

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

SCHOOL: Westernport Elementary

PRINCIPAL: Alexa Fazenbaker

SCHOOL PROGRESS INDEX: 0.8602

(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
	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
X	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		1	1
Teachers		18	18
Itinerant staff	11		11
Paraprofessionals	3	7	10
Support Staff	1	3	4
Other	10	4	14
Total Staff	25	33	58

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: <ul style="list-style-type: none"> • Highly qualified to teach in assigned area(s) • Not highly qualified to teach in assigned area(s) 	100%	100%	100%	100%
For those not highly qualified, list name, grade level course	N/A	N/A	N/A	N/A
Number of years principal has been in the building	4	3	2	1
Teacher Average Daily Attendance		94.7%	93.8%	94.4%

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B. Student Demographics

Table 3

SUBGROUP DATA

Data from prior year's SIP

	2015 – 2016 TOTAL	2014 – 2015 TOTAL	2013-2014 TOTAL
American Indian/Alaskan Native	≤10	N/A	N/A
Hawaiian/Pacific Islander	≤10	≤10	≤10
African American	≤10	≤10	≤10
White	272	266	273
Asian	0	0	0
Two or More Races	≤10	≤10	
Special Education	45	43	47
LEP	0	No data	No data
Males	150	153	155
Females	123	114	121
Total Enrollment (Males + Females)	273	267	276

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014:** **69.55%**

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C. Special Education Data 2015-2016 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	≤10
02 Hard of Hearing	n/a
03 Deaf	n/a
04 Speech/Language Impaired	19
05 Visual Impairment	n/a
06 Emotional Disturbance	<10
07 Orthopedic Impairment	n/a
08 Other Health Impaired	≤10
09 Specific Learning Disability	10
10 Multiple Disabilities	n/a
12 Deaf-Blindness	n/a
13 Traumatic Brain Injury	n/a
14 Autism	≤10
15 Developmental Delay	≤10

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III CULTURE AND CLIMATE NARRATIVE

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

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

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

In narrative form, address your school’s climate and culture.

Westernport Elementary School has a positive school climate. We are a PBIS school and have earned Gold Status for the last three years. We start our day with reminding students and staff of the school rules on the morning announcements and with rewarding students for positive behavior by displaying their pictures on the PEACE DAYS bulletin board. We also reward students for days without referrals by adding a letter to the PEACE DAYS bulletin board so that everyone can have a celebration when all the letters have been added.

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

The students and staff feel safe at Westernport. Students receive guidance lessons from the school counselor and staff receive in-service on how to maintain a safe environment. Lessons on bullying and harassment teach the students what it means to be a good citizen and to get along with others.

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Westernport Elementary School’s mission was written as a collaborative effort. It encompasses values, challenges, opportunities for the academic, social, and emotional development of each student. Our mission states, “The mission of Westernport Elementary School is to prepare and empower all students to successfully meet tomorrow’s challenges. We will partner with family and community to nurture the whole child, intellectually, physically, and emotionally, to build a better world - one child at a time.”

Our vision for Westernport Elementary is, “Building the Future - One Child at a Time.”

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.

Table 5

UDL Principle/Mode	Representation – Process
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Provide descriptions (text or spoken) for all images, graphics, video, or animations (Discovery Education) ● Use digital materials and media to provide more auditory and visual opportunities for all students. ● Provide hard copies of documents using various fonts, size, background color, and Lexile Measures to provide more opportunities for all students as they acquire information and knowledge.
Means for Expressions: providing the learner	Expression/Action- Product

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<p><i>alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<ul style="list-style-type: none"> • Solve problems using a variety of strategies • Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video • Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned
<p>Means for Engagement: <i>tap into learners interests, challenge them appropriately, and motive them to learn.</i></p>	<p align="center">Multiple Options for Engagement</p> <ul style="list-style-type: none"> • Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video • Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation.

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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.

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	100	78	78%	108	86	79.6%	113	91	80.5%
Hispanic/Latino of any race	*	*	*	*	*	*	N/A	N/A	N/A
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*

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Asian	*	*	*	*	*	*	*	*	*
Black or African American	≤10	≤10	100%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	98	76	77.6%	107	85	79.4%	107	85	79.4%
Two or more races	≤10	≤10	100%	*	*	*	n/a	n/a	n/a
Special Education	22	13	59.1%	22	13	59%	19	11	57.9%
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	67	51	76.1%	63	51	81%	73	57	78.1%

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	115	87	75.7%	108	83	76.9%	113	90	79.6%
Hispanic/Latino of any race	*	*	*	*	*	*	n/a	n/a	n/a
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*

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Asian	*	*	*	*	*	*	*	*	*
Black or African American	N/A	N/A	100%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	112	84	75%	107	82	76.6%	107	86	80.4%
Two or more races	2	2	100%	*	*	*	N/A	N/A	N/A
Special Education	27	13	48.1%	22	10	44.5%	19	10	52.6%
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	78	55	70.5%	63	45	71.4%	73	54	74%

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.
 - Based on review of historical and formative assessment data, we view math progress on benchmarks in grade 3-5 and reading intervention rates as determined by DIBELS data as priority in terms of student achievement. These assessments inform school-wide thinking by affecting students across grade levels. It is imperative that teachers in prior and subsequent grades understand and utilize data to inform their planning and implementation of curriculum.
 - The following data charts were utilized for review:

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End of the Year Intervention Placement

(# of students enrolled in an intervention group based on DIBELS data)

	K	1	2	3	4	5
2013-2014	13	16	23	11	14	7
2014-2015	12	14	13	16	13	13

Number and Percentage of Students Who Met Individual Targets in Each Math Domain

	Grade 3	Grade 4	Grade 5
OA	10/45 = 22%	9/38 = 24%	20/36 = 56%
NBT	22/45 = 49%	25/38 = 66%	15/37 = 41%
NF	12/45 = 27%	19/38 = 50%	7/36 = 19%
MD	28/45 = 62%	32/38 = 84%	23/36 = 64%
G	22/45 = 49%	34/38 = 89%	31/36 = 86%

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- The following strategies will promote gap reduction and growth in these areas:
 - Reading Intervention Strategies
 - Progress monitoring in primary grades
 - Kindergarten and 1st Grade SLOs on sight word learning and retention
 - Teacher facilitated small group reading instruction with focus on phonics skills
 - Daily reading intervention groups for at-risk students
 - Use of Special Education staff for small group reading instruction
 - Math Strategies
 - Special Education teacher facilitated remedial math groups in Grades 3-5
 - Math Solutions/Number Talk training and implementation
 - Teacher facilitated small group instruction with focus on number sense
 - Special Education teacher support

