

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

SCHOOL: West Side

PRINCIPAL: Dr. Molly Stewart

SCHOOL PROGRESS INDEX: .9602

(Please Check)	STRAND	2014 Criteria
	1	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Minimal subgroups missing AMOs
	2	<ul style="list-style-type: none"> ➤ Meets academic standards ➤ Some subgroups missing AMOs
X	3	<ul style="list-style-type: none"> ➤ Minimally meets or does not meet academic standards ➤ Multiple groups missing AMOs
	4	<ul style="list-style-type: none"> ➤ Usually does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed
	5	<ul style="list-style-type: none"> ➤ Does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed

Are you a Title I school? ☒ Yes ☐ No

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

Are you a High Poverty School? ☒ Yes ☐ No

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

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

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2015-2016 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		27	27
Itinerant staff	8		8
Paraprofessionals	2	9	11
Support Staff	1	3	4
Other	2	8	10
Total Staff	13	49	62

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2014 Official Data	2012 – 2013 Official Data
Percentage of faculty who are:	100%	100%	100%	100%
• Highly qualified to teach in assigned area(s)				
• Not highly qualified to teach in assigned area(s)	0	0	0	0
For those not highly qualified, list name, grade level course				
Number of years principal has been in the building	6	5	4	3
Teacher Average Daily Attendance		94.4	95.5	92.2

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B. Student Demographics

Table 3

SUBGROUP DATA

Data from prior year's SIP

	2015 – 2016	2014 – 2015	2013-2014
	TOTAL	TOTAL	TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	NA	NA	NA
African American	13	15	23
White	339	320	306
Asian	≤10	≤10	≤10
Two or More Races	45	56	48
Special Education	52	58	52
LEP	≤10	≤10	≤10
Males	197	197	192
Females	202	200	190
Total Enrollment (Males + Females)	399	397	382

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014:** 69.7%

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C. Special Education Data 2015-2016 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	1
02 Hard of Hearing	0
03 Deaf	0
04 Speech/Language Impaired	28
05 Visual Impairment	0
06 Emotional Disturbance	0
07 Orthopedic Impairment	0
08 Other Health Impaired	6
09 Specific Learning Disability	8
10 Multiple Disabilities	1
12 Deaf-Blindness	0
13 Traumatic Brain Injury	0
14 Autism	3
15 Developmental Delay	8

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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.

West Side completed its fourteenth year as a PBIS school, having earned the Gold Award for the eighth straight year. PBIS sets a goal of 80% of students having 0 – 1 office discipline referrals (ODR). For the 2014-15 school year, West Side had 129 office discipline referrals. This is a very slight decrease from the previous year's 131 referrals. However, this is a significant decrease from the 2012-13 school year. Of the 129 referrals in 2014-15, 4 students had 6+ referrals, 21 students had 2-5 referrals, and 357 had 0-1 referral. These figures are very similar to the prior years where 358 students had 0-1 ODR's, 21 students had 2 – 5 ODR, and 6 students had 6+ referrals. This data shows the beginning of a trend where over 90% of students have 0-1 ODR at West Side which exceeds our goals of 80%.

This year, West Side will implement the SRSS behavior screening for all students. The Student Risk Screening Scale (SRSS) is a universal screening tool used three times a year to determine the number of students who are at risk for challenging behaviors and for the direct purpose for better understanding of how to support students to be academically successful in school. This screening tool consists of 14 items (sever internalizing and 7 externalizing behaviors) that teachers use to rate their classroom of students based on the teacher's current knowledge with clear evidence of each individual student's behavior. The SRSS will be given in November of 2015 and February and May of 2016. Results will be tiered into 3 categories: school-wide, classroom, or individual. Using the tiered designations, the responses to the data may include manipulating our school-wide behavior supports, focusing on a classroom behavior system, or developing a specific plan for identified students.

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West Side will continue to implement Check In/Check Out, a behavior program designed to help students with a history of behavior problems become successful in conducting themselves appropriately. A total of 8 students were enrolled in this program during the 2013-14 school year. This year, 6 students are participating, and teachers will make referrals as needed.

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

West Side School will continue to recognize “PEACE DAYS.” PEACE DAYS are earned by having 0 office discipline referrals in the school. Each day with 0 office discipline referrals earns a letter to spell out PEACE DAYS and earns a PAW coupon for each student. When all letters for PEACE DAYS have been earned, the school celebrates together by playing a song selected by students. Students are also rewarded with extra play and student-selected activities.

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

IV. UNIVERSAL DESIGN FOR LEARNING

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

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Table 5

UDL Principle/Mode	Representation – Process
Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> • Increase use of technology and online resources • Provide first hand experiences including field trips, expert panels, guest speakers • Provide students opportunities to acquire new information through various modalities (visual, auditory, kinesthetic) • Provide opportunities for students to transfer information into meaningful knowledge in a simulated real world setting
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product
	<ul style="list-style-type: none"> • Increase opportunities for student choice in demonstrating knowledge and skills • Engage students in completing Cornerstone Tasks- performance based application of skill in real world setting
Means for Engagement: <i>tap into learners interests, challenge them appropriately, and motive them to learn.</i>	Multiple Options for Engagement
	<ul style="list-style-type: none"> • Increase the use of data to group students appropriately for tasks • Instructing ELA units that integrate multiple content areas and include cornerstone performance tasks as a culmination. • Increase the opportunity to apply new knowledge to real world settings

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V. PROGRESS TOWARD MEETING ACADEMIC TARGETS

With greater accountability on learning and achievement, it is clear that we have to explore practices to effectively improve student achievement. As part of the 2015 2016 School Improvement Five Year Comprehensive School Improvement Plan, schools are required to analyze their historical academic State and local assessment data and their implementation of goals, objectives and strategies and/or evidence-based practices to determine their effect on student achievement and classroom practices, for all subgroups and specialized populations. Please use the 2012, 2013, 2014 Maryland School Assessment (MSA), 2014 High School Assessment (HSA), formative local assessment data, and/or other standardized research based data to respond to the following questions.

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 percent of non-proficient students for each subgroup and overall by half in six years (2017).

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

Table 6: ELA (Reading) MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	135	124	91.9	150	133	88.7	147	121	82.3
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American	*	*	≥95	10	≤10	60.0	13	≤10	61.5
Native Hawaiian or Other Pacific Islander									
White	111	102	91.9	127	115	90.6	113	95	84.1

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Two or more races									
Special Education	28	23	82.1	25	22	88.0	21	17	88.0
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	99	90	90.9	106	92	86.8	109	85	78.0

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

Table 9 : Mathematics MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	157	135	86.0	150	132	88.0	147	132	89.8
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American	10	≤10	80.0	≤10	10	80.0	10	13	76.9
Native Hawaiian or Other Pacific Islander									
White	128	112	87.5	127	114	89.8	113	102	90.3
Two or more races									
Special Education	30	18	60.0	25	19	76.0	21	18	85.7
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	115	95	82.6	106	90	84.9	109	94	86.2

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Academic Data Review

1. In a review of your historical academic data (MSA, HSA, and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement. Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your school-wide thinking.

