celebration when all the letters have been added. Several activities throughout the year are also held and students earn the opportunity to take part. They include a hayride, a winter movie and dance. Last year we held our first luau at the end of the year.

Students are also rewarded for academic achievement. Every nine weeks, we hold an awards assembly and all students, Kindergarten through 5th grade, may earn academic achiever awards, hard worker awards, be recognized as sensational spellers, and may earn several different math awards. Students are also recognized on the morning announcements for positive achievements.

The students and staff feel safe at Westernport. Students receive guidance lessons from the school counselor and the staff receive inservice on how to maintain a safe environment. Lessons on bullying prevention and harassment teach the students what it means to be a good citizen and to get along with others. Westernport Elementary School’s mission was written as a collaborative effort. It encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student. At Westernport Elementary we truly are, “Building the Future - One Child at a Time.”

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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
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Provide descriptions (text or spoken) for all images, graphics, video, or animations (Discovery Education) ● Use digital materials and media to provide more auditory and visual opportunities for all students. ● Provide hard copies of documents using various fonts, size, background color, and Lexile Measures to provide more opportunities for all students as they acquire information and knowledge.
<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product
	<ul style="list-style-type: none"> ● Solve problems using a variety of strategies ● Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video ● Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned
<i>Means for Engagement: tap into learners interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<ul style="list-style-type: none"> ● Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video ● Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation

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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.

In order to meet the three Principles/Modes of UDL (Representation, Expressions, and Engagement), Westernport Elementary School is embracing the Gradual Release of Responsibility Instructional Framework for planning and instruction. Teachers are continuing to utilize the planning and instructional framework of Focused Instruction “I do”, Guided Instruction “We do”, Collaborative Learning “We do together”, and Independent Learning “You do alone”. By following this model of planning and instruction, teachers are able to better integrate the important checkpoints of UDL. Using the four part GRR model, teachers are able to include more opportunities for multiple means of representation, expression, and engagement. Students are able to access knowledge in various ways through focused, guided, and collaborative instruction. They are also able to share their learning in more ways through working collaboratively and independently. Having more options for the demonstration of knowledge encourages student creativity and engagement.

All classroom teachers are required to display the Content and Language Purpose for Mathematics and English Language Arts in their classrooms and in their lesson plans. These purposes are displayed in order to ensure student understanding and retention of content and language verbiage and knowledge. With the purposes displayed in the classroom, teachers refer to them throughout the lesson as they reinforce them with their students. Teachers also utilize various UDL checkpoints in each of the four GRR sections. UDL checkpoints are listed below, but this list is not conclusive.

- **Focused Instruction**
 - UDLPI.2.1: Clarify vocabulary and symbols
 - UDLPI.3.1: Activate or supply background knowledge
 - UDLPIII.7.2: Optimize relevance, value, and authenticity
- **Guided Instruction**
 - UDLPI.1.3: Offer alternatives for visual information
 - UDLPI.3.3: Guide information processing, visualization, and manipulation
 - UDLPII.5.3: Build fluencies with graduated levels of support for practice and performance
- **Collaborative Learning**
 - UDLPIII.7.3: Minimize threats and distractions
 - UDLPIII.8.2: Vary demands and resources to optimize challenge
 - UDLPIII.8.3: Foster collaboration and community

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- **Independent Learning**

- UDLPII.4.1: Vary the methods for response and navigation
- UDLPII.6.3: Facilitate managing information and resources
- UDLPIII.9.1: Promote expectations and beliefs that optimize motivation

By adhering to the Gradual Release of Responsibility Framework, in conjunction with UDL principles and checkpoints, teachers of Westernport Elementary School are providing the highest level of instruction based on the individual needs of their students. Students will achieve due to the rigorous expectations teachers at Westernport hold for every child.

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?

Westernport Elementary uses a full inclusion model. All but two students with IEPs who live in the Westernport district attend their home school. Two students with IEPs who are certificate-bound are included in a grade level classroom and the classroom teacher is the teacher of record. These students receive instruction in the grade level curriculum and materials with modifications and accommodations to the curriculum to address individual educational goals and objectives, which are correlated with grade level state standards in the given content area. PBIS and behavior incentives/guidelines are modified as needed to allow achievement within the guidelines of individual students' behavior plans. All diploma-bound students participate in classroom assessments, county benchmarks and state testing.

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?

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Special education service providers work with the instructional assistants assigned to individual students and the classroom teachers to provide on-going instruction and support. For students with significant disabilities who have assigned instructional assistants, those assistants are available to meet with providers delivering occupational, physical and speech services in pull-out sessions at the beginning and ending times of those sessions to implement strategies in the classroom. Special education teachers work in the classroom with the classroom teacher to provide hands on instruction, demonstration and guidance to the classroom teacher. Fifth grade teachers have shared planning time with a special education teacher and special education, reading intervention and Title I teachers attend a grade level team meeting 2 times a month to review data, strengths, needs and concerns regarding the inclusive education model and other issues. Classroom and special education teachers, the special education facilitator and the licensed counselor for the county meet monthly to review programs for students with behavior plans and school counseling services. A speech therapist is now full time at Westernport to allow for collaboration with classroom and special education teachers. General and special educators and the speech therapist participated in collaborative training to implement the Early Learning Assessment (ELA) and the Maryland Preschool Child Outcomes Summary (COS) for preschool special education students.

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.

Special educators, intervention teachers, and Title I support staff work in the classroom and with mixed IEP and non-IEP flex groups to address specific needs and discrete skills for individual students as identified through classroom activities, assessments, work samples and teacher observation. Students in third through fifth grade participate in STAR reading, Accelerated Reader, and ENGRADE math computer-based assessment, intervention and instruction which is targeted to individualized ability levels. The speech therapist, special education teacher and instructional assistants working with students using alternative and augmentative communication (ACC) have participated and are participating in AAC Core in the Classroom workshops of Baltimore County, Janet Lehr, M.S. CCC-SLP, presenter. Westernport is also participating in the Maryland Coalition for Inclusive Education (first year, 2016-17). Five teachers attended the MCIE summer institute workshops.