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.
- Reviewing historical academic data will inform future decision making through the ongoing efforts to improve student engagement and performance in Mathematics and English Language Arts. In order to support student achievement in these areas, we will implement the following ideas to integrate analysis of data from future assessments and instruction.
 - STAR Reading - this assessment will allow teachers to effectively and quickly assess student levels in various reading components at the beginning of the school year.
 - Math Intervention (Grades 3-5) - developing math intervention groups will allow students to receive direct instruction on needed topics throughout the year. These groups will be flexible and fluid in terms of participation and skills taught.
 - Effective Use of Staff - All staff members (including classroom teachers, special education teachers, and instructional assistants will be utilized effectively with students in order to increase student achievement.
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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- Support staff will be utilized more efficiently. The effective use of support staff was reviewed when planning for the 2013-2014 school year. Based upon MSA and benchmark data as well as teacher concerns and input, support staff schedules were revised. Additional special education staff are now providing additional support in grades 3, 4, and 5. The special education teachers are providing more classroom support by using a push in model and allowing for more time for small group instruction in grades 3, 4 and 5. Students are receiving additional reteaching and classroom support from the special education teacher. The number of small groups has also increased to complement the instruction taking place in the classroom.
- To develop a stronger vocabulary background for all students, a vocabulary plan will be implemented. A different academic vocabulary word or words will be shared with the school each week. The word will be introduced by students on the televised Monday morning announcements. Words will be displayed in each hallway and in each classroom. Students in grades 2-5 will create and maintain a glossary in the back of their writing journals. Teachers across grade levels and disciplines will encourage daily use of the words.
- As a result of ongoing professional development to emphasize the UDL Framework, teachers will be making a concerted effort in using technology to enhance the curriculum and to meet student needs. Strategies will be discussed during weekly team meetings and Mrs. Fazenbaker will monitor by conducting walk-throughs. Mrs. Fazenbaker will also highlight observed best practices during faculty meetings and/or weekly team meetings.
- As a result of ongoing professional development with Math Solutions coach Michelle Speirs, teachers will utilize Math Talks, engaging tasks, and formative assessments to increase number sense and fact fluency across all grade levels.
- A Classroom Teacher will attend the NCTM conference and will share strategies and information from sessions attended at the conference that will increase teacher knowledge regarding grade level curriculum, support effective instruction, and/or strengthen the implementation of the Eight Math Practices.
- Data (including DIBELS/Math Benchmarks) will be analyzed to ensure that instruction meets individual instructional needs for all students.
- One primary and one intermediate classroom teacher will attend SoMIRAC. Strategies learned at sessions attended throughout the conference will be shared with the entire faculty. This information will increase teacher knowledge regarding grade level curriculum and will support effective instruction.
- Grade level curriculum including leveled transdisciplinary materials will be used to address math concepts. Supplemental materials include leveled texts as well as digital/electronic resources. The use of document cameras, SMART Boards, SMART Tables, SMART LightRaise units, Tablets, and digital enhancement using a computers (Lenovo Yoga Multi-Touch/Computer Cart) and a television will

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promote engagement for all students. Additional purchases for classroom libraries will include a variety of books featuring math concepts.

- Grades 3-5 will incorporate DynaMath and Pre-K through 5 will utilize Scholastic News magazines into interdisciplinary lessons to increase exposure to high-interest, real-world topics.
3. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

Title I Budget:

- Materials to support Math (\$627.56)
- Materials to support ELA (\$1,300.00)
- Lenovo Yoga Multi-Touch (\$7,910.00)
- Computer Cart (\$1,155.00)
- Materials to support Teacher Workshops (\$294.00)
- DynaMath (\$953.44)
- Brain POP (\$160.00)
- Math Solutions Materials/Books (\$600.00)
- SOMIRAC (\$515.11)

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	45	34	75.6%	38	26	68.4%	37	27	73.0%

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Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	100%	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A
White	44	33	75%	38	26	68.4%	32	24	75.0%
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	10	≤10	50%	≤10	≤10	60.0%	*	*	*
Limited English Proficient (LEP)	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A
Free/Reduced Meals (FARMS)	29	20	69%	31	20	64.5%	27	21	77.8%

1. Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups.
 - The Special Education population of the number of students that were proficient on the Science MSA decreased by 10% from 2013-2014 school year.

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

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Science Benchmark Data: 80% of all students will score 70% or above on the science benchmark assessments for each administration.

- Teachers will increase the opportunities for students to engage in hands-on activities to create an enduring understanding of concepts taught.
- Teachers will utilize Maryland NextGen units (grades K-2).
- Teachers will utilize Discovery Education to supplement lessons. Teachers will use leveled readers to teach content for the science standards, utilize labs and experiments for scientific processes, and connect STEM careers to content that is taught.
- Teachers will continue to incorporate STEM lessons within content areas. STEM activities provide an additional opportunity for students to engage in hands-on activities while using the scientific process.
- Through the use of technology, students will develop background knowledge, science vocabulary, and science concepts. SMART Boards, SMART Light Raise Units, Tablets, Discovery Education, etc. will be utilized during science lessons when appropriate.
- Teachers will embed Universal Design for Learning strategies into daily lesson plans.
- Students in grade 5 will participate in on-line practice using Pearson Test Nav.
- Students in grade K through 5 will participate in Maryland’s Mobile Science Lab.
- Students in grade Pre-K through 5, along with their parents will participate in STEM related activities in the classroom.
- Students in grade 5 will have the opportunity to attend Outdoor School and participate in various hands-on activities.

Title I Budget:

- Materials to support science instruction (\$500.00)
- STEM Night Activities (Stipends:\$214.38; Materials: \$188.22)

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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.**

Students will be added to an intervention group to be part of the ERI program and will receive an extra half hour of small group instruction in reading and phonics skills. They will be placed in a breakfast club where they will receive extra practice on readiness skills such as letter and number identification. They will also be a part of small group instruction during the Language Arts block.

- B. Describe how the school is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten “demonstrating readiness”.**

Head Start teachers are invited to be an important part of our yearly articulation meetings. They share information with both kindergarten and Pre-kindergarten teachers concerning the students that they had at Head Start and that are coming to Westernport Elementary School.

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 *0.8602*.

This SPI places our school in Strand 5.