Looking at all students, West Side exceeded the AMO in reading/language arts. We saw growth in all subgroups from 2013 with the exception of the special education subgroup. Our special education subgroup dropped from 88% in 2013 to 82.1% in 2014, a decrease of 5.9%. Mathematics will continue to be an area of emphasis at West Side. Overall scores show a very slight downward trend (89.8 in 2012 to 86% in 2014). The special education subgroup has shown the most significant decline (85.7% in 2012 to 60% in 2014). As students in this subgroup adapt to the rigor of CCRS, teachers must adapt instructional approaches to deepen conceptual understanding.

Moving Forward

1. As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next several years to address and support students' needs to ensure improved students achievement.
Historical data allows us to reflect upon the strengths and weaknesses of our instructional program. We can make generalizations about the Prek-3 grade band as we examine the grade 3 trend data. Additionally, we can identify trends in performance in grades 4 and 5 by reviewing the trend data from those grade levels. Subgroup trend data allows us to pinpoint a narrower group of students and reflect/adapt our instructional strategies for those students. For example, we recognize that we've experienced a decrease in math performance. Coupling that information with what we know about the shift from procedural to conceptual understanding in math, we are developing a systematic approach to math instruction that builds on the progression of skills and ensures an instructional match for all students as they become mathematicians.
2. Describe your school's process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes.

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As a SWIFT school, when possible we utilize the SWIFT driver tool to ensure that the strategy or practice fits within our West Side framework. The driver tool also helps us identify areas that need focus as we implement new strategies or practices to ensure success and sustainability. The driver tool yields essential information to ensure the innovation, intervention, practice, etc. is implemented as intended and with fidelity. It's a way to make sure we are up to speed for implementing successfully to meet student and/or staff needs.

In the area of math for the 2015-16 school year, we will be utilizing the Eureka Math curriculum in grade Prek-5. The curriculum allows teachers to develop instructional plans in a coherent way to meet the needs of their students. The lessons focus on the CCRS and link major topics across grades. In major topics, lessons are designed to pursue conceptual understanding, math fluency, and application.

This curriculum is flexible and can be designed based on student needs. However, the framework supports our goal to deliver inquiry based instruction throughout content areas. Students will also utilize Zearn, Triptico, and Reflex math programs to target mathematical fluency and inquiry based instruction. Mid and End-of-Module Assessments will be used to track student progress. Learning Walk look-fors using the Achieve the Core Instructional Coaching Guide will be used to measure level of implementation. All data will be analyzed at grade level team meetings and at the Leadership Team Meeting.

Math Solutions training will be presented to teachers throughout the year and a math leadership team will be formed to begin implementing strategies/practices into math classrooms.

In the area of ELA, we will continue to create "scrolls" to develop integrated units of study. Each unit will culminate with a real world, performance based, cornerstone task tying together the major standards addressed throughout the unit. For each unit, students will complete an extended writing piece. Teachers in grades K-1 (not including the Chinese classrooms) will use Foundations as Tier 1 approach to phonics and phonemic awareness instruction. Students will have opportunities to read independently and in small group settings multiple times each week using grade level text. Vocabulary instruction and explicit instruction of comprehension strategies will continue to be a focus. Teachers will explicitly instruct the grade appropriate critical vocabulary words of the common core (based on the work of Marilee Sprenger).

Teachers will continue to utilize Formative Assessment in all content areas. Teachers and students will develop learning progressions and success criteria related to the CCRS. Thirteen teachers are working with Three Ring to develop portfolios depicting the year of learning for each student in their classroom. These portfolios will be used to demonstrate student growth on CCRS.

UDL strategies will be embedded throughout all content areas.

3. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

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As a SWIFT school, we have had access to additional Title II funds and funds from the Bridges grant. These funds have been monumental in our successful implementation of new strategies. The funding has provided, and will continue to provide, money for collaborative teacher planning which is a major factor in the successful implementation of any new practices. Title II money was utilized this past summer to support the development of our grade level scrolls which are really the backbone of the integrated units. Throughout the school year, scrolls are part of weekly collaborative team meetings and larger collaborative team meetings where teachers are given subbed time to work on the expansion and revision of the scrolls.

As a Title I school, our budget for the 2015-16 includes materials, professional development, and parent involvement money all aligned to support student success with CCRS in Math and Reading. The focus for this year lies heavily in the area of math, developing integrated units of study, and assessment. In the area of math, Title I funds will support the purchase of Reflex and Triptico Web-Based Programs. Additionally, Eureka math calls for specific manipulatives that will be purchased using Title I materials of instruction funds. Title I money will also support professional development in the area of math and reading, allowing for collaborative planning days which are paramount in completing the above work.

Title I funds allow for the purchase of iPods to support teachers and students in capturing learning in real time and securing it in the students Three Ring account.

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C. Science

Table 12: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	40	27	67.5	50	37	74.0	41	34	82.9
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American									
Native Hawaiian or Other Pacific Islander									
White	31	19	61.3	43	32	74.4	30	25	83.3
Two or more races									
Special Education	10	≤10	20.0						
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	29	17	58.6	31	20	64.5	30	24	80.0

1. Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups.

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

2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where

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appropriate. Include a description of corresponding resource allocations. Your method of measuring student progress should be written as an objective milestone.

Strategy/Evidence-Based Practice	Rationale	Timeline	Measurement of Progress
Teachers will develop integrated units to include ELA, science, and social studies content. The units will include opportunities for students to participate in hands-on lessons incorporating the use of classroom labs, Discovery Education, the green house, Outdoor School, guest speakers, field trips, real world learning, etc.	These units will offer a more coherent study of the science content. The units will create clarity and increase engagement in science content.	Units will vary in length throughout the year	Performance Based Cornerstone Tasks will be completed at the end of each unit. 80% of students in grades K-5 will score proficient on 80% of cornerstone tasks.
West Side will create a Maker Space for students to use to solve open ended classroom problems related to science	Students will apply the skills and processes of Science in a real world setting.	December 1, 2015- introduce Maker Space at a Family Maker Night February, 2016- Host a second Maker Space Family Night March-June, 2016- begin the establishment of a Maker Space for student use	Student Performance Task data Parent Surveys
Technology will be utilized to ensure student proficiency with tech skills necessary for online assessments.	Students need to be prepared to utilize 21 st century tech skills.	Weekly- typingtutor.com Ongoing- Engrade Assessment Tool Authentic opportunities during classroom instruction (Skype in the classroom, Ozobots, augmented reality, etc.)	Progress on Typing Tutor

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VI. EARLY LEARNING

Based on the examination of the 2014-2015 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.**

In 2014-15, KRA data revealed that 26 students were fully developed, 24 students were approaching readiness, and 15 students were emerging. Realizing that the data is based on 4 competencies: language and literacy, math, social, and physical/motor, the teachers have looked at ways to increase readiness from the whole child perspective. Prekindergarten and kindergarten teachers are developing high quality, integrated units of instruction that address the CCRS. These units scaffold instruction so that students are met at their instructional level and experience an appropriate level of challenge. Kindergarten teachers use Foundations to ensure a systematic instructional approach to phonics. Additionally, they are using Eureka math as their primary math curriculum.

- 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".**

Molly Stewart, principal at West Side, is a member of the ECAC. She is able to ensure the strong collaboration between the ECAC and West Side. Additionally, West Side partners with Head Start as part of the prekindergarten expansion grant to house a full day prek in addition to the locally funded half-day prek program. We also work with the Judy Center to offer special programs to our families and to include our students in programs offered by the Judy Center. Through the ECAC, West Side has also developed a partnership with the Allegany County Library System.