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 education students?

All diploma bound students with IEPs attend daily class in available reading intervention programs (Wilson and Foundations) with students who do not have IEPs according to their needs as determined through DIBELS and reading inventory assessments. They also are assessed in STAR reading, Engrade math and reading, Accelerated Reader and other individualized computer-based programs at their ability levels. They participate in all resource classes, programs, activities, field trips, and PBIS incentives. They also participate in band/orchestra

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supplemental classes if they so choose. When needed, individual support IAs accompany diploma bound students to classes and activities in school outside of the homeroom classroom. County reading, math and behavior specialists provide in class supports and intervention strategies to teachers as needed.

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 Student Group Grade 3	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																
All Students	46	10	21.7	11	23.9	11	23.9	14	30.4	0	0.0	42	6	14.3	9	21.4	14	33.3	13	31.0	0	0.0
Black or African American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino of any race	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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White	46	10	21.7	11	23.9	11	23.9	14	30.4	0	0.0	39	5	12.8	8	20.5	14	35.9	12	30.8	0	0.0
Special Education	13	8	61.5	3	23.1	1	7.7	1	7.7	0	0.0	8	3	37.5	2	25.0	3	37.5	0	0.0	0	0.0
Free/Reduced Meals (FARMS)	31	7	22.6	7	22.6	10	32.3	7	22.6	0	0.0	30	6	20.0	8	26.7	9	30.0	7	23.3	0	0.0
Female	16	1	6.3	6	37.5	2	12.5	7	43.8	0	0.0	21	1	4.8	4	19.0	7	33.3	9	42.9	0	0.0
Male	30	9	30.0	5	16.7	9	30.0	7	23.3	0	0.0	21	5	23.8	5	23.8	7	33.3	4	19.0	0	0.0

Table 7

ELA Student Group Grade 4	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	f	% Prof	f	% Prof		Prof	Prof	f	% Prof	Prof	Prof	Prof	Prof	Prof	Prof
All Students	39	2	5.1	11	28.2	14	35.9	12	30.8	0	0.0	50	9	18.0	10	20.0	14	28.0	17	34.0	0	0.0
White	37	2	5.4	11	29.7	12	32.4	12	32.4	0	0.0	50	9	18.0	10	20.0	14	28.0	17	34.0	0	0.0
Two or more races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special	-	-	-	-	-	-	-	-	-	-	-	13	5	38.5	5	38.5	3	23.1	0	0.0	0	0.0

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Education																						
Free/Reduced Meals (FARMS)	25	2	8.0	9	36.0	7	28.0	7	28.0	0	0.0	31	7	22.6	5	16.1	11	35.5	8	25.8	0	0.0
Female	17	0	0.0	1	5.9	7	41.2	9	52.9	0	0.0	18	2	11.1	3	16.7	5	27.8	8	44.4	0	0.0
Male	22	2	9.1	10	45.5	7	31.8	3	13.6	0	0.0	32	7	21.9	7	21.9	9	28.1	9	28.1	0	0.0

Table 8

ELA Student Group Grade 5	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																
All Students	35	4	11.4	12	34.3	11	31.4	8	22.9	0	0.0	38	4	10.5	3	7.9	13	34.2	18	47.4	0	0.0
White	35	4	11.4	12	34.3	11	31.4	8	22.9	0	0.0	37	4	10.8	2	5.4	13	35.1	18	48.6	0	0.0
Two or more races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	10	4	40.0	4	40.0	2	20.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-
Free/Reduced Meals	26	3	11.5	12	46.2	7	26.9	4	15.4	0	0.0	28	4	14.3	3	10.7	6	21.4	15	53.6	0	0.0

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(FARMS)																						
Female	12	1	8.3	1	8.3	3	25.0	7	58.3	0	0.0	18	0	0.0	0	0.0	6	33.3	12	66.7	0	0.0
Male	23	3	13.0	11	47.8	8	34.8	1	4.3	0	0.0	20	4	20.0	3	15.0	7	35.0	6	30.0	0	0.0

Academic Data Review

- 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.
 - The 2016 Grade 3 FARMS Level 3-5 band decreased by 1.6% from the 2015 PARCC data.
 - All fourth graders scoring in the Level 3-5 band in 2016 decreased by 4.7% from the 2015 PARCC data.

Moving Forward

- 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.
 - Support staff will be utilized more efficiently. The effective use of support staff was reviewed when planning for the 2016-2017 school year. Based upon PARCC and benchmark data as well as teacher concerns and input, support staff schedules were revised. 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.
 - To develop a stronger vocabulary background for all students, a vocabulary plan has been implemented. A different academic vocabulary word or words will be shared with students each week. The word is introduced by Mrs. Fazenbaker on the morning announcements. Words will be displayed in each hallway and in each classroom. Students in grades 2-5 will create and maintain a glossary in the back of their writing journals. Teachers will encourage daily use of their words.
 - As a result of ongoing professional development to emphasize the UDL Framework, teachers will be 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 team meetings.

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- Data (including DIBELS/Scholastic Reading Inventory) will be analyzed to ensure that instruction meets the individual instructional needs for all students.
- Primary and intermediate teachers will attend Trait Crate Plus training on October 27th, 2016. This information will increase teacher knowledge regarding grade level curriculum and will support effective instruction.
- All teachers will participate in professional development using the book Better Learning through Structured Teaching: A Framework for the Gradual Release of Responsibility. This book provides numerous references to support the benefits of the GRR within the classroom.
- Grade level curriculum, including leveled transdisciplinary materials, will be used to address all concepts. Supplemental materials include leveled texts as well as digital/electronic resources. The use of document cameras, SMART Board, Epson LightRaise units, tablets and digital enhancement using computers (Lenovo Yoga Multi-Touch/Computer Cart) and a television will promote engagement for all students. Additional purchases for classroom libraries will include a variety of books featuring math concepts.
- Pre-K through 5th grade will integrate Scholastic News magazines into interdisciplinary lessons to increase exposure to high interest, real-world topics.
- The STAR Reading assessment will allow teachers to effectively and quickly assess student levels in various reading components at the beginning of the school year.
 - RI Reading and DIBELS assessments will allow teachers to effectively and quickly assess standards based student performance and lexile levels.
 - Effective Use of Staff - All staff members (including classroom teachers, special education teachers, and instructional assistants) will be utilized effectively with students in order to increase student achievement.
- Grades 4 and 5 will utilize Scholastic Storyworks magazines to integrate all subjects while using complex texts that include a wide variety of genres.