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

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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	76.85%	79.63%	67.57%	
2013(4) Achievement AMOs	87.50%	82.64%	75.38%	
Measure Progress Scale Values	0.8783	0.9636	0.8964	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	+0.2928	+0.3212	+0.2988	
Achievement Contribution Value				0.9128

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

- Math
- Reading

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- Science

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

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	80.37% White	80.95% FARMS		
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	45.45% Special Ed	59.09% Special Ed		
This Year's Gap (complement)	65.08%	78.14%		

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2013 Gap Reduction AMO (complement)	84.87%	89.58%		
Measure Progress Scale Values	0.7668	0.8722		
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	+0.2556	+0.2907		
Gap Reduction Value				0.5464

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

- Math
- Reading

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)

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

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

- Math
- Reading

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	94.4%	Y
Grade 1	94.7%	Y
Grade 2	≥ 95.0%	Y
Grade 3	94.8%	Y
Grade 4	92.9%	N
Grade 5	94.1%	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	94.3	94.5	94.5	94.7	94.3
Hispanic/Latino of any race			*	*	93.9
American Indian or Alaska Native			*	*	*
Asian			*	*	*
Black or African American			*	*	97.1
Native Hawaiian or Other Pacific Islander			*	*	93.3
White			94.5	94.7	94.6
Two or more races			*	*	93.0
Special Education	92.6	92.7	92.6	94.2	94.1
Limited English Proficient (LEP)	*	*	*	*	*

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Free/Reduced Meals (FARMS)	94.0	93.5	94.0	94.1	94.0
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1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.
 - Grade 4 did not meet the AMO by 1.1%

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.
 - Students receive perfect attendance awards every nine weeks. The result of the weekly attendance drawing is highlighted on the Monday announcements. Students with perfect attendance will be recognized at the last awards assembly of the year. The names and pictures of students with perfect attendance are placed on the Perfect Attendance bulletin board. This board remains up the entire school year. Students receive a t-shirt, trophy, and certificate. Daily attendance percentage rates and number of students absent are announced for the previous day to increase student awareness and to promote good attendance.

3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.
 - We will continue to use the attendance incentives that are currently in place. Attendance incentives as described above have shown to be effective over the years at Westernport Elementary School.
 - Daily attendance phone calls placed by office staff support attendance efforts.

IX. HABITUAL TRUANCY

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

1. Based on the Examination of the Habitual Truancy Data, respond to the following:
 - a. How many students were identified as habitual truants?

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Westernport Elementary School has no students that qualify as habitual truants although we have several students who are closely monitored for their attendance.

b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.

Daily phone calls are made to all students who are not in school. Notes are taken concerning each absence. After 5 unexcused absences are logged, parents are sent a letter to attend an attendance conference with the Pupil Services Team which meets every Monday morning. Home visits are done by the school principal and the pupil personnel worker whenever necessary.

Westernport Elementary does several things to encourage good attendance. Students receive perfect attendance awards every nine weeks. The result of the weekly attendance drawing is highlighted on the Monday announcements and students receive a gold dollar for being in school every day the week before with no tardies and no early dismissals. Students with perfect attendance will be recognized at the last awards assembly of the year. The names and pictures of students with perfect attendance are placed on the Perfect Attendance bulletin board. This board remains up the entire school year. Students receive a t-shirt, trophy, and certificate. Daily attendance percentage rates and number of students absent are announced for the previous day to increase student awareness and to promote good attendance.

XI. SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

- ≤ 10

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

- 0

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.

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Plans to reduce suspensions:

- Pupil Services Meetings
- Guidance Lessons with counselor
- LAP and lessons with Learning Assistance Program (LAP) personnel
- Parent Meetings
- Administrative Conferences with Students

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.

Our school uses several programs to maintain good discipline and a positive school climate. One of these is the Positive Behavior Interventions and Support (PBIS) program. Through PBIS, the students are rewarded for their positive behaviors and good choices. Teachers and support staff may award students with points for displaying good character or making good choices inside and outside of the classroom setting. Each classroom teacher uses Classroom Dojo to manage classroom behavior in a positive way. When students have earned 10 points, they may cash them in for a token to visit the Token Tower. Bus drivers are given blue tickets to hand out for good behavior and students can hand these tickets in to the teachers to receive a point. Guidance lessons focus on appropriate behaviors to ensure a healthy learning environment. Our school has received recognition from the state of Maryland for our PBIS program. We were awarded Gold Status in the Program for the 2012-2013, 2013-2014, and 2014-2015 school years.

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

In addition to the PeaceBuilders' pledge, the school principal has incorporated the Peace Days Bulletin Board to give students an incentive to make peaceful choices. The number of office referrals for the previous day is highlighted on the AM announcements. Each day without a referral earns the student body a letter on the bulletin board. A school wide celebration is held at the end of the nine days (not consecutive) when the words "PEACE DAYS" have been spelled out on the bulletin board. Four "peaceful" students have their pictures taken every Monday morning as a result of a weekly drawing. Students must exhibit peaceful behavior the previous week to be eligible to be a winner. A 5X7 photo is displayed on the board for all students to see and students are given a token to use in the Token Tower.

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

Perfect Behavior Banners are awarded the first day of every month to all classrooms that have had no students receiving referrals from the previous month. These classrooms are recognized on the morning announcements for following all school rules every day that month. "Purrfect Behavior" banners are displayed outside of these classrooms and these students receive 20 minutes of extra play. The banners make positive behavior a team effort for each class.

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

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

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Each month a “Citizen of the Month” is chosen. Classroom teachers choose a student who has displayed the character trait of the month, for example, Trustworthiness. These students walk to McDonalds to receive a free ice cream, drink and toy. A picture is taken and displayed, and each student receives a certificate recognizing their accomplishment.

Our school also utilizes the Learning Assistance program (LAP) for those students who may be struggling academically or with behavior. The trained LAP room instructional assistant and school counselor have a proactive role in decreasing the amount of student referrals. They also work with targeted students on a daily basis, modeling and teaching positive behaviors.

Every classroom implements Classroom Dojo. This program is a positive way of encouraging good behavior. Each student is assigned a character and at any given time of the day, the teacher may award the students with a point for displaying positive behavior.

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.

The content focus of this SLO will be Math. Students will be assessed based on their county math benchmarks. Topics to be included in this SLO will be Numbers and Operations in Base 10, Operations and Algebraic Thinking, and Numbers and Operations - Fractions. All students in grades 4 and 5 have been selected for this SLO. 84 students will be included - 48, Grade 4 and 36, Grade 5. This SLO will include 31% of the total school population.