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VII. SPI (SCHOOL PROGRESS INDEX) – Use 2014 SPI Data – which is 2013 Data for Elementary and Middle Schools

The 2014 (2013) School Progress Index is .9602

This SPI places our school in Strand 3

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

Table 17

2013(4) Achievement Calculation	Math (MSA or Algebra/Data Analysis)	Reading (MSA or English 2)	Science (MSA or Biology)	Combined Indicator
% of students who scored Advanced or Proficient	86	91.9		
2013(4) Achievement AMOs	84.79	87.13	65.77	
Measure Progress Scale Values	1.0349	1.0150	1.1170	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	.3450	.3383	.32723	
Achievement Contribution Value				.3167

List any content area where the Measure Progress Scale Value is less than 1. N/A

Any content area listed should be addressed in the AMO Progress section of the plan.

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

Table 18

2013 Gap Reduction Calculation	Math	Reading	Science	Combined Indicator
2013(4) Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	White 91.92	White 90.32	White 84.0	
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	Special Education 75.0	FARMS 86.54	FARMS 63.33	
This Year's Gap (complement)	83.08	96.22	79.33	
2013 Gap Reduction AMO (complement)	86.92	93.06	86.03	
Measure Progress Scale Values	.9559	1.0340	.9221	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution				
Gap Reduction Value				.3883

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

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

Table 20

2013 Student Growth Calculation	Math	Reading	Combined Indicator
2013 Growth Rate	42.7	88.64	
2013 Growth AMO	60.32	89.22	
Measure Progress Scale Values	.7079	.9935	
Proportional Significance	50%	50%	
Measure Contribution	.3539	.4968	
Growth Contribution Value			.2552

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

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VIII. ATTENDANCE – Elementary and Middle Schools Data

Table 22: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	≥95.0	Y
Grade 1	≥95.0	Y
Grade 2	≥95.0	Y
Grade 3	94.5	Y
Grade 4	≥95.0	Y
Grade 5	≥95.0	Y

Table 23: Attendance Rate	All Students				
Subgroups – School Level Data	94%	90%*	94%	94%	94%
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0
Hispanic/Latino of any race					
American Indian or Alaska Native					
Asian					
Black or African American			≥95.0	94.4	≥95.0
Native Hawaiian or Other Pacific Islander					
White			≥95.0	≥95.0	≥95.0
Two or more races			94.8	93.6	≥95.0
Special Education	94.5	94.0	94.6	94.9	94.1
Limited English Proficient (LEP)					
Free/Reduced Meals (FARMS)	94.2	94.6	≥95.5	≥95.5	94.4

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.

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

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

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

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

IX. HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is a 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.

2. Based on the Examination of the Habitual Truancy Data, respond to the following:
 - a. How many students were identified as habitual truants? 0
 - b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students. NA

XI. SCHOOL SAFETY – SUSPENSIONS

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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 2013-2014 and 2014-2015 school year. Also look at the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and what you plan to do to reduce that number.

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

Year	In-School Suspensions	Out-of-School Suspensions
2013-14	0	13
2014-15	0	19

In 2013-14 and 2014-15 the majority of the OSS were for disruption (6/13; 11/19) in the classroom. This is consistent with the breakdown of ODRs for both years with the most common behavior being classroom disruption. This data led to a re-examination of the classroom management systems at West Side. The PBIS team determined a need to discontinue the “color” behavior system at West Side and implement a more positive system that aligns with the PBIS model in place school-wide. Additionally, we have implemented collaborative planning meetings with special educators and general educators partnering to ensure an instructional match for students with all academic work, thus reducing frustrations and minimizing disruptive behavior.

In 2013-14, 0 referrals were for harassment and in 2014-15, 2 referrals for harassment. Both referrals were for the same incident. The guidance counselor and teachers educate students on bullying and harassment and will continue to create a culture at West Side which is free from bullying and harassment.

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XII. 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.

Based on a review of ODRs for 2014-15, data revealed that the majority of ODRs occurred in the classroom (43%). This data caused the PBIS team to focus on the current classroom management system and revise.

Strategy 1: Discontinue the color behavior management system and implement a positive behavior management plan (teacher selected).

Strategy 2: Give the SRSS behavior screener to all students in November, February, and May. Data will be used to identify school-wide needs, classroom needs, or students that need individual plans.

Strategy 3: Increase the use of PAW coupons to reward positive behavior throughout classrooms and the entire school.

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XIII. PRINCIPAL'S SLOs

PRINCIPAL SLO 1

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

Math- Historical data shows a decline in our math scores. Additionally, teachers have voiced that students are not fluent with basic math facts. One of the six instructional shifts associated with the CCRS for math is fluency, stating “Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.” In order to achieve grade level fluency goals, it’s imperative that the year prior goal is achieved. For this SLO, all students in grades Prek-5 will be targeted.

Required Fluencies by grade level:

- | | |
|----------|---|
| K | K.OA.5 Add/Subtract within 5 |
| 1 | 1.OA.6 Add/Subtract within 10 |
| 2 | 2.OA.2 Add/Subtract within 20 (know single-digit sums from memory)
2.NBT.5 Add/Subtract within 100 |
| 3 | 3.OA.7 Multiply/Divide within 100
3.NBT.2 Add/Subtract within 1000 |
| 4 | 4.NBT.4 Add/Subtract within 1,000,000 |
| 5 | 5.NBT.5 Multi-digit multiplication |

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

Math MSA, initial scores on Eureka Sprints

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

Promoting automaticity in math allows students to reserve their cognitive space for higher level thinking.

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

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Eureka Sprint scores will be tracked over the course of the year. Students will show 50% growth from their initial average.
Eureka mid and end of unit module assessments- students will show 50% growth from mid to end of unit module

PRINCIPAL SLO 2

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

Writing- Since the transition to CCRS, there is a much stronger emphasis on writing instruction. Students have clear writing expectations by grade level which are more rigorous than previous writing expectations and also more rigorous than a past writing instructional expectations. In order to prepare our students to be proficient writers and to meet the CCRS, we must focus on writing instruction, specifically opinion. All students in grades prek-5 will be targeted.

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

Writing was a school-wide SLO last year. As a school, we achieved the goal of 80% of students meeting their growth level target.

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

The SLO focuses on the prek-5 writing focusing on an opinion piece.

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

A writing pretest will be given in September and a posttest will be given in May. The pieces will be scored using the PARCC rubric. Student growth target will be based on 50% growth.

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XIV. TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

West Side Elementary School continues to enhance family and community partnerships. We have seen an increase in our parent and community participation in the past 2 years. Last year, we had 174 families attend our first Family Engagement Night. We consistently have 5-7 parents attend weekly parent workshop. Volunteer workshops facilitated by our Parent Involvement Coordinator, Delsie Fazenbaker, will be held every Thursday. In addition to focusing on increasing the number of volunteers, she will also be facilitating volunteer training sessions at various times throughout the year. **In Response to the Title I Mid Year Survey from February 2015:** 22 parents indicated that communication between school and home is only somewhat effective. We will work to improve communication using on-line resources.

In Response to the Title I Parent Interest Survey from May 2015: 11 of 39 parents requested more information on how to help their students with math. Bedtime Math Night will provide this information.