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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 Student Group Grade 3	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																
All Students	46	11	23.9	9	19.6	13	28.3	12	26.1	1	2.2	41	6	14.6	9	22.0	13	31.7	13	31.7	0	0.0
Black or African American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic/Latino of any race	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	46	11	23.9	9	19.6	13	28.3	12	26.1	1	2.2	38	5	13.2	9	23.7	13	34.2	11	28.9	0	0.0
Special Education	13	7	53.8	4	30.8	1	7.7	1	7.7	0	0.0	-	-	-	-	-	-	-	-	-	-	

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Free/Reduced Meals (FARMS)	31	8	25.8	7	22.6	9	29.0	6	19.4	1	3.2	30	6	20.0	6	20.0	9	30.0	9	30.0	0	0.0
Female	16	4	25.0	1	6.3	6	37.5	4	25.0	1	6.3	21	1	4.8	3	14.3	11	52.4	6	28.6	0	0.0
Male	30	7	23.3	8	26.7	7	23.3	8	26.7	0	0.0	20	5	25.0	6	30.0	2	10.0	7	35.0	0	0.0

Table 10

Math Student Group Grade 4	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																
All Students	39	3	7.7	6	15.4	16	41.0	14	35.9	0	0.0	50	5	10.0	10	20.0	13	26.0	22	44.0	0	0.0
White	37	3	8.1	6	16.2	15	40.5	13	35.1	0	0.0	50	5	10.0	10	20.0	13	26.0	22	44.0	0	0.0
Two or more races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-	-	-	13	1	7.7	7	53.8	4	30.8	1	7.7	0	0.0
Free/Reduced Meals	25	3	12.0	5	20.0	9	36.0	8	32.0	0	0.0	31	2	6.5	7	22.6	11	35.5	11	35.5	0	0.0

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(FARMS)																						
Female	17	0	0.0	1	5.9	8	47.1	8	47.1	0	0.0	18	2	11.1	3	16.7	6	33.3	7	38.9	0	0.0
Male	22	3	13.6	5	22.7	8	36.4	6	27.3	0	0.0	32	3	9.4	7	21.9	7	21.9	15	46.9	0	0.0

Table 11

Math Student Group Grade 5	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																
All Students	35	4	11.4	15	42.9	9	25.7	7	20.0	0	0.0	38	2	5.3	12	31.6	18	47.4	6	15.8	0	0.0
White	35	4	11.4	15	42.9	9	25.7	7	20.0	0	0.0	37	2	5.4	11	29.7	18	48.6	6	16.2	0	0.0
Two or more races	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	10	4	40.0	6	60.0	0	0.0	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-
Free/Reduced Meals (FARMS)	26	3	11.5	13	50.0	6	23.1	4	15.4	0	0.0	28	2	7.1	8	28.6	15	53.6	3	10.7	0	0.0
Female	12	0	0.0	3	25.0	4	33.3	5	41.7	0	0.0	18	1	5.6	5	27.8	8	44.4	4	22.2	0	0.0
Male	23	4	17.4	12	52.2	5	21.7	2	8.7	0	0.0	20	1	5.0	7	35.0	10	50.0	2	10.0	0	0.0

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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.
 - 2016 Fourth grade special education students decreased by 28.2% as compared to 2015.
 - All Fourth grade students decreased by 6.9% in 2016 compared to 2015.
 - In 2015, All Students in fourth grade scored 76.9% scored in the Level 3-5 band, and in 2016, 63.2% of those scored within the same band. That is a decrease of 13.7.
 - In 2015, 68% of FARMS fourth grade students scored within in 3-5 Level Band, and in 2016, 64.3% of those same students score within that band as fifth graders. That is a decrease of 3.7%.

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.
 - Support staff will be utilized more efficiently. The effective use of support staff was reviewed when planning for the 2015-2016 school year. Based upon PARCC and benchmark data as well as teacher concerns and input, support staff schedules were revised. 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.
 - To develop a stronger vocabulary background for all students, a vocabulary plan has been implemented. A different academic vocabulary word or words will be shared with the students each week. The word will be introduced by Mrs. Fazenbaker on the morning announcements. Words will be displayed in each hallway and in each classroom. Students in grades 2-5 will create and maintain glossaries in the back of their writing journals. Teachers will encourage daily use of the words.
 - As a result of ongoing professional development to emphasize the UDL Framework, teachers will be making a concerted effort to use 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.
 - As a result of ongoing district-wide professional development on the Gradual Release of Responsibility (GRR), teachers will begin to implement suggested strategies across all content areas during instructional delivery.

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- 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.
- One primary and one intermediate classroom teacher will attend additional training with Math Solutions coach Michelle Speirs. Strategies learned at training sessions will be shared as necessary. This information will increase teacher knowledge regarding grade level curriculum and will support effective instruction.
- Data (including Math Benchmarks) will be analyzed to ensure that instruction meets individual instructional needs for all students.
- 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. The use of document cameras, SMART Boards, SMART Tables, SMART Epson LightRaise units, Tablets, and digital enhancement using computers (Lenovo Yoga Multi-Touch/Computer Cart) and a television will promote engagement for all students. Additional purchases for classroom libraries will include a variety of books featuring math concepts.
- Pre-K through 5 will integrate Scholastic News magazines with interdisciplinary lessons to increase exposure to high-interest, real-world topics.
- Grades 3-5 will implement the Think Through Math online program which will provide individualized math instruction and practice to each student.
- The new county math curriculum, which was teacher created, allows teachers to instruct students on their grade level with various resources.