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

Westernport Elementary students had been showing a decline in their overall MSA math scores. All students taking the math test in 2012 scored 79.6%. In 2013, all students taking the test scored 76.9%. In 2014, all students taking the test scored, 75.7%. More recent data shows that on the 2014-2015 county benchmarks, 3rd grade final scores for OA were 22%, 10 out of 45 students met their targeted

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goal; 3rd grade final scores for NBT were 49%, 22 out of 45 students met their targeted goal; 3rd grade final scores for NF were 27%, 12 out of 45 students met their targeted goal.

2014-2015 county benchmarks for 4th grade are as follows: OA, 24%, 9 out of 38 students met their targeted goal; NBT, 66%, 25 out of 38 students met their targeted goal; NF, 50%, 10 out of 38 students met their targeted goal. These 3rd and 4th graders will be 4th and 5th graders during the 2015-2016 school year.

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

Westernport Elementary School needs to increase the number of students who meet their individual growth target on the benchmarks Numbers and Operations in Base 10, Operations and Algebraic Thinking, and Numbers and Operations - Fractions. Our long term goal is to prepare 100% of our students to be college and career ready by graduation.

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

The evidence used to determine students growth will be determined by the student growth calculator for each of the benchmarks given that test Numbers and Operations in Base 10, Operations and Algebraic Thinking, and Numbers and Operations - Fractions in grades 4 and 5. Students will meet or exceed their individual growth target for those mathematical domains.

PRINCIPAL SLO 2

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

The content focus is writing and will target all students in grades 1, 2, and 3. This SLO will include 123 students or 45% of the total school population.

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

Based on the 2014-2015 county writing samples, weaknesses were found related to student ability to provide details in their writing pieces. Showing comprehension of reading passages in their writing was also identified as a weakness.

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

Writing has always been a school-wide focus. Increasing written language skills through the use of the 6 Plus 1 Traits of Writing program will help to prepare our students to become better writers and to be more successful in their writing.

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

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

XIV. TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

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

- Parents attend grade level programs related to reading and math each year.
- Parents attend concerts, assemblies, and programs each year. (239 grandparents attended Grandparents' Day)
- Grade level parent representatives on the Title I Parent Committee provide input regarding the 2015-2016 Parent Involvement Plan and budget, the Home School Compacts, and the ACPS Parent Involvement Plan.
- Business partners in the community which supports students and staff at Westernport Elementary School include McDonald's, Moran Manor Nursing Home, and Verso Corporation. (McDonalds and Verso provide incentives and funds to support student achievement.

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Students visit Moran Manor to perform for the residents.)

- Parent volunteers assist teachers by making classroom materials and assisting with classroom projects. 222 hours
- Parents and grandparents volunteer in the library, at the book fair, and at other events, as available. 188.5 hours
- The results of the Title I Parent Survey indicated that parents would like sessions on: Maryland College and Career Ready Standards and helping their children with math and reading.

Parent Advisory/ Title I Parent Committee 2015 – 2016

Name	Grade Level Representation	Position
Jennifer Steckman	4	PAC Representative
Eric Mowbray	PK, 5	Title I Parent Committee
Christa Smith	3	Title I Parent Committee
Nancy Shingler	K	Title I Parent Committee
Carlie Johnson	PK, 1	Title I Parent Committee
Chrissy Dayton	K, 2, 4	Title I Parent Committee
Mary Glass	2	Title I Parent Committee
Faye Baker	1	Title I Parent Committee
Mary Fazenbaker	2, 5	Title I Parent Committee
Delsie Fazenbaker	ALL	Parent Involvement Coordinator

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

WESTERNPORT ELEMENTARY SCHOOL’S PARENT INVOLVEMENT PLAN

Expectations

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

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

- I – Shared decision-making opportunities
- II – Annual meeting to explain the schoolwide Title I program
- 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)

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

Westernport Elementary accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent Involvement Plan with the district’s Parent Involvement Plan. **Goal:** By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will 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?
<p>I. Shared Decision Making</p> <ul style="list-style-type: none"> ◆ The school improvement plan is developed with input from parents. ◆ The school improvement plan is available for parent review and input at any time. ◆ The parent involvement plan is developed with input from parents. 	<p>Parent representatives on SIT and other decision-making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office Technical Assistance Team.</p> <p>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.</p> <p>A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year’s plan and make revisions. SIT will review the proposed plan. In September, parents of all students will have an opportunity to review the plan</p>	<p>October 2015</p> <p>November 2015</p> <p>May 2016</p>	<p>Alexa Fazenbaker, Principal Support Teachers</p> <p>Alexa Fazenbaker, Principal Delsie Fazenbaker, PIC Support Teachers</p> <p>Alexa Fazenbaker, Principal Delsie Fazenbaker, PIC</p>

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<p>◆ The parent involvement plan is distributed to all parents</p>	<p>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>December 2015</p>	<p>Support Teachers</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 2016</p>	<p>Brittany Richards, SIT Chair Alexa Fazenbaker, Principal Delsie Fazenbaker, PIC</p>
<p>◆ Parents are involved in the decisions regarding the spending of the parent involvement funds.</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 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.</p>	<p>May 2016</p>	<p>Brittany Richards, SIT Chair Alexa Fazenbaker, Principal Delsie Fazenbaker, PIC</p>
<p>II. Annual Meeting ◆ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the</p>	<p>Title I Program information will be presented to parents at various times throughout the school year. The initial presentation will be made by the principal at the Open House where parents are given information about the Title I Program at our school through a PowerPoint presentation and discussion.</p>	<p>September 14, 2015</p>	<p>Alexa Fazenbaker, Principal</p>

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<p>parent’s rights, and ways the school will provide for parental involvement.</p>			
<p>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.</p>	<p>In March, PreK and K registration is held. Parents are provided information regarding the school.</p> <p>PreK and K orientation meetings are held in May 2016. Students are given a packet of activities to review over the summer before starting the school year.</p> <p>Meet the teacher night. Parents will meet with teachers at the beginning of the school year and become aware of grade level expectations (Stipends -\$720.32).</p> <p>On parent/teacher conference day, teachers shared the county-wide grade level expectation booklet with parents. September DIBELS reports will be shared with parents.</p> <p>The school newsletter will provide information to parents regarding upcoming events, grade level curriculum focus, Title I information, and other news (Materials – Home School Connection Newsletter \$239.00).</p> <p>Grade levels will present math strategies to parents (after school).</p> <p>January DIBELS reports will be shared with parents during conferences on February 24th (pm) & 25th (am), 2016. The</p>	<p>March 2016</p> <p>May 2016</p> <p>August 18, 2015</p> <p>October 1, 2015</p> <p>Monthly</p> <p>Ongoing</p>	<p>Stacey Hanlin, Secretary Alexa Fazenbaker, Principal</p> <p>PreK/Kindergarten Teachers Alexa Fazenbaker, Principal Melissa Nelson, School Counselor Patti Rounds, Health Nurse Delsie Fazenbaker, PIC</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Deb Hendrickson, Media Specialist</p> <p>Classroom Teachers</p>