In 2014-15 our greatest success in terms of parent/community involvement related to special programs. According to sign-in sheets, we had the following attendance at events:

- August 30, 2014- Back to School Night 105 attended
- September 29, 2014- Parent Conference Day 198 attended
- September 30, 2014- Grandparents Day 158 attended
- January 28, 2015- Hands-On Math Day 93 attended
- February 11, 2015- Chinese New Year 200+ attended
- May 7, 2015- Science Fair 64 attended
- May 24, 2015- Family Engagement Night- 174 families attended

In 2015-16 we are planning the following events:

- Back to School Open House, August 2015, 115 adults attended (Budget: \$952.80)
- Title I Meeting/Chicken Dinner, September 10, 2015, 71 adults
- Parent Conferences, October 1, 2015, 215 adults attended
- Family Maker Night #1 (STEM), Tuesday, December 1, 2015
- Family Maker Night #2 (STEM), February 2016 (Budget for both STEM nights \$972.82)
- Bedtime Math Night, January 2016 (Budget \$738.20)
- Year of Learning Evening, May 2016 (Budget \$428.76)

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Parent Advisory/ Title I Parent Committee 2015 – 2016

Name	Grade Level	Position
	Representation	
Steven Gibson	Grade 3	PAC Representative
Nidhi Gupta	Grade 5	PAC Alternate
Tammy Fraley	Grade 4	Parent
Shannon Bridges	Grade 2	Parent
Stephanie Blank	Grade 1	Parent
Tami Dumas	K	Parent
Araceli Cruz Rodriguez	Grade 1	Parent
Delsie Fazenbaker	Title I	Parent Involvement Coordinator
Molly Stewart	All	Parent

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

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West Side's PARENT INVOLVEMENT PLAN

Expectations

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

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

- I – Shared decision-making opportunities
- II – Annual meeting to explain the schoolwide Title I program
- III – Opportunities to build and increase understanding, communication, and support between home and school
- IV - Formal and informal evaluation of the effectiveness of parent involvement activities
- V – Opportunities to increase awareness of the available resources offered by Mid Atlantic Equity Consortium, Inc.
(MAEC)
- VI – Activities that promote a positive environment of high expectations shared by home and school

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

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Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet all AMO targets on the MSA for 2014-2015.

Action Plan

Title I Requirements	Description of Activities/ Actions/ Initiatives	Date(s)	Whom should you contact for more information?
I. Shared Decision Making ♦ The school improvement plan is developed with input from parents. ♦ The school improvement plan is available for parent review and input at any time.	Parent representatives on SIT and other decision-making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office Technical Assistance Team.	September 2015- Ongoing	Molly Stewart, Betsy Green
	A synopsis of the school improvement plan and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	Upon approval	Molly Stewart, Betsy Green
	A committee that includes at least one parent		Molly Stewart, Betsy Green

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<p>◆ The parent involvement plan is developed with input from parents.</p> <p>◆ The parent involvement plan is distributed to all parents</p>	<p>representative from each grade level will meet in April or May to review the current year's plan and make revisions. SIT will review the proposed plan. In September, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to SIT for approval.</p> <p>A summary of the parent involvement plan is distributed to all families after the Central Office Technical Assistance Team has approved the school improvement plan.</p>	<p>May 2016</p> <p>Upon Approval of SIP</p>	<p>Molly Stewart, Betsy Green</p>
<p>◆ With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.</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 SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to SIT for approval.</p>	<p>May 2015</p> <p>September 2015</p>	<p>Family Involvement Team, Molly Stewart, Andrew Ferguson, Delsie Fazenbaker</p>
<p>◆ Parents are involved in the decisions regarding the spending of the parent</p>	<p>A committee that includes a least one parent representative from each grade level will meet in April or May to review the proposed budget. The</p>	<p>May 2015</p>	<p>Family Involvement Team, Molly Stewart, Andrew Ferguson, Delsie Fazenbaker</p>

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involvement funds.	proposed budget will be reviewed by SIT. In September, parents of all students will have an opportunity to review the budget and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to SIT for approval.	September 2015	
II. Annual Meeting ♦ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental involvement.	Annual Title I Meeting/Grace Baptist Church-Sponsored Dinner Back to School Open House	September 23, 2015 August, 2015	Family Involvement Team, Molly Stewart, Andrew Ferguson, Laura Michael
III. Building Parental Capacity 1) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.	<ul style="list-style-type: none"> Pre-Kindergarten/ Kindergarten Orientation"- The classroom teachers discuss the rigor and relevance of these programs in relation to the state curriculum and county-wide achievement goals. Open House/Back to School Night "Parent Conference Days"-Classroom teachers inform parents/guardians of any changes or updates to the curriculum as needed. 	August, 2015 October 1, 2015	Molly Stewart, Laura Williams, Bonnie Rowley, Kristi Brown, Xuefei Zhou, Melanie DeMoss Molly Stewart All Staff

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	<ul style="list-style-type: none"> • Bedtime Math Night- Families will be educated on this math program which involves nightly math stories and problem solving. • 2 STEM Family Nights- Families will be Invited to Makers Space Event s during which all participants will be educated on STEM and will get to experience hands-on building and problem solving. 	<p>January, 2016</p> <p>Tuesday, December 1, 2015</p> <p>February, 2016</p>	<p>Molly Stewart, Eddie Hampton, Delsie Fazenbaker, Family Involvement Team</p> <p>Molly Stewart, Eddie Hampton, Family Involvement Team</p>
2) Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	<ul style="list-style-type: none"> • Bedtime Math Night- Families will be educated on this math program which involves nightly math stories and problem solving. Books will be provided. 	January, 2016	Molly Stewart, Eddie Hampton, Family Involvement Team
3) Educate school personnel on how to work with parents as equal partners in their child' education.	Coffee with the Principal – Principal meets with parents to share school information and to listen to concerns and suggestions. Feedback will be shared with staff at faculty meetings	Every other month	Molly Stewart & Betsy Green
4) Coordinate and integrate programs to increase parent involvement such as the Judy	<ul style="list-style-type: none"> • Pre-Kindergarten/Kindergarten Enrollment – Parent letters were sent to 	January – March 2015	Administration

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<p>Center and other community resources like the Health Dept., library, 21st Century After School Program, Head Start, etc.</p>	<p>parents reminding them of the registration dates. Posters were also posted within the school and local businesses.</p> <ul style="list-style-type: none"> Allegany County Health Department <p>School-based Counseling – Targeted students will receive school-based counseling. The counselor works closely with the families and as a liaison for the ACHD.</p>	Ongoing	Administration, Pupil Services Team
	<ul style="list-style-type: none"> Vision and Dental Screenings through the Allegany County Health Department – Students are evaluated and if a follow-up is needed, parents are notified. 	November 2015	Health Nurse, Administration
	<ul style="list-style-type: none"> Dental Sealants through the Allegany County Health Department – Forms are sent home for parent/guardian permission, students are then evaluated 	November 2015	Health Nurse, Administration

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	<p>and treated by the dentist.</p> <ul style="list-style-type: none"> Allegany County Health Department Flu Mist Clinic- Parent/Guardian permission form is sent for their child to be inoculated. 	December 2015	Health Nurse, Administration
	<ul style="list-style-type: none"> Personal Body Safety – Partnering with the Allegany County Health Department students are taught to value their body and the importance of personal space and “inappropriate touches”. A letter prior to the lesson was sent home to families and students also brought home additional materials that reinforced the lesson. 	Ongoing	Health Nurse, Administration, Andy Ferguson
	<ul style="list-style-type: none"> 21st century Programs - Parent nights supporting reading, math and science. 	Ongoing	Debbie Frankenberry
	<ul style="list-style-type: none"> Internet Safety Program – Parents/guardians are invited to learn about the importance of internet safety 	February 2016	Administration, School Resource Officer