C. Science

Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2016			2015			2014		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	38	28	73.7	35	22	62.9	45	34	75.6
Hispanic/Latino of any race	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	na	na	100.0
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-	-	-
White	36	26	72.2	35	22	62.9	44	33	75.0

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Two or more races	2	2	100.0	-	-	-	-	-	-
Special Education	8	3	37.5	10	2	20.0	10	<10	50.0
Limited English Proficient (LEP)	-	-	-	-	-	-	-	-	-
Free/Reduced Meals (FARMS)	29	20	69.0	26	15	57.7	29	20	69.0

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.
 - All Students scoring proficient on the Science MSA increased by 10.8% from the 2015 to 2016 tests.
 - The Special Education population of students proficient on the Science MSA increased by 17.5% from the 2015 to 2016 school year.
 - FARMS Student population increased by 11.3% from the 2015 to 2016 school year.
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.
 - Teachers will increase the opportunities for students to engage in hands-on activities to create an enduring understanding of concepts taught.
 - Teachers will utilize Maryland NextGen units (grades K-5).
 - Teachers will utilize Discovery Education 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 Epson 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.
 - Students in grade 5 will participate in on-line practice using Pearson Test Nav.
 - Students in grade Pre-K through 5, along with their parents, will participate in STEM related activities in the classroom.

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- Students in grade 5 will have the opportunity to attend Outdoor School and participate in various hands-on science activities.

VI. EARLY LEARNING

Based on the examination of the 2016-2017 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.
- With the KRA results showing that 32 % of Westernport Elementary Kindergarten students scored at the emerging level, extra opportunities must be implemented for these children in order to help prepare them for first grade. These students will participate in an ERI intervention group and receive an extra half hour of small group instruction in reading and phonics skills. They will also participate in small group activities with the teacher on a daily basis and the teacher assistant when she is assigned to their classroom during the Language Arts block. They will be placed in a breakfast club where they will receive extra readiness skills practice such as number and letter identification.
 - The 45% of Kindergarten students who scored at the approaching level will also receive daily small group instruction from the teacher during the Language Arts block. They will be assessed and added to the ERI and/or breakfast group as needed. Student readiness skills will be assessed and monitored on a bi-weekly basis to determine their needs for extra practice in order to help these students achieve full readiness for Kindergarten and Grade 1.
- 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”.
- Head Start teachers are invited to be a part of our yearly articulation meetings where the Head Start teacher discusses students that they have had in Head Start and who are coming to Westernport. We are also given the opportunity to participate in IEP meetings with teachers of students that are transitioning from the Infants and Toddlers program and/or the Autism classroom at Beall Elementary. We work together to ensure that the transition to a new school is smooth for the student. These practices help to prepare our teachers for students who require extra support.

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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	94.2%	Y
Grade 1	94.6%	Y
Grade 2	94.8%	Y
Grade 3	94.1%	Y
Grade 4	93.3%	N
Grade 5	93.7%	N

Table 16: Attendance Rate	All Students				
Subgroups – School Level Data	94%	94%	94%	94%	94%
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
All Students	94.5	94.7	94.3	94.4	94.2
Hispanic/Latino of any race	-	-	93.9	-	96.9
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	94.1	93.5
Two or more races	-	-	93.0	-	94.4
Special Education	92.6	94.2	94.1	-	92.2
Limited English Proficient (LEP)	-	-	-	-	-
Free/Reduced Meals (FARMS)	94.0	94.1	94.0	-	92.9%

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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.
 - Grade 4 and Grade 5 did not meet the overall goal of 94% attendance.
 - Subgroups that did not meet the 94% goal were White students, Special Education students, and FARMS students.
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.
 - 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 are 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 will be placed by office staff to support attendance efforts.

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?
 - Westernport Elementary School has ≤10 students that qualify as a habitual truant. We also have several other students who are closely monitored due to attendance concerns.
 - b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.

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- Daily phone calls are made to all students who are not in school. Notes are taken concerning each absence. After 5 unexcused absences are logged, parents are sent a letter to attend an attendance conference with the Pupil Services Team which meets every Monday morning. Home visits are done by the school principal and the pupil personnel worker whenever necessary.
- Westernport Elementary does several things to encourage good attendance. Students receive perfect attendance awards every nine weeks. The result of the weekly attendance drawing is highlighted on the Monday announcements and students receive a gold dollar for being in school every day the week before with no tardies and no early dismissals. Students with perfect attendance are 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.

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 – In school and out of school suspensions

- ≤10 (2014-2015)
- ≤10 (2015-2016)

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

- 0

Plans to reduce suspensions:

- Pupil Services Meetings
- Guidance Lessons with counselor

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- LAP and lessons with Learning Assistance Program (LAP) personnel
- Parent Meetings
- Administrative Conferences with Students

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.

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 and support staff may award students with points for displaying good character or making good choices inside and outside of the classroom setting. Each classroom teacher uses Classroom Dojo to manage classroom behavior in a positive way. When students have earned 10 points, they may cash them in for a token to visit the Token Tower. Bus drivers are given blue tickets to hand out for good behavior and students may hand these tickets in to the teachers to receive a point. 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 last four school years.

The PeaceBuilders program is also in place. The purpose of this program is to build peace throughout the school. Each day, students recite the PeaceBuilders' 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 lowering the number of discipline referrals. This program also helps students to choose a healthy and positive lifestyle.

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In addition to the PeaceBuilders' 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 the nine days (not consecutive) when the words "PEACE DAYS" have been spelled out on the bulletin board. Four "peaceful" students have their pictures taken every Monday morning as a result of a weekly drawing. Students must exhibit peaceful behavior the previous week to be eligible to be a winner. A 5X7 photo is displayed on the board for all students to see and students are given a token to use in the Token Tower.

Students also work towards earning PBIS incentives. Some of these events include a hayride, a movie, a dance, a community kickball game, and an end of the year celebration. Teachers track behavior over a 4 or 5 week period. If the students reach all requirements, they can attend the big event. Students really enjoy these events and strive to have positive behavior to attend.

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 morning announcements for following all school rules every day that month. "Purrfect Behavior" banners are displayed outside of these classrooms and these students receive 20 minutes of extra play. The banners make positive behavior a team effort for each class.

