

**Allegany County Public Schools
2019-2020 School Improvement Plan**

School: WEST SIDE ELEMENTARY

Principal: SHANNON GREEN

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I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

Mission Statement

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

Vision

West Side Elementary School will be a place of excellence where all students will be engaged in high quality, real world learning. In partnership with parents and caregivers, children will achieve their full potential and become responsible citizens who are lifelong learners.

Core Values

High Expectations, Respect, Teamwork, and Kindness

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B. Culture, Climate, and Inclusive Community

West Side Elementary follows the SWIFT school and an MCIE School model. In following this model, we've spent over 6 years working to create a positive school climate, culture, and community where ALL students, staff, families and community partners can thrive. Using the SWIFT domains (MTSS, Administrative Leadership, Integrated Instructional Framework, Family and Community Engagement, and Inclusive Policy Structures and Practice) and features, we are constantly evaluating our practices, planning growth opportunities, and striving to create a collaborative community where students and their success are the main focus. Through collaboration, we are able to build upon the strengths on one another to maximize our service to students and families. We work diligently to design instruction to allow all students to access Tier I instruction and we are focusing our efforts on designing systematic, intentional Tier II instruction to serve our at-risk learners. We use Backward Mapping to ensure the alignment of curriculum, instruction, and assessment with a goal to make learning meaningful and connected for students. Ultimately, we view ourselves as leaders charged with creating a safe, positive, engaging learning culture built on collaboration and open communication.

- West Side adopts a collaborative team mindset where all staff members play a valuable role. Paraeducators are used to support instruction and to support students in the learning process. They are valued members of our instructional team and play a supporting role under the direction of the general or special education teachers. They meet in collaborative teams planning as needed.
- At West Side, Monday is collaborative team planning day. Each week, on Monday, all teachers and staff that support common students have a 45-minute planning meeting. Each team uses a version of the Collaborative Team Planning book to organize their plans and guide conversation to focus on what strategies or accommodations are needed for ALL students to access Tier I instruction. Additionally, during collaborative planning, the group plans for intentional, systematic Tier II instruction.
- As a fully inclusive school, all students participate in instruction aligned to the MDCCRS. Through differentiated instruction, content pacing adjustments, and varied supports designed for student needs, all students at West Side access the grade level curriculum. A specific example would be the 4th grade classrooms, which have very diverse learners, yet all students are working in ELA block on a variety of reading skills associated with the book, Shiloh. Some students are in a small group reading and being questioned by the teacher, some are listening to the book on tape, and some more advanced learners are working in a

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literature circle using the same text. All students are working on the same reading comprehension goals but in a variety of ways to ensure that students are successful and that there is an instructional match.

- Designing the learning pathway that each student needs to be successful is the main goal of collaborative team planning meetings.
- Paraeducators support students by providing instructional, emotional, and behavioral support for students with and without disabilities. IAs provide small group instruction on pre-teaching and reteaching content under the direction of the general or special educator. Additionally, they provide close adult support based on diagnosed student needs.
- IAs support instruction by assisting individual students or small groups of students to enable ALL students to access Tier I instruction. They facilitate small group reading and math groups and provide mentoring for behavioral goals under the direction of the general and/or special education teacher.
- We are committed to continuous learning. We've seen an increase of students with severe learning and behavioral needs enrolling at West Side. The addition of a behavior specialist at West Side has been a positive resource to support staff. She has worked with staff to implement strategies for working with students with autism, anxiety, ODD, and other behavior concerns. She also worked with staff to design a sensory hallway in which students could be redirected when necessary by engaging in sensory activities in the hallway and then returning to class when on-task.

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C. Staff Engagement Action Plan

<i>Staff Engagement Action Plan</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Instructional Support, Instructional Feedback, Average Score- 4.61
Topic Description:	The quality of instructional feedback topic for educators describes the degree to which teachers receive useful, actionable, adequate feedback from school leadership to improve their teaching.
Strategies: Steps that will be taken in order to obtain the desired outcome.	Weekly Friday feedback to highlight positives with an instructional focus. Grade level planning sessions to provide specific instructional feedback.
Initiative leader and team: Who is responsible and involved in the work?	Shannon Green and Shannon Imes