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	<p>through our school resource officer. Also discussed, are the dangers that put their child at risk when using social media.</p> <ul style="list-style-type: none"> • Parent Involvement Television- School happenings and 5-minute parent trainings will run continuously on the TV by the parent sign area 	Ongoing	Administration
5) Ensure information is presented in a format and /or language parents can understand.	<ul style="list-style-type: none"> • West Side Parent Handbook – This book is designed, and distributed at the beginning of the year to inform parents and guardians of school rules and policies. • Newsletters – Informs parents of upcoming topics that all grade levels will be learning, also mentions important school functions and a letter from the principal. • Important Dates to Remember Monthly Calendar for Parents – This calendar is sent home monthly to 	<p>September 2015</p> <p>Ongoing</p> <p>Monthly</p>	<p>Administration</p> <p>Delsie Fazenbaker, Classroom Teachers, Administration</p> <p>Administration</p>

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	<p>inform parents of upcoming events and other news.</p> <ul style="list-style-type: none"> School Website – Allows the community to access important information about our school, staff and contact information. 	Ongoing	Administration
	<ul style="list-style-type: none"> PTO sponsored FACEBOOK page- provides up-date info for families Board of Education Television Channel – 	Ongoing	Administration
	<p>Local advertisement for our school displaying important school events and school contact information.</p>	Ongoing	Administration
	<ul style="list-style-type: none"> Coffee with the Principal – Open format that allows parents to participate and voice their praises or concerns about our school. Administrators discuss upcoming events or reflect upon past events and discuss ways to keep making positive changes to our school in all settings. 	Every 6 Weeks	Administration

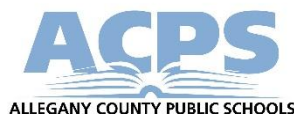
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6) Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent involvement opportunities	<ul style="list-style-type: none"> Translated Newsletters and Parent notes Transportation for Parents Temporary relocation of classroom during family/student events (ex. Grandparents Day, etc.) to accommodate for family members with physical limitations. 	Ongoing	Administration/Teachers
IV. Review the Effectiveness ♦ The effectiveness of the school's parental involvement activities will be reviewed.	Evaluations / Surveys are given at the end of every parent/guardian activity. Annual SIP evaluation Annual Title I Parent Involvement Committee	Ongoing May 2016 Spring 2016	Administration, Action Team Chairs, Teachers, PIC Administration, FIT, LEADERSHIP TEAM, PIC Administration
V. Mid Atlantic Equity Consortium, (MAEC) ♦ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org	Parents/Guardians are notified in the 1st school newsletter sent at the beginning of the year. Available in Parent Information Center in the school lobby.	September 2015 Ongoing	Administration PIC

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IV. Joyce Epstein's Third Type of Parent Involvement ♦ Volunteering	Volunteer Workshop Special activities such as, special classroom and school-wide activities SWIFT Family & Community Partnership	Every Thursday Ongoing As scheduled	Delsie Fazenbaker Classroom Teachers/Administration Action Team Chairs/Administration
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XV. PROFESSIONAL DEVELOPMENT PLAN



Professional Development Planning Form

Professional Development Title: Maker Workshop

Date (s): Sept. 16, Sept. 30, Oct. 7, and Oct. 14 (actual workshop dates); additional dates throughout the year as we work to train the staff at WS and establish a Maker Space

Location and Time: Webinars, 7:00-8:30 PM; follow up assignments and online discussions

Intended Audience: Eddie Hampton will participate in the workshop and then develop a series of presentations to share the knowledge with WS staff, students and families. The ultimate goals is targeted at all students as we intend to develop a Maker Space at WS.

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1. Indicate the student data information that identified a need for change in student achievement and/or behavior that this professional development will address. (Consider MSA, benchmark, school based assessments, Look2Learn, and other data) As a school, we are trying to increase opportunities for our students to think critically, explore, collaborate, design, and create. This is a natural opportunity to tie these critical skills to our content purposes.
2. What changes will occur in the classroom as a result of this professional development? STEM content integration, increased student engagement level, enhanced student problem solving skills, increased active learning in school, enhanced creativity and innovation, etc.
3. What knowledge and skills will the participants attain in this professional development to make these changes happen? Eddie will learn how to build a maker program for WS that fuels community engagement and lifelong learning. He will lead us in developing an action plan to establish a maker program for our school.
4. What activities will occur to provide the required knowledge and skills? Through a series of webinars that include guest speakers, Eddie will:
 - Gain exposure to innovative tech companies, makers, and librarians
 - Learn from program blueprints that you can emulate
 - Create a fully developed and tested action plan for launching a maker program at WS
5. What will you do to measure the effective implementation of the new knowledge and skills in the classroom. Implementation will be easily measured by the establishment of a maker space at WS. Integration of STEM content will be measured as students create in the maker space.
6. Attach a budget. (Below)

Name: West Side Elementary

Date: 9/15/15

Title of Staff Development Activity: Maker Space

Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
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Instructional Staff Development Salaries & Wages	Stipends for professional development	8 hours X 22.51			180.08
Fixed Charges	FICA & Workman's Compensation Benefits				
Instructional Staff Development Contracted Services	Consultants to provide professional development training	Maker Space Workshop Registration	257.24		257.24
Instructional Staff Development Contracted Services					
Instructional Staff Development Supplies and Materials	Training materials for professional development	(in addition to course materials included in registration)			
Transportation Contracted Services					
Instructional Staff Development Other – Registration	Registration				
OC Travel	Breakfast X 5 days				
OC Mileage	Lunch X 5 days				
	Supper X 6 days				
	Lodging				

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	Mileage				
Administration					
Business Support Services/ Transfers					
		TOTAL			437.32

XVI. TELL SURVEY

2015 EVALUATION

Teaching Empowering Leading & Learning Survey - (TELL Maryland)

The TELL Survey is a perceptual survey that allows educators to TELL Maryland if they have positive teaching and learning conditions that research has shown to be important to student achievement and teacher retention.

2013 to 2015 Evaluation:

ACTUAL Percent

52.4 2015% **Factor: Time 2.1C** The average percent of teachers' favorable responses will increase from 52.4% in 2013 to 80.0% in 2015.
MET? **No 46.7%, the goal was not met.**

ACTUAL Percent

28.6 2015% **Factor: Time 2.1E** The average percent for teachers' favorable responses will increase from 76.2% in 2013 to 85% in 2015.

MET? **No 28.6%, the goal was not met.**

Identify the factor and the item. What do you attribute the increase or decrease to from the 2013 to the 2015 TELL Survey?

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Time 2.1C: The non-instructional time provided for teachers in my school is sufficient and exceeds the contractual minimum. Increased professional development opportunities in the district resulted in increased time out of the classroom and additional lesson planning for substitutes. It also resulted in more frequent structured team planning times.

Time 2.1E: Teachers have sufficient instructional time to meet the needs of all students.

2015 TELL Survey

Collaborate and determine one domain (Construct, Factor) that your school will focus your school improvement efforts to improve/enhance the school environment and improve teaching conditions at your school. Under each domain are several items that may focus your efforts even more. Compare your 2015 results to the County and to the State. Set the Goal for the 2017 TELL Survey. Complete the Strategy Chart.