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	<p>reports identify the subtests that were administered and the level of achievement (Benchmark, Strategic, and Intensive). The May report will be sent home to parents.</p> <p>Families receive a Westernport Elementary School Handbook which contains information related to school procedures and guidelines.</p>	<p>February 24 & 25, 2016</p> <p>August 2015</p>	<p>Classroom Teachers</p> <p>Classroom Teachers</p>
<p>2) Provide materials and parent trainings/workshops to help parents improve their children’s academic achievement.</p>	<p>Grandparents Day: Grandparents were invited into the classrooms to learn a reading or math strategy.</p> <p>Build-A- Book: Students will utilize storytelling strategies to create a book with their parent or guardian. (Budget: Stipends- \$142.92; Materials- \$150.00)</p> <p>Books Before Bedtime for Grades PreK-2. Classroom teachers will model read aloud strategies with students. Parents will then read with their children using those strategies. (Budget: Stipends- \$190.56; Materials- \$200.00)</p> <p>Math Lesson: Parents will be invited to school to participate in a regular math lesson with their students.</p> <p>STEM Activities: Primary parents will be invited to complete a STEM activity with their child during the school day. Intermediate parents will be invited to return to</p>	<p>September 11, 2015</p> <p>November 19, 2015</p> <p>December 9, 2015</p> <p>Ongoing</p> <p>Primary -Ongoing Intermediate- February 10, 2016</p>	<p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p>

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	<p>school in the evening with their children to complete a STEM activity. (Budget: Stipends-\$214.38;Materials-\$188.22</p> <p>The school counselor will facilitate two workshops based on DVD series: Resolving Conflicts and Self-Discipline</p>	<p>November 9, 2015 February 8, 2016</p>	<p>Melissa Nelson, School Counselor</p>
<p>3) Educate school personnel on how to work with parents as equal partners in their child’s education.</p>	<p>The Title I Parent Interest Survey will be shared with teachers and SIT. Teachers will discuss how to meet the requests parents have made for assistance with their children.</p> <p>A Title I survey to evaluate overall satisfaction with the Title I school-wide program will be distributed in February. Results and concerns will be shared with faculty. Response to concerns will be shared with parents and additional parent input will be requested as needed.</p> <p>Mrs. Fazenbaker will share information about the Maryland College and Career Ready Standards, highlights from the previous nine weeks and address any school-wide parent concerns.</p>	<p>May 2016</p> <p>March 2016</p> <p>February 2016</p>	<p>Alexa Fazenbaker, Principal</p> <p>Alexa Fazenbaker, Principal</p> <p>Alexa Fazenbaker, Principal</p>
<p>4) Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., library, 21st</p>	<p>Provide Parent Involvement Information-Set up displays during parent conference days for parents to visit while at school. Programs represented will be the Maryland Child Identification Program (MD CHIP) Westernport Library, Head Start, Rescue Squad, Tri-Town’s Food Pantry, Allegany County Health Department, and local fire department.</p>	<p>February 24 & 25, 2016</p>	<p>Melissa Nelson, School Counselor</p>

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<p>Century After-School Program, Head Start, etc.</p>	<p>Head Start – Joint registration with Head Start and our school will be held so that parents receive information to assist them in arranging child care for the next school year. Some PreK students attend a half day program at our school and then go to Head Start for the remainder of the day. Communication regarding schedules is maintained throughout the year. At the end of the school year, teachers from Head Start and our school will hold articulation meetings where educational information about each child is shared in order to plan a more effective kindergarten program for the next school year.</p>	<p>March 2016</p>	<p>Alexa Fazenbaker, Principal Stacey Hanlin, Secretary Delsie Fazenbaker, PIC</p>
<p>5) Ensure information is presented in a format and /or language parents can understand.</p>	<p>Written communication to parents will be presented in a friendly easy to understand way and free of educational jargon.</p> <p>Home/School folders and assignment notebooks will be sent home daily for parents to review and comment.</p> <p>A calendar of school events will be posted in main lobby.</p> <p>The school website will offer a variety of information about Westernport Elementary, curriculum, and programs to reinforce concepts that are taught in school.</p> <p>The Student Handbook will convey information about our school in an attractive format using charts, bulleted items and illustrations.</p>	<p>Ongoing</p> <p>Daily</p> <p>Monthly</p> <p>Ongoing</p> <p>August 2015</p>	<p>Alexa Fazenbaker, Principal Stacey Hanlin, Secretary Classroom Teachers</p> <p>Delsie Fazenbaker, PIC</p> <p>Delsie Fazenbaker, PIC</p> <p>Deb Hendrickson, Media Specialist</p> <p>Alexa Fazenbaker, Principal Stacey Hanlin, Secretary</p>
<p>6) Ensure accessibility for</p>	<p>The Pupil Personnel Worker and other school staff will</p>	<p>Ongoing</p>	<p>Tracy Dunn-Court, PPW</p>