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Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Frequent informal walk-throughs conducted to gain the feedback. A form created to send out to staff with highlights of positive instructional feedback for staff.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	A survey will be given to staff to gauge progress on meeting this goal.
Timeline: Include dates for implementation of action steps.	Begin on January 24, 2020 and carry throughout the rest of the school year.
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Safety, Physical Safety Average Score- 5.47
Topic Description:	Describes the degree to which educators feel there are frequent physical conflicts among students: vandalism, student possession of weapons, robbery/theft, and/or student physical and verbal abuse of staff.
Strategies: Steps that will be taken in order to obtain the desired outcome.	Continual involvement of the behavior specialist to observe and provide strategies for high need behavior students. Continual implementation of Tier I, Tier II, and Tier 3 strategies. Book study on Emotional Poverty by Ruby Payne conducted with staff and strategies presented and implemented in the classroom. Communication with parents concerning behaviors, repeat session of the Positive Behaviors session for targeted families.
Initiative leader and team: Who is responsible and involved in the work?	Shannon Green, Laura Michael
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s)	Refreshments, resources for parents, presentors, Ruby Payne books for staff, PD time to share strategies from the book study, collaboration meetings with the behavior specialist.

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(strategies/activities) to achieve the desired outcome(s)?	
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Office Discipline Referral data will be analyzed monthly during PBIS meetings. Share data with staff monthly.
Timeline: Include dates for implementation of action steps.	January- end of the year

D. Student Engagement Action Plan

<i>Student Engagement Action Plan</i>	
Primary Area of Need State the Domain, Topic, and Score	Environment, physical environment Score: 1.00
Topic Description	Describes the degree to which students feel the school is kept clean, comfortable, and in good repair.
Strategies: Steps that will be taken in order to obtain desired outcome.	Checklists for custodians for outside each area Frequent meetings with custodial staff to give feedback on environment

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Initiative leader and team: Who is responsible and involved in the work?	Shannon Green Bill Smith
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Checklists made for each area
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Survey for students
Timeline: Include dates for implementation of action steps.	January - end of school year
Secondary Area of Need State the Domain, Topic, and Score	Safety, Physical Safety Score- 1.83
Topic Description:	Physical safety describes the degree to which students feel safe at school and whether students at the school fight, threaten other students and/or damage others property.
Strategies: Steps that will be taken in order to obtain the desired outcome.	Restorative practices circle to discuss classroom conflicts or unsafe events.
Initiative leader and team: Who is responsible and involved in the work?	Classroom teachers and students.
Resources: What investments (people, equipment, time, etc) will be needed to	Professional development for staff on restorative practices.

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carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Students will be surveyed about progress.
Timeline: Include dates for implementation of action steps.	January-end of school year

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	1	28	28.5
Itinerant staff	8	0	8
Paraprofessionals	2	8	10
Support Staff	1	3	4
Other	2	8	10
Total Staff	14	49	62.5

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Table 2				
Under each year, indicate the percent as indicated of individual in each category.	2016-2017 Official Data	2017 – 2018 Official Data	2018-2019 Official Data	2019-2020 Official Data
Percentage of faculty who are: <ul style="list-style-type: none"> • Certified to teach in assigned area(s) • Not certified to teach in assigned area(s) 	100% 0%	99% 1	99% 1	99% 1
For those not certified, list name, grade level course		Liang Chang, grades 4 and 5 Math and Science	Liang Chang, grades 4 and 5 Math and Science	Ruoyu Deng, grades K and 4 Math and Science
Number of years principal has been in the building				2
Teacher Average Daily Attendance	95.6%	95.0%	93.4%	

B. Student Demographics

Table 3			
SUBGROUP DATA			
SUBGROUP	2017-2018 TOTAL	2018-2019 TOTAL	2019-2020 TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	≤10	≤10
African American	≤10	18	18

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White	308	330	292
Asian	≤10	≤10	≤10
Two or More Races	54	52	51
Special Education	65	51	40
LEP	≤10	≤10	≤10
Males	184	198	192
Females	200	209	173
Total Enrollment (Males + Females)	384	407	365
Farms (Oct 31 data)	60.84%	62.65%	n/a

Special Education Data 2019-2020 School Year (As of September 30, 2019)

Table 4					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	1	06 Emotional Disturbance	0	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	0
03 Deaf	0	08 Other Health Impaired	5	14 Autism	2
04 Speech/Language Impaired	18	09 Specific Learning Disability	10	15 Developmental Delay	4

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05 Visual Impairment	0	10 Multiple Disabilities	0		
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III. ATTENDANCE