Table 26

Survey Factor (Domain)	Time
Item Number	Q2.1a
Item Statement	Class sizes are reasonable such that teachers have the time available to meet the needs of all students.
School %	12.5%
County %	59.0%
State %	59.2%

Strategy: To enhance the school environment and improve teaching conditions related to the Time factor (domain).			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
Q2.1a	Data meetings will be held frequently to appropriately group students for activities and to better implement the support of coaches, interventionists, special education teachers and paraprofessionals.	Administrators and staff	2015-2016 school year

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New Goal: The average percent for teachers' favorable responses will increase from 12.5% in 2015 to 80% in 2017.

Section XVII. MANAGEMENT PLAN

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

The initial plan will be shared with the faculty and staff at a beginning of the year staff development meeting. During the creation of the plan, staff members will meet with grade level LEADERSHIP TEAM members to provide input. The completed plan will be presented at a faculty meeting. Each faculty and staff member will be given an electronic copy of the plan, and a "Quick Reference Sheet" will also be provided to highlight main points. All members will maintain a LEADERSHIP TEAM section in their school handbooks. LEADERSHIP TEAM members will meet bi-weekly at the beginning of the year and then monthly after the plan is submitted and will report to team members as outlined on the "Chain of Communication" sheet. A bulletin board will also be maintained by the LEADERSHIP TEAM chair in the faculty room.

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

All SIP data will be submitted quarterly to Molly Stewart or Betsy Green. The administrators will compile the data to share at the LEADERSHIP TEAM meeting to review progress. Data and any necessary changes as a result of the data will be shared at a faculty meeting and in grade level team meetings.

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

DIBELS (K-5) tests will be given to students in September, January, and May by the intervention teachers, classroom teachers, special education teacher, and reading specialists. Progress monitoring will be done by the same staff twice monthly for students identified as needing intensive or strategic support. Data will be collected, analyzed, and distributed to teachers by the reading specialists and will be discussed as available at team meetings.

Math Data: Teachers in prek-5 will give mid and end-of-unit modules for Eureka Math. Data will be reviewed at grade level team meetings and by the Leadership Team.

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

NA

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

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

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

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

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

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

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

August 20, 2015- Share the SIP as has been developed thus far with staff

September 23, 2015- Share SIP and SIP data with parents at Back-to-School Night

October 30, 2015- Submit plan to Central Office for review

November, 2015- Upon approval, send all parents final SIP flyer and link to website where entire plan is available

November, 2015- Milestone data reviewed, adjustments to plan will be made and parents will be informed in the newsletter

February, 2016- Milestone data reviewed, adjustments to plan will be made and parents will be informed in the newsletter

April, 2016- Milestone data reviewed, adjustments to plan will be made and parents will be informed in the newsletter

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Section XVIII. SIP ROSTER

Name	Position	Signature	Date
Molly Stewart	Principal	<i>Molly Stewart</i>	10/27/15
Betsy Green	Acting Assistant Principal, Grade 4 Teacher	<i>Betsy Green</i>	10/27/15
Andy Ferguson	Guidance Counselor	<i>Andy Ferguson</i>	10/27/15
Jill Wyer	Grade 2/3	<i>Jill Wyer</i>	10/27/15
Kathy Strozzykowski	Grade 2	<i>Kathy Strozzykowski</i>	10/27/15
Sarah Kalbaugh	Grade 3	<i>Sarah Kalbaugh</i>	10/27/15
Edward Hampton	Title I Teacher	<i>Edward Hampton</i>	10/27/15
Debra Frankenberry	Special Education Teacher	<i>Debra Frankenberry</i>	10/27/15
Jamie Klink	Special Education Teacher	<i>Jamie Klink</i>	10/27/15
Martha Ganoe	Special Education Facilitator	<i>Martha Ganoe</i>	10/27/15
Kathy Eirich	Special Education Specialist	<i>Kathy Eirich</i>	10/27/15
Lorri Rumburg	Speech Pathologist	<i>Lorri Rumburg</i>	10/27/15
Laura Michael	Title I School Support Specialist	<i>Laura S. Michael</i>	10/27/15
Debbie Metheny	Special Education Supervisor	<i>Debra A. Metheny</i>	10/27/15
Charlene S. Beeman	SWIFT LEA Coordinator	<i>Charlene S. Beeman</i>	10/27/15
Linda Rohrbaugh	SWIFT National Rep	<i>Linda Rohrbaugh</i>	10/27/15
Denia Hoehrl	Parent	<i>Denia Hoehrl</i>	10/27/15
Mindy Theole	Parent	<i>Mindy Theole</i>	10/27/15

Principal:

Molly Stewart

10/27/15

(Signature)

(Date)

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Title I Schools – Ten Components

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

**Allegany County Public Schools
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**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT ONE: COMPREHENSIVE
NEEDS ASSESSMENT**

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

ELA Needs Assessment	page(s) <u>9</u>
Math Needs Assessment	page(s) <u>10</u>
Science Needs Assessment	page(s) <u>14</u>
Attendance Needs Assessment	page(s) <u>20</u>
TELL Survey	page(s) <u>41</u>
School Progress Index	page(s) <u>17</u>

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**ALLEGANY COUNTY PUBLIC SCHOOLS
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**COMPONENT TWO: SCIENTIFICALLY- BASED
SCHOOLWIDE REFORM STRATEGIES**

ELA

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

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 9-13. Please complete the chart with additional best practices and strategies that support ELA achievement.

SBR/Best Practice Strategies	Materials/Resources for Implementation
UDL Strategies	Technology, cast.org website, UDL wheel, pd resources
Use of Technology to meet MD Technology Standards and support classroom instruction	Portable computer labs, SMARTBoards, SMART tables, Discovery Education

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Reading Interventions	Scott Foresman Early Reading Intervention, Read Naturally, SRA Corrective Reading, Wilson, Orton Gillingham
Differentiated Instruction	leveled readers, flex groups, MMH Treasures reading series components/intervention programs
Use of ancillary texts to enhance components of reading program and for professional development study groups.	What Is It About Me that You Can't Teach?, Reading with Meaning, Strategies that Work, CORE Vocabulary, Handbook, CORE Sourcebook, Classroom Instruction that Works, On Common Ground: The Power of Professional Learning
Building background knowledge	Discovery Education,
Monitoring student achievement	DIBELS Next materials, timers, reading benchmarks, unit tests
SWIFT School Initiative	SWIFT School Meeting and Trainings on best practices in math focusing on Tier I, II, III ELA interventions

MATH

The math instructional program is based on Maryland's College and Career Ready standards. Eureka Math is implemented as the core instructional program. Teachers utilize this math resource to implement the math pacing guide. Math benchmarks are administered in grades K-5, four times per year. Please complete the following chart to include the page number of the SIP where the program or practice can be found.

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Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 10-13. Please complete the chart with additional best practices and strategies that support math achievement.