Voice charts are displayed throughout the building displaying which voice level is expected in that particular area. For example, the hallway is level 0, "Silence is Golden". These charts let the students know what behavior is expected.

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

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

Students who have not responded positively to Tier I behavioral supports are eligible to participate in a school based Check-In/Check-Out program. Students are referred to the program based on past behaviors and response to Tier I supports. In this program, student participants are paired with a faculty mentor who will check in and out with them on a daily basis in order to provide encouragement and support.

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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.

The content focus of this SLO is writing and will target all students in grades 1, 2, and 3. This SLO will include 126 students or 45% of the total school population. Thirty-eight first graders, forty-one second graders and forty-seven third graders will be assessed.

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

Based on the results of my 2015 - 2016 Principal SLO, the narrative writing growth from the fall writing to the spring writing prompt met with partial attainment. Thirty-five third graders met their goal, twenty-five second graders met their goal and nineteen first graders met their goal. Seventy-nine of one hundred seventeen students met their goal (68%) for partial attainment. Full attainment for the SLO would have been 75%. 2015 - 2016 PARCC Data was also analyzed to determine the need for writing in these grades. Grade 3 showed that 46% of the student population met or exceeded expectations and 2% was approaching expectations in written expression. 68% of the Grade 3 population met or exceeded or was approaching expectations in conventions of writing. Grade 4 showed that 58% of the student population met or exceeded or was approaching expectations in written expression and 56% of the student population met or exceeded or was approaching expectations in conventions of writing. Grade 5 showed that 78% of the student population met or exceeded or was approaching expectations in written expression and 90% of the student population met or exceeded or was approaching expectations in conventions of writing.

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

Writing has always been a school-wide focus. Teachers will focus on the Maryland Common Core Framework. Specific areas of focus will be ideas in Grades 1 and 2 and written expression and knowledge and language conventions as based on the PARCC Rubric in Grade 3. Increasing written language skills through the use of the 6 Plus 1 Traits of Writing program and the 6 Plus 1 Trait Crate Plus Program will help to prepare our students to become better writers and to be more successful in their writing.

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

Baseline data will be obtained through the first student writing prompt on the first county benchmark given at the beginning of the school year. A writing prompt will be given at the end of the school year (same type of writing). Evidence of growth will be assessed using each student's score from the beginning of the year writing sample compared to the end of year writing sample. In grades 1 and 2, the 6 Plus I Traits of Writing rubric will be used to measure growth. Grade 3 will use the levels of competency on the PARCC Scoring Rubric to measure growth. All students will show growth from pretest to posttest as based on the student growth calculator.

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PRINCIPAL SLO 2

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

The content focus this SLO is Math. 4th and 5th grade students will be assessed based on a benchmark created in Numbers and Operations - Fractions. Forty, fourth grade students and fifty, fifth grade students will be assessed for a total of ninety students. This is 32% of the total school population.

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

PARCC Math data for Grades 3 - 5 has been analyzed to determine this SLO as well as county benchmark data. Grade 3 2015 PARCC data shows that 26.1% of the students scored in Level 4 - Met Expectations and in 2016, 31.7% scored in Level 4. Although there was an increase, there is clearly a need to increase this percentage. Grade 4 2015 PARCC data shows that 35.9% of the students scored in Level 4 - Met Expectations and in 2016, 44% scored in Level 4. Although there was an increase, there is clearly a need to increase this percentage. Grade 5 2015 PARCC data shows that 20% of the students scored in Level 4 - Met Expectations and in 2016, 15.8% scored in Level 4. With this decrease, there is clearly a need to increase this percentage.

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

Westernport Elementary needs to improve the number of students that meet expectations on the PARCC Math assessment. As we move forward at Westernport, we will continue to use the Math Solutions training in all grades and we will continue to analyze the county benchmarks to ensure that instruction meets individual needs for all students. Students in grades 3-5 will utilize Think Through Math as it provides individualized math instruction and practice to each student. Increasing our Math scores is a school-wide focus at Westernport Elementary School.

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

The evidence used to determine growth will be determined by the student growth calculator for the Pretest and Posttest given to 4th and 5th grade students in Numbers and Operations - Fractions. Students will meet or exceed their individual growth target for that mathematical domain.

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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 Survey.**

Westernport Elementary School encourages parent involvement. Parents attend grade level programs related to reading and math each year. Parents attend concerts, assemblies and programs each year. (275 adults attended Grandparents’ Day this year.) Grade level parents representatives on the Title I Parent Committee provide input regarding the 2016-2017 Parent Involvement Plan and budget, the Home School Compacts, and the ACPS Parent Involvement Plan. Business partners in the community which supports students and staff at Westernport Elementary School include McDonald’s, Moran Manor Nursing Home, and Verso Corporation. (McDonald’s and Verso provide incentives and funds to support student achievement.) Students perform at Moran Manor for the residents at Halloween and Christmas. Parent volunteers assist teachers by making classroom materials and assisting with classroom projects. (221.5 hours) Parents and grandparents volunteer in the library, at the book fair, and at other events, as available. (222.5 hours). The results of the Title I Parent Survey indicated that parents would like sessions on helping their child with reading, math and behaviors.

Parent Advisory/ Title I Parent Committee 2016 – 2017

Name	Grade Level Representation	Position
Jennifer Steckman	5	PAC Representative
Carlie Johnson	K, 2	PAC Alternate
Emily Iliff	PK	Parent Representative

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Carey Williams	K	Parent Representative
Vickie Fearon	2/3	Parent Representative
Kristen Gough	1/4/5	Parent Representative
Shawna Parker	2	Parent Representative
Chrissy Dayton	1/3/5	Parent Representative
Delsie Fazenbaker	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.**

Westernport Elementary PARENT INVOLVEMENT PLAN

Expectations

As a schoolwide Title I school, Westernport Elementary’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 Elementary 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 Elementary 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

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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

Westernport Elementary 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 move towards making all students proficient on PARCC for 2016-2017.