Table 5	2018-2019	
School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All (Excluding PreK & K)	94.4%	Y
Grade 1	94.2%	Y
Grade 2	95.3%	Y
Grade 3	95.3%	Y
Grade 4	93.6%	N
Grade 5	93.9%	N

Table 6				
Attendance Rate				
Subgroups – School Level Data	2016-2017	2017-2018	2018-2019	Indicate if current rate is less than 94%
All Students	95.4%	94.7%	94.1%	
Hispanic/Latino of any race	95.1%	96.0%	95.5%	
American Indian or Alaska Native	98.9%	93.5%	94.9%	
Asian	92.2	95.1%	96.3%	
Black or African American	95.7%	92.9%	93.7%	X
Native Hawaiian or Other Pacific Islander	N/A	N/A	95.1%	
White	95.1%	95.1%	94.2%	

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Two or more races	94.0%	93.3%	93.3%	X
Male	94.8%	94.5%	94.1%	
Female	95.1%	94.9%	94.1%	
EL	N/A	N/A	N/A	
Special Education	94.2%	93.8%	94.1%	
Free/Reduced Meals (FARMS)	94.1%	93.7%	93.0%	X

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

Attendance rate challenges are evident in grade 4- 93.6%, grade 5- 93.9%, Black or African American- 93.7%, Two or more races- 93.3%, and FARMS- 93.0%. All were below the 94.0% target rate.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.
 - Conferences with Parents
 - Incentives and Quarterly Attendance Awards
 - Share monthly key messages from *Attendance Works* resource with parents in newsletters and on school facebook page.
 - Identified students in grades 1 & 4 and K & 5 will meet with buddies for special activities on dates that have historically had high numbers of absentees to motivate them to come to school.

IV. HABITUAL TRUANCY and CHRONICALLY ABSENT

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

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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.

	2018	2019
Count Habitual Truant	0	5
Percent Habitual Truant	0%	1.36%
Percent Chronically Absent	13.18%	18.18%

- A. Describe reasons and specific changes/adjustments in place to reduce the number of habitually truant students.

The school and the pupil service team will meet and discuss students who are habitually truant. The school will have parent conferences with those students' families to discuss and come up with a plan. Automatic phone calls will be made when the student is absent and will request notes verifying the reason for the absence. Incentives will be given by the administration. Students will be paired with specific mentors for special activities to positively motivate them to come to school.

- B. If the chronically absent percent is higher than 20%, state plans or changes to reduce the number. If the chronically absent percent is less than 20%, state plans to maintain or improve.

To maintain or improve the chronically absent percentage, incentives and quarterly perfect attendance awards will be given to students, specifically certificates and Chick Fil A coupons. We will share monthly key messages from *Attendance Works* resource with parents in newsletters and on school facebook page. Identified students will meet with mentors for special activities to boost attendance. Pupil Service Team will meet weekly to monitor attendance data and meet with families in order to maintain high attendance rates.

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V. GRADUATION AND DROPOUT RATE – N/A to Elementary or Middle

VI. SCHOOL SAFETY/ SUSPENSIONS

Table 9: SUSPENSIONS				
Subgroup	All Students			
	2016-2017	2017-2018	2018-2019	Percent of increase (+)/decrease (-) from 2017-2018
Total Referrals	131	158	207	+24%
All Suspensions	14	13	6	-1.17%
In School	4	8	4	-50%
Out of School	10	5	2	-1.5%
Sexual Harassment Offenses	3	0	0	No change
Harassment/Bullying Offenses	2	5	1	-1%

2. Comment on the number of referrals, suspensions, and specific offenses. Provide a plan to reduce the number, if applicable or comment on what is attributing to the low, decreasing number and how it will be maintained. If your school is on the watch list or fully disproportionate, also complete numbers 3 and 4 in this section.

With an increase of 59 more ODRs in 2018-19 compared to the 2017-18 school year, the Positive Behavior Intervention Support team implemented changes to the program. Staff will continue to give out Paw coupons daily to positively promote the following of the West Side School rules, grade levels conduct monthly character Project Wisdom lessons altogether, and PBIS pushes are being implemented quarterly followed by a school-wide incentive which all students partake. Behavior plans and/or an individualized Check In/Check Out system have been implemented for our students in Tier II. In addition, for students identified by the Students at Risk Scale, a staff member mentor or social skill group has been established. Teachers utilize

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behavior management within the classroom by means of Class Dojo, colors, and most recently the use of Restorative Practice questions to resolve conflict. A parent lunch and learn event was held in October to share positive behavior strategies to leverage parental support at home. PBIS information was shared by assistant principal, calming strategies were shared by school counselor, and Mindfulness tips were offered by school psychologist. Materials and resources were distributed for parents to use at home to support positive behaviors.