Best Practice Strategies	Materials/Resources for Implementation
UDL	Technology, cast.org website, UDL wheel, coteaching strategies, pd resources
Technology	Portable computer labs, SMARTBoards, SMART tables, Discovery Education, LCD projector, MDK12 toolkit, tablets
Differentiated instruction	Lessons developed to meet students need on math progressions- Eureka Math
Math fact conceptual development and proficiency activities	Eureka Math Curriculum
Use of data based flexible groups	Pre-test, exit slips, mid and end-of-module assessments- Eureka Math
SWIFT School Initiative	SWIFT School Meeting and Trainings on best practices in math focusing on Tier I, II, III math interventions
STEM Lessons	Ozobots, Maker Space, Augmented Communication

**Allegany County Public Schools
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ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT THREE: HIGHLY QUALIFIED

NO CHILD LEFT BEHIND

STAFF

PROFESSIONAL STAFF:

According to the teacher requirements of the NCLB and the State of Maryland, 22 of 22 teachers (100 per cent) are highly qualified for the grade level in which they provide core subject instruction and are the teacher of record. (Core subjects: English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, Geography)

90 % of teachers holds an advanced professional certificate.

0 # of teachers with National Board Certification.

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PARAPROFESSIONAL STAFF:

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

STAFF Funded by Title I:

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

Personnel Name	HQ Status/Position	Job Responsibilities	Rationale for the Position
Angela Bowser Eddie Hampton	Highly Qualified Teacher	Work in classrooms to support reading and math instruction and to differentiate instruction. Teach intervention groups	Provide extended instruction for identified students in the classroom as well as with targeted reading interventions based on DIBELS Next results.
Kay Clark Kelly Bothast	Highly Qualified/ Instructional Assistant	Under the direct supervision and in close proximity of the classroom teacher, the IA works with teacher identified students in grades 1 - 5 in	Provide targeted math and reading

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Delsie Fazenbaker	Parent Involvement Coordinator (PIC)	<p>reading and math.</p> <p>PIC may serve as a member on the School Improvement Team, family involvement team and the Title I Parent Committee. She encourages the participation of parents from diverse backgrounds through personal contacts.</p>	<p>support to selected students under the direct supervision of the classroom teacher.</p> <p>Provides a liaison between the home and school and promotes parent involvement.</p>
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**Allegany County Public Schools
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**ALLEGANY COUNTY PUBLIC SCHOOLS
QUALITY**

NO CHILD LEFT BEHIND

COMPONENT FOUR: HIGH

PROFESSIONAL DEVELOPMENT

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

Please see School Improvement Plan:

ELA pages 9

Math pages 10

Science pages 14

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.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Professional Development Calendar/ Funding Table

Initiative Focus	School Improvement Plan Alignment	What/How (Content/Process)	Date(s)	Evidence of Successful Completion	Presenters/ Facilitators Audience	Funding Source	Budget Calculation
<input checked="" type="checkbox"/> Title I Districtwide Initiative <input type="checkbox"/> School Initiative	Strategy: Improve effective math instruction	One staff member will attend the NCTM conference. Follow up: Participant will share information, strategies, etc at the school and district levels	Oct 21-23, 2015 Ongoing at school level	Conference attended Facilitator shared information at PD sessions	Presenters/ Facilitators: NCTM Audience: Title I teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I districtwide <input type="checkbox"/> Other	
<input checked="" type="checkbox"/> Title I Districtwide Initiative	Strategy: Improve effective math instruction	Teachers in Grades 3, 4 and 5 will attend Fractions by Math Solutions Follow up: Participants will discuss the strategies	January 5, 6, or 7, 2016	Attendance at PD session	Presenters/ Facilitators: Michelle Spiers, Math Solutions	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Other	

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<input type="checkbox"/> School Initiative		at grade level team meetings			Audience: grade 3, 4, 5 teachers		
<input checked="" type="checkbox"/> District Initiative <input checked="" type="checkbox"/> School Initiative	Strategy: Implement SWIFT/MCIE Initiatives	Through the SWIFT initiative the following will occur: Develop a focused action plan related to reading, math, and behavior Planning days to move forward with practices Team attend PLI focused on math instruction at Tiers 1-3 Follow up:	ongoing		Presenters/ Facilitators: Linda Rohrbaugh, Carol Quirk, Michael McSheehan Audience: All teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input type="checkbox"/> Title I <input checked="" type="checkbox"/> Other	
<input type="checkbox"/> District	Implement the Eureka math curriculum in grades prek-5	All teachers will implement the Eureka math curriculum	Ongoing	Peer Learning Walk Data	Presenters: Facilitator: Eddie Hampton	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I	

**Allegany County Public Schools
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Initiative					Audience: all teachers	<input type="checkbox"/> Other	
<input checked="" type="checkbox"/> School Initiative							
<input type="checkbox"/> District Initiative	Scrolling process to develop integrated units aligned with the MCCRS, NGS, and Eureka Math with culminating cornerstone tasks	All grade level teachers	Summer 2015-ongoing	Cornerstone Task Data	Facilitator: Molly Stewart Audience: All teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input type="checkbox"/> Title I <input checked="" type="checkbox"/> Other	
<input checked="" type="checkbox"/> School Initiative							

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

ALLEGANY COUNTY PUBLIC SCHOOLS

NO CHILD LEFT BEHIND

COMPONENT FIVE: ATTRACT AND RETAIN HIGH

QUALITY TEACHERS IN HIGH NEEDS SCHOOLS

- **ACPS**

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

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

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

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

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

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

- **School Level**

How are you attracting teachers to your building?

- Staff development opportunities
- Decision making opportunities
- PBIS Program
- Positive leadership
- Positive, supportive climate

**Allegany County Public Schools
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- Team philosophy
- Small class size, Materials of instruction
- Wellness program'
- Teacher appreciation/teacher luncheons

How are you attempting to retain teachers in your building?

- Staff development
- PBIS Program
- Leadership opportunities
- Positive, supportive climate
- Team support
- Small class size
- Materials of instruction
- Use of Title I staff
- Weekly positive recognition
- Wellness/Social Committee
- Site-based management

**Allegany County Public Schools
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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 this School	Number of Teachers	Percentage
First year teaching	1	5%
2 – 5 years teaching	4	18%
6 – 10 years teaching	4	18%
More than 10 years teaching	13	59%

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**ALLEGANY COUNTY PUBLIC SCHOOLS
PARENT**

COMPONENT SIX: BUILDING

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 on the *ACPS* web site. Title I schools post and distribute a copy of the Allegany County Parent Involvement Plan to the families of the students in the school. Each school, in conjunction with the Title I Parent Committee, develops its own parent involvement plan. This plan is posted and a summary is distributed to parents.

A Parent Involvement Coordinator is on-site at West Side Elementary School for 1 days per week. In this position, the Parent Involvement Coordinator serves as a liaison between the home and school and assists in planning parent activities.

Parents are encouraged to be involved in the education of their child(ren) in a variety of ways. NCLB identifies six requirements designed to build parents' capacity to be involved in school. Strategies designed to ensure the implementation of these requirements are found in the school's Parent Involvement Plan. **Please refer to the Parent Involvement section on pages 26-37 for a description of the implementation of these standards.**

**Allegany County Public Schools
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**ALLEGANY COUNTY PUBLIC SCHOOLS
FROM NO CHILD LEFT BEHIND
PROGRAMS**

**COMPONENT SEVEN: TRANSITIONS
EARLY CHILDHOOD**

Program	Date/ Timeline
Meetings with Head Start and Pre-K teachers	May 2015
Transition reports provided by Head Start for entering Kindergarten students	May 2015
Pre-K and Kindergarten Parent interviews	August 24, 2015
IEP meetings	As scheduled
Pre-K and Kindergarten Orientation Meetings- include dates	May 2015
Buster the Bus Program	October 2015
Joint registration with Head Start and Pre-K	March 2015
Transportation between Head Start and Pre-K	Ongoing
Open House	August 2015
Articulation meetings between Pre-K and K	May 2015
Articulation meetings between K and Grade One	May 2015
Articulation meetings between grades 1-5	May 2015
Data analysis meetings	ongoing

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Articulation meetings with middle school staff	May 2015
Grade 5 middle school visitation	May 2015
Annual Title I Meeting	May 2015

**ALLEGANY COUNTY PUBLIC SCHOOLS
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**COMPONENT EIGHT: TEACHER INVOLVEMENT
IN DECISION-MAKING**

Teachers are members of the School Improvement Team and other school committees. Instructional decision-making reflects student assessments and feedback from parents on Title I surveys.