Action Plan

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
<p>I. Shared Decision Making ➤ The School Improvement Plan (SIP) is developed with input from parents</p>	<p>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.</p>	<p>October 2016</p>	<p>Alexa Fazenbaker, Principal Support Teachers</p>

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<ul style="list-style-type: none"> ➤ The SIP is available for parent review and input at any time ➤ The Parent Involvement Plan is developed with input from parents. ➤ The Parent Involvement Plan is distributed to all parents. ➤ With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students. 	<p>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.</p> <p>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.</p> <p>A summary of the Parent Involvement Plan is distributed to all families after the Central Office has approved the SIP.</p> <p>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 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.</p>	<p>November 2016</p> <p>May 2017</p> <p>December 2016</p> <p>May 2017</p>	<p>Alexa Fazenbaker, Principal Delsie Fazenbaker, PIC Support Teachers</p> <p>Alexa Fazenbaker, Principal Delsie Fazenbaker, PIC Support Teachers</p> <p>Alexa Fazenbaker, Principal Delsie Fazenbaker, PIC Support Teachers</p> <p>Brittany Richards, SIT Chair Alexa Fazenbaker, Principal Delsie Fazenbaker, PIC</p>
<p>II. Annual Meeting</p> <ul style="list-style-type: none"> ➤ Schools hold parent meetings at 	<p>Title I Program information will be presented to parents at various times throughout the school year.</p>	<p>October 11, 2016</p>	<p>Alexa Fazenbaker, Principal</p>

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<p>least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental involvement.</p>	<p>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.</p>		
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<p>III. Building Parental Capacity</p> <ul style="list-style-type: none"> ➤ Provide assistance to parent in understanding the State’s academic content standards and student academic achievement standards, State and local academic assessments. 	<p>In March, PreK and K registration is held. Parents are provided information regarding the school.</p> <p>PreK and K orientation meetings are held in May. Students are given a packet of activities to review over the summer before starting the school year.</p> <p>Meet the teacher night. Parents will meet with teachers at the beginning of the school year and become aware of grade level expectations (Stipends -\$803.01).</p> <p>On parent/teacher conference day, teachers shared the county-wide grade level expectation booklet with parents. September DIBELS reports will be shared with parents.</p> <p>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 \$239.00).</p> <p>Grade levels will present math strategies to parents.</p>	<p>March 2017</p> <p>May 2017</p> <p>August 18, 2016</p> <p>September 29, 2016</p> <p>Monthly</p> <p>Ongoing</p>	<p>Stacey Hanlin, Secretary Alexa Fazenbaker, Principal</p> <p>PreK/Kindergarten Teachers Alexa Fazenbaker, Principal Melissa Nelson, School Counselor Patti Rounds, Health Nurse Delsie Fazenbaker, PIC</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Deb Hendrickson, Media Specialist</p> <p>Classroom Teachers</p>
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<p>➤ Provide materials and parent trainings/workshops to help parent improve their children's academic achievement.</p>	<p>January DIBELS reports will be shared with parents during conferences on February 15, 2017. 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.</p>	<p>February 15, 2017</p>	<p>Classroom Teachers</p>
	<p>Families receive a Westernport Elementary School Handbook which contains information related to school procedures and guidelines.</p>	<p>August 2016</p>	<p>Classroom Teachers</p>
	<p>Grandparents Day: Grandparents are invited into the classrooms to learn a reading or math strategy.</p>	<p>September 9, 2016</p>	<p>Classroom Teachers</p>
	<p>Build-A- Book: Students will utilize storytelling strategies to create a book with their parent or guardian. (Budget: Stipends- \$191.52; Materials- \$455.00)</p>	<p>November 18, 2016</p>	<p>Classroom Teachers</p>
	<p>Books Before Bedtime for Grades PreK-2: Classroom teachers will model read aloud strategies with students. Parents will then read with their children using those strategies. (Budget: Stipends- \$143.64; Materials- \$200.00)</p>	<p>December 7, 2016</p>	<p>Classroom Teachers</p>
	<p>Math Lesson: Parents will be invited to school to participate in a regular math lesson with their students.</p>	<p>Ongoing</p>	<p>Classroom Teachers</p>
	<p>STEM Activities: Primary parents will be invited to complete a STEM activity with their child during the school day. Intermediate parents will be invited to return to school in the evening with their children to</p>	<p>Primary - Ongoing Intermediate - February 8,</p>	<p>Classroom Teachers</p>

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<p>IV. Review the Effectiveness</p> <ul style="list-style-type: none"> ➤ The effectiveness of the school's parental involvement activities will be reviewed. 	<p>Parents will complete surveys after parent activities to provide feedback and input on the current activity 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>Feb/March 2017</p>	<p>Brittany Richards, SIT Chair Alexa Fazenbaker, Principal Alexa Fazenbaker, Principal</p>
<p>V. Mid Atlantic Equity Consortium, (MAEC)</p> <ul style="list-style-type: none"> ➤ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org 	<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>	<p>October 2016</p>	<p>Alexa Fazenbaker, Principal Deb Hendrickson, Media Specialist</p>
<p>IV. Joyce Epstein's Third Type of Parent Involvement</p> <ul style="list-style-type: none"> ➤ Volunteering 	<p>Parent Volunteer Training</p> <p>Volunteers will assist teachers with classroom holiday activities. Volunteers will assist in media center yearly. Volunteers will assist with the Book Fair. Parents will chaperone field trips. Career Day Surrogate grandparents Grade 5 parents will chaperone students at Outdoor School.</p>	<p>Provided as Needed</p> <p>Ongoing</p>	<p>Alexa Fazenbaker, Principal Delsie Fazenbaker, PIC Classroom Teachers</p>

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Section XV. MTSS PRACTICE PROFILE AND 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?