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<p>parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent involvement opportunities</p>	<p>follow-up with parents through phone calls and surveys.</p> <p>PIC will also send home special invitations to parents.</p> <p>The Circle of Friends newsletter will be distributed to special education families.</p> <p>Phone calls and home visits will be made by the PPW/Principal to the families of LEP and special education students and other parents to encourage them to participate in school activities.</p> <p>Parents will be encouraged to contact the school if there are barriers that prevent them from attending activities. The principal will make every effort to address these issues, such as to provide babysitting at the school.</p>	<p>As needed</p> <p>Monthly</p> <p>As needed</p> <p>Ongoing</p>	<p>Melissa Nelson, School Counselor Alexa Fazenbaker, Principal</p> <p>Delsie Fazenbaker, PIC</p> <p>Alexa Fazenbaker, Principal Harriet Duckworth, SEF</p> <p>Melissa Nelson, School Counselor Alexa Fazenbaker, Principal</p> <p>Alexa Fazenbaker, Principal</p>
<p>IV. Review the Effectiveness</p> <p>◆ The effectiveness of the school’s parental involvement activities will be reviewed.</p>	<p>Parents will complete surveys after parent activities to provide feedback and input on the current activity to assist with planning for future events.</p> <p>Parents will complete a Title I survey to provide feedback and input on the Title I school-wide program.</p>	<p>Ongoing</p> <p>February/March 2016</p>	<p>Brittany Richards, SIT Chair Alexa Fazenbaker, Principal</p> <p>Alexa Fazenbaker, Principal</p>
<p>V. Mid Atlantic Equity Consortium (MAEC)</p> <p>◆ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org</p>	<p>This resource is available to parents and provides information on how parents can support their children and the school. This website will be shared with parents during the Annual Title I Meeting. There will be a link on our school website and an article on the school newsletter.</p>	<p>September 2015</p>	<p>Alexa Fazenbaker, Principal Deb Hendrickson, Media Specialist</p>

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<p>IV. Joyce Epstein’s Third Type of Parent Involvement</p> <ul style="list-style-type: none"> ◆ Volunteering 	<p>Parent Volunteer Training</p> <p>Volunteers will assist teachers with classroom holiday activities. Volunteers will assist in media center weekly. Volunteers will assist with the Book Fair. Parents will chaperone field trips. Career Day Surrogate grandparents Grade 5 parents will chaperone students at Outdoor School.</p>	<p>Provided as needed</p> <p>Ongoing</p>	<p>Alexa Fazenbaker, Principal Delsie Fazenbaker, PIC Classroom Teachers</p>
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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

80.6% Factor: Professional Development The average percent of teachers' favorable responses will increase from 93.3% in 2013 to 96% in 2015.

MET? (Yes/No) **No**

ACTUAL Percent

88.9% Item: 8.1g The average percent for teachers' favorable responses will increase from 78.9% in 2013 to 85% in 2015.

MET? (Yes/No) **Yes**

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

The factor of Professional Development decreased due to teachers feeling overwhelmed with the amount of information presented with new standards, requirements, and PARCC assessments. Teachers also felt that they were out of the classroom often due to professional development.

Item 8.1g increased through our school wide focus on writing. The reading specialist met with team meetings and led discussions about writing with the 6+1 traits. This led to more professional development sessions. Teachers also attended monthly cadre meetings with a focus on ELA.

2015 TELL Survey

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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)	Professional Development
Item Number	8.1a
Item Statement	Sufficient resources are available for professional development in my school.
School %	77.8%
County %	84.8%
State %	84.1%

Strategy: To enhance the school environment and improve teaching conditions related to the Professional Dev. factor (domain).			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
8.1a	Math Solutions Training Special Education Training	Michelle Spiers Eric Follett	Ongoing January 2016-May 2016

New Goal: The average percent for teachers’ favorable responses will increase from 77.8 % in 2015 to 85 % in 2017.

Section XVII. MANAGEMENT PLAN

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

The plan will be shared at a faculty meeting. Handouts of key points of the final draft of the plan, which will simplify our focus in all appropriate areas, will be distributed in November 2015.

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

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

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

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

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

Classroom teachers will be responsible for implementing the plan with fidelity and following the guidelines set forth within the plan. Teachers will monitor their own adherence to the plan using the key points document given in November 2015.

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

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

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

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

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

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

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

Monthly School Improvement Team Meetings:

August 2015	September 2 & 23, 2015	October 8 & 21, 2015	November 5 & 18, 2015	December 2, 2015
January 6, 2016	February 4, 2016	March 3, 2016	April 6, 2016	May 4, 2016

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Section XVIII. SIP ROSTER

Name	Position	Signature	Date
Brittany Richards	Chair, Grade 2 Teacher	<i>Brittany Richards</i>	11/3/15
Lisa Harris	Kindergarten Teacher	<i>Lisa Harris</i>	11/3/15
Kara McDowell	First Grade Teacher	<i>Kara McDowell</i>	11/3/15
Sarah Llewellyn	Third Grade Teacher	<i>Sarah Llewellyn</i>	11/3/15
Jennifer Hughes	Fourth Grade Teacher	<i>Jennifer Hughes</i>	11/3/15
Erica Swisher	Fifth Grade Teacher	<i>Erica Swisher</i>	11/3/15
Julie Kyle	Title I/Reading Intervention	<i>Julie B. Kyle</i>	11/3/15
Beth Weber	Reading Intervention	<i>M. Beth Weber</i>	11-3-15
Deb Hendrickson	Resource Teacher	<i>Deborah Hendrickson</i>	11/3/15
Melissa Nelson	Guidance Counselor	<i>Melissa Nelson</i>	11-3-15
Tamela Rankin	Special Education	<i>Tamela Rankin</i>	11-3-15
Timmie Lancaster	IA Representative	<i>Timmie Lancaster</i>	11-3-15
Charlene Welsh	Parent	<i>Charlene Welsh</i>	11-3-15
Ellen Sause	Title I Specialist	<i>Ellen Sause</i>	11-3-15
Alexa Fazenbaker	Principal	<i>Alexa C. Fazenbaker</i>	11/3/15
Principal		<i>Alexa C. Fazenbaker</i>	11/3/15

(Signature)

(Date)

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Title I Schools – Ten Components

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

**ALLEGANY COUNTY PUBLIC SCHOOLS
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**COMPONENT ONE: COORDINATION OF
FEDERAL, STATE AND LOCAL PROGRAMS**

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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>12</u>
Math Needs Assessment	page(s) <u>13</u>
Science Needs Assessment	page(s) <u>20</u>
Attendance Needs Assessment	page(s) <u>29</u>
TELL Survey	page(s) <u>51</u>
School Progress Index	page(s) <u>23</u>

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**COMPONENT TWO: SCIENTIFICALLY BASED
SCHOOLWIDE REFORM STRATEGIES**

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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 12-22. Please complete the chart with additional best practices and strategies that support ELA achievement.