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 members of the SIT are the chairpersons from each Action Team.

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). The Parent Involvement Coordinator may participate in SIT or any team dealing with parent involvement as available according to her schedule. Teacher representation is mandated on each team.

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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:

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

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

Please see the Management Plan page(s) 43-45 of the SIP.

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

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

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

Service	Explanation of Service
Health care	School nurse provides health care for students including the dispensing of medications, school related injury care, hygiene, advice to parents,

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	contacts with physicians and related services for families.
Social, personal, or academic support	School counselor, Allegany Health Department, and Mental Health Agencies provide support to identified students, in small groups, and on an individual basis.
Tutoring program	PARCC Tutoring is provided for identified students during after school sessions....
Extended learning time for academic and social support for students and parents	21 st Century Afterschool Program provides extra academic instruction and opportunities to participate in cultural activities as well as support to parents.
Differentiated instruction	Teachers provide differentiated instruction through small group instruction and technology integration.
Small group instruction	Instructional assistants, special education teacher, and classroom teacher support classroom instruction.
Inclusion in general education classes	MCIE Expanding Bridges Project and instructional assistants and special education teachers provide support as needed.
Extended learning time for targeted special education students	Summer school program is offered through extended year services by special education. The Chinese Immersion Program offers summer school sessions to current students , incoming students and their

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	siblings.
Assistance to families based on identified needs	Pupil Service Team provides support to families
Dental screening	Allegany County Health Department provides dental screening to students
Vision screening	Lion's Club provides vision screening.
Social and emotional support	Y's Guys Program, sponsored by the YMCA, provides support to identified students.
Behavior and academic support	Learning Assistance Program (LAP) provides support to individual students as needed.
Behavior support	PBIS Program, check In, Check Out, and CSEFEL programs provide support to students.
Nutrition support	Weekend Backpack Program and holiday food baskets provide support to students.
Clothing	Safe and Snug Program by Allegany County Social Services provides winter coats, hats and gloves to identified students.
School Supplies	Schools, through local funding, provide basic school supplies to students. Grace Baptist Church and Dollar General donate extra supplies.

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Opportunities to discuss progress of child	Parent conferences...
Reading intervention programs	ERI, Foundations, Read Naturally, SOAR, SRA, Wilson, LIPS...
Identification of student areas of need	KRA, EIIP, CAS evaluations are used to identify students with educational needs.
Opportunity to address student educational needs	ICT , Pupil Services Team meetings, grade level team meetings, and data analysis meetings provide opportunities to address student educational needs.
Drug Awareness	D.A.R.E. Program
Math intervention program	<i>enVISION</i> Intervention Program
Assistance to families of young children	Judy Center and the Infants and Toddlers Programs provide opportunities for families of young children to receive helpful information related to child development and the education of their children.
Resources to support homeless students	Title I funding is available to support the needs of homeless students.

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ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND

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

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

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

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 16.

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FY 16 Coordination of Funding Sources – West Side Elementary

Activity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center	Chinese Immersion Program (Local)		
Professional Development	\$4,980							
Extended Day/School Year	\$3,058.40		\$96,333.25					
Materials of Instruction	\$15,075.10			\$25,584		\$6,586		
Salaries	282,786.04					\$124,647		
Parent Involvement	\$3,436.20							

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Equipment	\$2,100			\$3,000		\$4,000		
Contracted Expenses						\$8,500		
Consumable				\$6,970				
Office				\$3,077				
Other								

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Title I Budget 2015 – 2016

Instructional Program: \$19,875.10

Materials

\$7,445

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Fundations Materials for Gr. 2		\$2,700	FARMS Special Ed
ELA	Literature Books to support integrated ELA units		\$7,445	FARMS Special Ed

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Equipment

\$2,100

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	iPods to capture artifacts for Three Ring On-Line Portfolio	7 X \$300	\$2,100	FARMS Special Ed

PIC Materials

\$535.10

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Materials		535.10	FARMS Special Ed

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Subscriptions

\$

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need

Web-based

\$7,095

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Three Ring Online Portfolio	7 X \$150	\$1050	FARMS Special Ed
ELA Math	Triptico	School License	\$500	FARMS Special Ed
Math	Reflex Math	School License	\$2995	FARMS Special Ed
Math	Front Row Math	Grades 2-5	\$2550	FARMS

**Allegany County Public Schools
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				Special Ed
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Budget 2015 – 2016

Professional Development: \$4,980

Stipends / Substitutes

\$2,790

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Math Module Planning Days (November, January, and April)	6 subs (1/2 day for 12 teachers) X \$93 X 3	\$1674.00	FARMS Special Ed
ELA Math	Scrolling- Integrated Unit Development/Cornerstone Task Development	12 teachers X \$93 X 1	\$1116.00	FARMS Special Ed

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Hourly Stipends: Teaching- \$23.82

Non-Teaching- \$22.51

Substitutes: Highly Qualified- \$93.00

Materials

\$390

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Math Solutions Materials		\$390.00	FARMS Special Ed

Subscriptions

\$

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need

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Conferences

\$1,800

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

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	RTI Conference- New Orleans Registration		\$649.00	FARMS Special Ed
ELA Math	RTI Conference- New Orleans- Airfare and Hotel		\$748.47	FARMS Special Ed
ELA Math	RTI Conference- New Orleans- Food		\$284	FARMS Special Ed
ELA Math	RTI Conference- New Orleans- Mileage, Shuttles, etc		\$100	FARMS Special Ed

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

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Budget 2015 – 2016

Parent Involvement: \$ 3,436.20

Stipends

\$2,096.16

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Back-to-School Night/Title I Meeting	20 staff members X 23.82 X 2	952.80	FARMS Special Ed
Parent Involvement	Bedtime Math Night	10 staff members X 23.82 X 1	238.20	FARMS Special Ed
Parent Involvement	STEM Night #1	10 staff members X 23.82 X 1	238.20	FARMS Special Ed
Parent Involvement	STEM Night #2	10 staff members X 23.82 X 1	238.20	FARMS Special Ed
Parent Involvement	"Year of Learning" Evening- Student Led Parent Conference	18 teachers X 23.82 X1	428.76	FARMS

**Allegany County Public Schools
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				Special Ed
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Hourly Stipends: Teaching- \$23.82

Non-Teaching- \$22.51

Materials

\$1,340.04

*Food Allowance – 10% = \$343.62

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Food		\$343.62	FARMS Special Ed
Parent Involvement	Books for Bedtime Math	\$10 per student X 50	\$500.00	FARMS Special Ed
Parent Involvement	Materials for STEM Night (Maker Materials)		\$496.42	FARMS Special Ed