- Priority 1: Behavior Screening and Progress Monitoring
- Priority 2: Tier II Behavior Interventions

2. How will the priority/ priorities be addressed?

- **Priority 1: We will use a reliable and valid universal screening tool to identify students with at-risk social behavior. We will take the following steps:**
 - Explore and pilot a universal behavior screening tool. (Oct/Nov 2016)
 - Professional Development during team meetings for staff to gain awareness, understanding, and purpose. (Dec 2016)
 - Train and discuss proper use of the universal behavior screener. (Dec 2016)
 - Identify which classroom and teacher(s) will pilot the tool (primary and intermediate). (Dec 2016)
 - Administer behavior screener. (Jan-March 2017)
 - Analyze data results. (Jan-March 2017)
 - Discuss and explore for continued screening and/or scaling up. (Jan-March 2017)
 - Examine and analyze the data to determine the alignment of current interventions. (April-May 2017)
 - Place dates on the calendar for the 2017-18 school year. (April-May 2017)
- **Priority 2: We will implement researched base Tier II interventions. We will take the following steps:**
 - Evaluate current Tier II interventions. (Feb-May 2017)
 - Explore research based interventions. (Feb-May 2017)
 - Evaluate current Tier II interventions and make improvements based upon fidelity protocols of the program. (Nov 2016-on)
 - Make changes as needed to current Tier II interventions based upon fidelity results. (March-May 2017)
 - Explore other identified research based Tier II interventions based upon data results. (March-May 2017)
 - Continue to explore research based interventions and plan for school wide implementation. (May 2017)
 - Evaluate the PBIS Tier I and II interventions using fidelity protocols and school data to determine effectiveness (ODRs and SWIS data). (May 2017)

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Section XVI. MANAGEMENT PLAN

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

- The plan will be shared at a faculty meeting. 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 2016.

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

- Student progress data will be collected through the continuing implementation of Engrade assessments by classroom teachers. This benchmark data will be reviewed during grade level team meetings.

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

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

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

- Classroom teachers will be responsible for implementing the plan with fidelity and following the guidelines set forth within the plan. Teachers will monitor their own adherence to the plan using the key points document given in November 2016.

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

- The plan will be shared with parents and community members during Title I parent meetings. The plan will also be available for review and comments in the school office, and on the school website, when finalized.

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

- Revisions to the plan will be shared during faculty meetings, Title I parent meetings, and newsletters, and on the school website.

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,

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reading and math specialists to monthly SIT meetings. The SIT team will send a copy of all minutes from the SIT and Action Team 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.**

August 17, 2016	October 12/26, 2016	December 14, 2016	February 1, 2017	April 12, 2017
September 7/21, 2016	November 9/23, 2016	January 11, 2017	March 22, 2017	May 3, 2017

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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.

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**COMPONENT ONE
COMPREHENSIVE NEEDS ASSESSMENT**

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

ELA Needs Assessment	page <u>17</u>
Math Needs Assessment	page <u>22</u>
Science Needs Assessment	page <u>24</u>
Attendance Needs Assessment	page <u>28</u>
MTSS Practice Profile	page <u>46</u>

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**COMPONENT TWO
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, Foundations, 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 page 17. Please complete the chart with additional best practices and strategies that support ELA achievement

Research Based/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, Gradual Release of Responsibility Instructional Framework
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, Gradual Release of Responsibility Instructional Framework

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Inclusion	Classroom teachers, special education staff
Independent reading practice	Macmillan/McGraw-Hill <i>Treasures</i> Reading resources, SMART Epson LightRaise units, SMARTBoard 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
Assess and monitor student progress on identified early literacy skills to adjust instruction	DIBELS Next (K-3), STAR Reading Assessment
Address specific student needs through intervention programs	ERI, Foundations, Wilson Reading System

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 page 22. Please complete the chart with additional best practices and strategies that support math achievement.

Research Based/Best Practice Strategies	Materials/Resources for Implementation
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Universal Design for Learning (UDL)	2012 enVisionMATH instructional materials used as a resource when needed, technological aids, intervention materials, Math Solutions, Think Through Math (3-5)
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 Epson LightRaise units, SMART Board, SMART Tables, and Tablets, Think Through Math (3-5)
Strategies to increase math fact fluency	“Math Talks ” grades Pre-K-5
Individual practice, remediation, and enrichment at students’ level	<i>enVision MATH</i> Series Centers as a resource when needed, practice work and intervention materials and Center Stage Math Centers, Think Through Math (3-5)
Math Vocabulary Development	Math Solutions-Math Talks, focus walls, centers

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**COMPONENT THREE
HIGH QUALITY PROFESSIONAL DEVELOPMENT**

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 **page 17**
Math **page 22**
Science **page 24**

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 instruction	Trait Crate Plus Follow up: Review strategies at team meetings	October 2016	Teachers attend PD session and utilize writing strategies from Crate	ELA Specialist, Title I Specialist K-5 Teachers	Title I	Subs @ \$93/day
Title I District wide Initiative	Strategy: Boxcars and One Eyed Jacks	Math games to reinforce curriculum Follow up: Share ideas with teachers at team meetings	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

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<p style="text-align: center;">Title I School Initiative</p>	<p>Strategy: Better Learning Through Structured Learning</p>	<p>Knowledge on Gradual Release of Responsibility Follow up: Mrs. Fazenbaker will share all information received from the county. Further PD in January.</p>	<p>Ongoing</p>	<p>Successful utilization of the Fisher/Frey model</p>	<p>Classroom Teachers</p>	<p>Title I</p>	<p>Books @ \$24.07 each x 14 = \$336.98</p>
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**COMPONENT FOUR
ATTRACT CERTIFIED TEACHERS**

- **ACPS**

The recruitment and hiring of teachers is the role of the Human Resources Department of the Allegheny 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 Allegheny 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 Allegheny 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?

- 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.