SBR/Best Practice Strategies	Materials/Resources for Implementation
Systematic and explicit instruction of the 5 components of reading	Macmillan/McGraw-Hill <i>Treasures</i> Reading Series instructional and supplemental materials, Critical Thinking Educator Wheel , SMART Boards, SMART Tables, SMART LightRaise units, Tablets, Document Cameras, MSDE Blackboard Units, and Jayme Golliday Reading Specialist
Universal Design for Learning (UDL)	Technology, cast.org website, UDL wheel, professional development resources, Critical Thinking Educator Wheel
Graphic Organizers	Charts and consumable organizers
Differentiated Instruction/Cooperative Learning	Macmillan/McGraw-Hill <i>Treasures</i> supplemental materials, leveled readers, teacher resources, Discovery Education and other digital resources, Critical Thinking Educator Wheel

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Inclusion	Classroom teachers, special education staff
Independent reading practice	Macmillan/McGraw-Hill <i>Treasures</i> Reading resources, SMART LightRaise units, SMART Board and SMART Table Centers, Tablets
Building background knowledge	Macmillan/McGraw Hill <i>Treasures</i> Reading resources, Discovery Education, digital resources
Vocabulary	Dictionaries, thesauruses, focus walls, resource materials at instructional levels, core series
Assess and monitor student progress on identified early literacy skills to adjust instruction	DIBELS Next (K-5)
Address specific student needs through intervention programs	ERI, Foundations, Wilson Reading System

MATH

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

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 12-22. Please

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

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

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COMPONENT THREE: HIGHLY QUALIFIED STAFF

PROFESSIONAL STAFF:

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

92 % of teachers hold an advanced professional certificate.

0 % of teachers with National Board Certification.

PARAPROFESSIONAL STAFF:

According to the NCLB requirements for all instructional assistants (Title I funded, Special Education funded, and locally funded), 10 of 10 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.

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Personnel Name	HQ Status/Position	Job Responsibilities	Rationale for the Position
Julie Kyle	Highly Qualified Teacher	Serves as a support teacher instructing students in reading and math.	Supports struggling students in reading and math and assists with reading and math interventions for identified at- risk students.
Mallory Sechler	Highly Qualified Teacher	Classroom teacher.	Class size reduction.
Robin Everline	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 K - 5 in reading and math.	Supports struggling students in reading and math.
Delsie Fazenbaker	Parent Involvement Coordinator (PIC)	The 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.	Maintains contact with parents, and Coordinates parent programs. Establishes personal contact with parents to encourage parent participation

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COMPONENT FOUR: HIGH QUALITY

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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.

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Please see School Improvement Plan:

ELA pages 12

Math pages 13

Science pages 20

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

Professional Development Calendar/ Funding Table

Initiative Focus	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	Nov 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	Strategy: Improve effective math instruction	Teachers in Grades K-5 will attend Math Solutions	Ongoing	Attendance at PD session	Presenters/ Facilitators: Michelle	<input type="checkbox"/> Local <input type="checkbox"/> Grant	\$600.00

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Initiative <input type="checkbox"/> School Initiative		Follow up: Participants will discuss the strategies at grade level team meetings			Spiers, Math Solutions Audience: K-5 teachers	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Other	
<input type="checkbox"/> District Initiative <input checked="" type="checkbox"/> School Initiative	Strategy: Improve effective reading instruction.	One staff member will attend the SOMIRAC conference. Follow up: Participant will share information, strategies, etc., at the school.	Spring 2016	Conference attended Attendees share information at PD sessions	Presenters/ Facilitators: Teachers Audience: Classroom Teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Other	\$558.00
X Title 1 District Initiative School Initiative	Strategy: Improve effective Math instruction	Teachers in Grades 3, 4, and 5 will attend Fractions by Math Solutions	January 5,6,7 2016	Attendance at PD Sessions	Presenter/ Facilitator: Michelle Spiers, Math Solution Audience: Grade 3,4,5, teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Other	
X District Initiative	Strategy: Improve effective math and reading	K-5 teachers will participate in monthly Cadres with colleagues	Monthly	Benchmarks	Elementary Supervisors, reading and	X Local <input type="checkbox"/> Grant Title I	

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School Initiative	instruction	and specialists to unpack the Maryland College and Career Ready Standards, plan lessons, and create assessments.			math specialists	<input type="checkbox"/> Other	
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**ALLEGANY COUNTY PUBLIC SCHOOLS
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**COMPONENT FIVE: ATTRACT AND RETAIN
QUALITY TEACHERS IN HIGH NEEDS SCHOOLS**

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- **ACPS**

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

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

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

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

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

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schedules for completion of a Master’s degree.

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

- **School Level**

How are you attracting teachers to your building?

We have an excellent professional climate. We also have small class sizes, good community involvement, and weekly team planning to exchange ideas and provide professional support. Westernport is a PBIS school, with a positive and supportive climate. We are a Title I school which provides additional staff and materials of instruction/funding to the building.

How are you attempting to retain teachers in your building?

All teachers are members of groups and/or committees within the building. Therefore, all teachers are part of the decision making process within the school. Our Climate Action Team works to make Westernport Elementary School a safe and compassionate place for both students and staff. The team plans activities to build rapport and understanding among all staff members. Westernport Elementary is a positive and supportive school. Leadership opportunities are available for those who want to take on those responsibilities.

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	0	0

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2 – 5 years teaching	5	28%
6 – 10 years teaching	4	22%
More than 10 years teaching	9	50%

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

**COMPONENT SIX: BUILDING PARENT
CAPACITY**

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 Allegheny County Public Schools’ Parent Involvement Policy is published on the *ACPS* website. Title I schools post and distribute a copy of the Allegheny 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 Westernport School for two days per month. The Parent Involvement Coordinator serves as a liaison between the home and school and assists in planning parent activities.

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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 38-49 for a description of the implementation of these standards.**

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**COMPONENT SEVEN: TRANSITIONS
EARLY CHILDHOOD**

Program	Date/ Timeline
Meetings with Head Start and Pre-K teachers	May 2016
Transition reports provided by Head Start for entering Kindergarten students	May 2016
Pre-K and Kindergarten Parent interviews	August 24-25, 2015
IEP meetings	Ongoing
Pre-K and Kindergarten Orientation Meetings- include dates	May 2016
Buster the Bus Program	September 9, 2015
Joint registration with Head Start and Pre-K	March 2016

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Transportation between Head Start and Pre-K	Daily
Open House	August 18 & September 14, 2015
Articulation meetings between Pre-K and K	May 2016
Articulation meetings between K and Grade One	May 2016
Articulation meetings between grades 1-5	May 2016
Data analysis meetings	Sept. 2015, Jan. 2016, May 2016
Articulation meetings with middle school staff	June 2016
Grade 5 middle school visitation	May 2016
Annual Title I Meeting	September 14, 2015

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

**COMPONENT EIGHT: TEACHER INVOLVEMENT
IN DECISION-MAKING**

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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.