To impact the number of bullying/harassment ODRs, West Side staff are providing Project Wisdom lessons monthly based on the 2018-2019 referral data and on character traits from Project Wisdom curriculum/resources. Guidance lessons have started regarding “Kindness” and there have been grade level challenges made for children to achieve. The beginning of the year PBIS matrix review focused on being safe, respectful, and responsible in all areas of our school. As a matter of process, referrals are managed through administration then the LAP room before seldomly moving to suspension, unless otherwise dictated by ACPS guidelines. Restorative Practices are also implemented.

VII. EARLY LEARNING

1. Complete the chart for composite scores of the Kindergarten Readiness Assessment.

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Table 10						
Kindergarten Readiness Assessment						
	2017-2018		2018-2019		2019-2020	
	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated
Language & Literature	21	34.4%	17	29.3%	29	50%
Mathematics	20	32.8%	20	34.5%	29	50%
Social Foundations	46	75.4%	37	63.8%	40	69%
Physical Development	37	60.7%	31	53.4%	32	55%

2. Input the data report from maryland.kready.org site to show domain strengths and needs. (*Range Distribution: All Domains*)
An average of 32 or 57% of the Kindergarten students demonstrated readiness in the four domains.

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Overall KRA Score

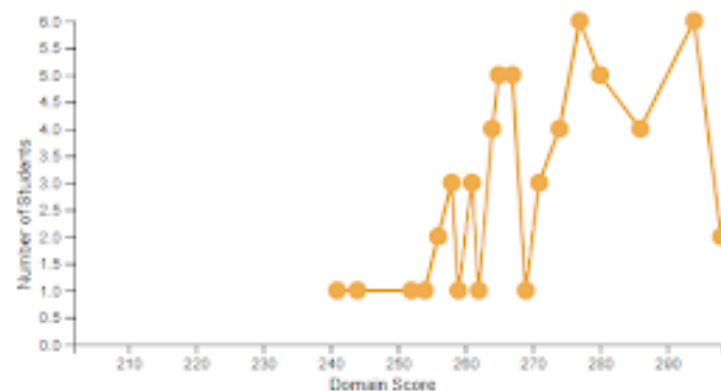
Domain report

HOW TO READ THIS CHART

CHART TYPE



Language and Literacy



Range Minimum: 202 Range Maximum: 298

Whole population

Lowest Score: 241

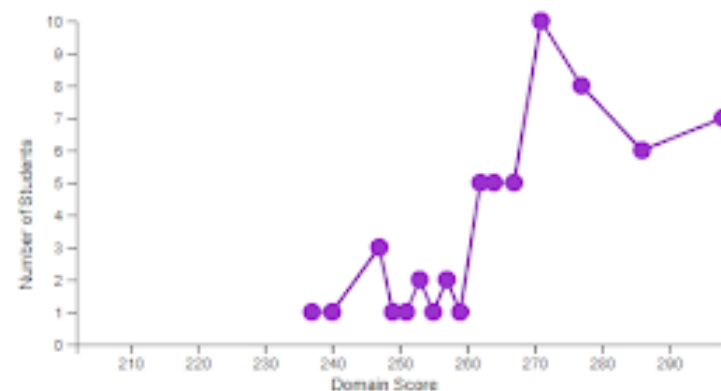
Highest Score: 298

Mean Score: 271.9

Median Score: 271

Standard Deviation: 13.4

Mathematics



Range Minimum: 202 Range Maximum: 298

Whole population

Lowest Score: 237

Highest Score: 298

Mean Score: 270.3

Median Score: 271

Standard Deviation: 15.3

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Median Score: **271**
Standard Deviation: **13.4**