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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: 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	1	6%
2 -5 Years	5	23%
6 - 10 Years	4	19%
More than 10 Years Teaching	11	52%

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**COMPONENT FIVE
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 Westernport Elementary School for 2 days per month. 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 page 34 for a description of the implementation of these standards.**

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**COMPONENT SIX
TRANSITIONING PRESCHOOL CHILDREN**

PROGRAM	DATE/TIMELINE
Meetings with Head Start and PreK Teachers	May 2017
Transition reports provided by Head Start for entering Kindergarten students	May 2017
Pre-K and Kindergarten Parent interviews	August 2016
KRA Screening	August 2016
IEP meetings	Ongoing 2016-2017

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Pre-K and Kindergarten Orientation Meetings	May 2017
Buster the Bus Program	To be determined
Joint registration with Head Start and Pre-K	March 2017
Transportation between Head Start and Pre-K	Daily 2016-2017
Open House	August 18, 2016
Articulation meetings between Pre-K and K	May 2017
Articulation meetings between K and Grade 1	May 2017
Articulation meetings between Grades 1-5	May 2017
Articulation meetings with middle school staff	May 2017
Data analysis meetings	Sept. 2016, Jan.2017, May 2017
Grade 5 middle school visitation	May 2017
Annual Title I Meeting	October 11, 2016

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**COMPONENT SEVEN
TEACHERS 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.

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§ 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) 48 of the SIP.

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**COMPONENT EIGHT
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	The school nurse provides health support to students and their families.
Social, personal, or academic support	School counselor and Health Dept. counselor
Tutoring program	PARCC Tutoring is provided for identified students during after school sessions as well as a summer program.
Extended learning time targeting students with low academic achievement	Title I funded Afterschool Program
Differentiated instruction	Teachers provide differentiated instruction.
Small group instruction	Instructional assistants, special education teacher, and classroom teacher
Inclusion in general education classes	Instructional assistants and special education teacher
Extended learning time for identified special education students	Summer school program
Assistance to families based on identified needs	Pupil Service Team
Dental screening	Allegheny County Health Department

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Vision screening	Lions Club screens PreK students
Social and emotional support	Mental health counselors
Behavior and academic support	Learning Assistance Program (LAP), ICT
Behavior support	PBIS Program
Nutrition support	Weekend Backpack Program Holiday food baskets Summer Lunch Box Program
Clothing	Safe and Snug Program by Allegany County Social Services
School supplies	Schools, through local funding, provide basic school supplies to students. The 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
Reading intervention programs	ERI, Foundations, Wilson
Identification of student areas of need	KRA, EIIP
Opportunity to address student educational needs	ICT and data analysis meetings
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. Math Solutions

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Assistance to families of young children	Judy Center and the Infants and Toddlers Programs
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 may 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.

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

**COMPONENT NINE
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 17.

FY 17 Coordination of Funding Sources - WT

Activity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center	Other Funding Source
Professional Development	\$1,267					
Extended Day/School Year	\$2,779.20					
Materials of Instruction	\$3,546.67			\$17,027		
Salaries	\$150,454.40					
Parent Involvement	\$2,468.34					

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Equipment	\$7,430			\$3,000		
Contracted Expenses						
Consumable				\$4,667		
Office				\$2,461		

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Title I Budget 2016 – 2017

Instructional Program: \$13,755.87 (including PIC)

Materials: \$2,848.13

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math/Science	Materials to Support Instruction in ELA/Math/Science	\$2,049.13	\$2,049.13	FARMS/SP. ED.
ELA/Math/Science	Materials for Manipulatives and Learning Centers	\$500.00	\$500.00	FARMS/SP. ED.
ELA/Math/Science	Summer School Materials	30 X \$10.00	\$300.00	FARMS/SP. ED.

Equipment: \$7,430.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Lenova Yoga Multi Touch (Windows 8/10)	10 X \$743.00	\$7,430.00	FARMS/SP. ED.

Summer School Stipends: \$2,479.20

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math/Science	Teacher Stipends	8 X 3 X 4 X \$23.94	\$2,298.24	FARMS/SP. ED.
ELA/Math/Science	Teacher Planning Stipends	8 X \$22.62	\$180.96	FARMS/SP. ED.

PIC Materials: \$181

SIP Section	Budget Item Description	Calculate Cost by	Total	SIP Alignment to Identified
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		Category		Subgroup/ Need
ELA/Math/Science	Materials to Support Teacher Workshops for Instructional Materials	\$181.00	\$181.00	FARMS/SP. ED.

Subscriptions: \$656.80

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Scholastic Story Works (Gr. 4&5)	92 subscriptions from Scholastic @ \$656.80	\$656.80	FARMS/SP. ED.

Web-based: \$160.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Brain Pop - Kindergarten	\$160.00	\$160.00	FARMS/SP. ED.

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Title I Budget 2016 – 2017
Professional Development: \$1,267
Stipends / Substitutes: \$930.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math/Science	Articulation	10 X \$93.00	\$930.00	FARMS/SP. ED.

Hourly Stipends: Teaching- \$23.94
Teaching- \$22.62
\$93.00

Non-

Substitutes: Highly Qualified-

Materials: \$337.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Better Learning Through Structured Teaching, Fisher/Frey	14 X \$24.07	\$336.98	FARMS

Title I Budget 2016 – 2017
Parent Involvement: \$2,468.34
Stipends: \$1,351.56

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Meet the Teacher	14 teachers X 2 X \$22.62	\$633.36	Building Parent Capacity
Title I Parent	Build a Book	4 teachers X 2 X \$23.94	\$191.52	Building Parent Capacity

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Involvement				
Title I Parent Involvement	Books Before Bedtime	3 teachers X 2 X \$23.94	\$143.64	Building Parent Capacity
Title I Parent Involvement	STEM Night/Interest Fair	8 teachers X 2 X \$23.94	\$383.04	Building Parent Capacity

Hourly Stipends: Teaching- \$23.94

Non-Teaching- \$22.62

Materials: \$877.78

*Food Allowance – 10% = \$246.83

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Build a Book Kits	65 X \$7.00	\$455.00	Building Parent Capacity
Title I Parent Involvement	Books Before Bedtime	\$200.00	\$200.00	Building Parent Capacity
Title I Parent Involvement	Interest Fair/STEM Night	\$145.00	\$145.00	Building Parent Capacity
Title I	Food for Evening	\$77.78	\$77.78	Building Parent Capacity

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Parent Involvement	Programs			
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Subscriptions: \$239

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Resources for Education (Home & School Connection)		\$239.00	Building Parent Capacity