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

At Westernport, the School Improvement Team and the Student Achievement Team are the same team.

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

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world application of knowledge and problem solving skills.

- Frequent Monitoring of Student Progress and Instructional Approaches and Programs ensure effective implementation/accountability and/or the modifications necessary for increasing learner outcomes and indicators of success.

The Partnership Action Team (PAT) focuses on the correlate of:

- More authentic family/school/community partnerships through the building of trust and shared involvement between and among all stakeholders in the educational process.

The School Climate Action Team (CAT) focuses on the correlates of:

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

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

Please see the Management Plan page(s) 52 of the SIP.

ALLEGANY COUNTY PUBLIC SCHOOLS NO CHILD LEFT BEHIND	COMPONENT NINE: EFFECTIVE, TIMELY ADDITIONAL ASSISTANCE
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The school provides many additional services for students who are experiencing difficulties. These safety nets include:

Service	Explanation of Service
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Health care	The school nurse provides health support to students and their families.
Social, personal, or academic support	School counselor and Health Dept. counselor
Tutoring program	PARCC Tutoring is provided for identified students during after school sessions
Extended learning time for academic and social support for students and parents	Title 1 funded Afterschool Program
Extended learning time targeting grades 2 through 5	After school tutoring
Differentiated instruction	Teachers provide differentiated instruction.
Small group instruction	Instructional assistants, special education teacher, and classroom teacher
Inclusion in general education classes	Instructional assistants and special education teacher
Extended learning time for targeted special education students	Summer school program.
Assistance to families based on identified needs	Pupil Service Team
Dental screening	Allegany County Health Department
Vision screening	Lions Club
Social and emotional support	Mental health counselors
Behavior and academic support	Learning Assistance Program (LAP), ICT
Behavior support	PBIS Program

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Nutrition support	Weekend Backpack Program Holiday food baskets Summer Lunchbox Program
Clothing	Safe and Snug Program by Allegheny County Social Services
School Supplies	Schools, through local funding
Opportunities to discuss progress of child	Parent conferences
Reading intervention programs	ERI, Foundations, Wilson,
Identification of student areas of need	KRA, EIIP
Opportunity to address student educational needs	ICT and data analysis meetings
Drug Awareness	D.A.R.E. Program
Math intervention program	Math Solutions
Assistance to families of young children	Judy Center and the Infants and Toddlers Programs...
Resources to support homeless students	Title I funding

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

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

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

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

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FY 16 Coordination of Funding Sources – Westernport Elementary

Activity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center			
Professional Development	\$3,888							
Extended Day/School Year	\$3,058.40							
Materials of Instruction	\$3,984.73			\$16,173				
Salaries	\$204,195.39							
Parent Involvement	\$2,303.25							
Equipment	\$9,065			\$3,000				
Contracted Expenses								
Consumable				\$4,471				
Office				\$2,408				

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Other								
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Title I Budget 2015 – 2016

Instructional Program: \$13,049.73

Materials

\$2,427.56

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Materials to Support Math	627.56	\$627.56	FARM/Sp. Ed.
ELA	Materials to Support ELA	1,300.00	\$1,300.00	FARM/Sp. Ed.
Science	Materials to Support Science	500.00	\$500.00	FARM/Sp. Ed.

Equipment

\$9,065.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Lenova Yoga Multi-Touch (Windows 8)	10 X \$791	\$7,910.00	FARM/Sp. Ed.
ELA/Math	Computer Cart	\$1155.00	\$1,155.00	FARM/Sp. Ed.

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PIC Materials

\$443.73

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Materials to Support Teacher Workshops for Instructional Materials	293.73	\$293.73	FARM/Sp. Ed.
ELA/Math	Laminating Film	150.00	\$150.00	FARM/Sp. Ed.

Subscriptions

\$953.44

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	DynaMath	953.00	\$953.44	FARM/Sp. Ed

Web-based

\$160.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA	Brain POP - Kindergarten	160.00	\$160.00	FARM/Sp. Ed

Budget 2015 – 2016

Professional Development: \$3,888.00

Stipends / Substitutes

\$1,488.00

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SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math/Science	Articulation	10 X 93.00	\$930.00	FARMS/Sp. Ed.
ELA	SOMIRAC	6 X 93.00	\$558.00	FARMS/Sp. Ed.

Hourly Stipends: Teaching- \$23.82
Substitutes: Highly Qualified- \$93.00

Non-Teaching- \$22.51

Materials

\$600.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Math Solutions Materials/Books	600.00	\$600.00	FARMS/Sp. Ed.

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	Solution Tree Registration (Balance)	134.89	\$134.89	FARMS/Sp. Ed.
ELA/Math	Travel World (New Orleans-RTI) Food/Mileage/Parking/Hotel	748.47 401.53	\$748.47 \$401.53	FARMS/Sp. Ed.
ELA	SOMIRAC Food/ Hotel	515.11	\$515.11	FARMS/Sp. Ed.

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

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

Budget 2015 – 2016

Parent Involvement: \$2,303.25

Stipends \$ 1,268.18

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Back to School Splash (2015) (Teacher Stipends)	16 teachers X 2 hr X \$22.51	\$720.32	Building Parent Capacity
Title I Parent Involvement	Books Before Bedtime Stipends (Grades PreK-2)	4 teachers X 2 hr X \$23.82	\$190.56	Building Parent Capacity
Title I Parent Involvement	Build A Book Stipends	3teachers X 2 hr X \$23.82	\$142.92	Building Parent Capacity
Title I Parent Involvement	STEM Activity Night Grades 3-5	6 teachers X 1.5 hr X \$23.82	\$214.38	Building Parent Capacity

Hourly Stipends: Teaching- \$23.82 Non-Teaching- \$22.51

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

Materials

\$796.07

***Food Allowance – 10% = \$230.32**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Back to School Night Food	\$207.85	\$207.85	Building Parent Capacity
Title I Parent Involvement	Build a Book Kits	\$6.00 X 25 kits	\$150.00	Building Parent Capacity
Title I Parent Involvement	STEM Activity Day (PreK-2) STEM Activity Night (3-5)	\$188.22	\$188.22	Building Parent Capacity
Title I Parent Involvement	Books Before Bedtime Books	\$200.00	\$200.00	Building Parent Capacity
Title I Parent Involvement	Muffins for Moms/ Donuts for Dads	\$50.00	\$50.00	Building Parent Capacity

Subscriptions

\$239.00

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

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