Social Foundations



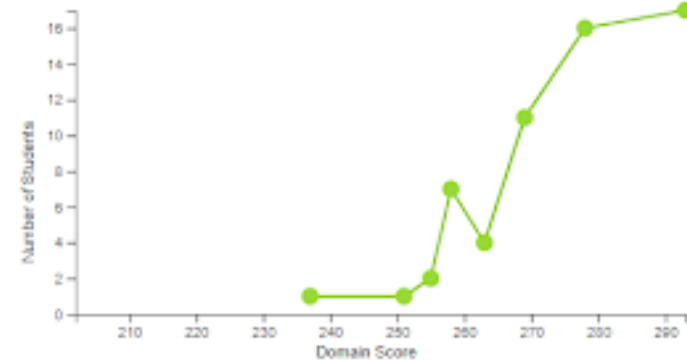
Range Minimum: **202** Range Maximum: **298**

Whole population

Lowest Score: **234**
Highest Score: **298**
Mean Score: **279.5**
Median Score: **278**
Standard Deviation: **15.5**

Median Score: **271**
Standard Deviation: **15.3**

Physical Development



Range Minimum: **202** Range Maximum: **293**

Whole population

Lowest Score: **237**
Highest Score: **293**
Mean Score: **275.3**
Median Score: **278**
Standard Deviation: **14.1**

- In consideration of the trend data, discuss efforts the school is making to improve your early childhood programs and / or practices. Include ways you are working in collaboration with early learning partners (i.e., Judy Center, Head Start, Child Care, Preschool Expansion sites, Preschool Special Education, School Therapy Services, etc.) to strengthen supports and ensure more children enter kindergarten “demonstrating readiness”.
Describe the school’s plans, including any changes or adjustments that will be made, for ensuring the progress of students who

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begin kindergarten with deficits in specific domain areas. Discuss the evidence based practices your school is implementing will implement to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts. **West Side's kindergarten students determined Emerging or Approaching Readiness by the KRA are currently in one or more of the following intervention programs: Foundations whole group, Foundations small groups, small flex groups in all subject areas, and Tier II strategies implemented for academic and social needs. ALL students receive Heggerty Phonemic Awareness and Foundations instructions daily.**

Toward the end of each school year, the Kindergarten teachers meet with Pre-Kindergarten teachers from the school as well as Head Start Pre-Kindergarten teachers to review curriculum and student needs/readiness through Articulation/Transition Meetings.

VIII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

Long Term Goal: to prepare 100% of students to be college and career ready by graduation.
to reduce the 2017 non-pass rate by 50% by the year 2030.

Short Term Goal: to close or reduce achievement gaps between subgroups and their counterpart.

1. Complete data charts using 2017, 2018, and 2019 Data Results.

TABLE 12a ELA Grade 3	2017								2018								2019								2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5					
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%				
All Students	75	33	44	17	22.7	25	33.3	63	28	44.4	6	9.5	29	40.6	50	15	30	13	26	22	44				+3.4%

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American Indian or Alaska Native	0							0							≤10	≤10	100					
Asian	0							0							0							
Black or African American	≤10	≤10	60	≤10	40	0	0	≤10	≤10	33.3			≤10	66.7	≤10	≤10	50	≤10	50			-66.7%
Hispanic/Latino of any race	0	0		≤10	50	≤10	50	0					≤10	100	0			≤10	66.7	≤10	33.3	-66.7%
Native Hawaiian or Other Pacific Islander	0							0							0							
White	53	21	39.3	12	22.6	20	33.7	51	23	45.1	≤10	11.8	22	43.5	38	≤10	26.3	≤10	21.1	20	52.7	+9.2%
Two or more races	15	≤10	60	≤10	13.3	≤10	26.7	≤10	≤10	50			≤10	50	≤10	≤10	50	≤10	33.3	≤10	16.7	-33.3%
Special Education	12	≤10	58.3	≤10	33.3	≤10	8.3	14	≤10	71.4	≤10	14.3	≤10	14.3	≤10	≤10	20	≤10	40	≤10	40	+25.7%
Limited English Proficient (LEP)	0							0							0							
Free/Reduced Meals (FARMS)	52	24	44.4	12	23.1	16	30.7	43	24	55.8	≤10	9.3	15	34.9	26	≤10	38.5	≤10	30.8	≤10	30.7	-4.2%
Female	38	14	36.8	≤10	15.8	18	47.4	28	≤10	35.7	≤10	7.1	16	57.1	25	≤10	16	≤10	28	14	56	-1.1%
Male	37	19	51.4	11	29.7	≤10	18.9	35	18	51.4	≤10	11.4	13	37.2	25	11	44	≤10	24	≤10	32	-5.2%

TABLE 12b ELA Grade 4	2017				2018				2019				2018 to 2019 change in prof. rate
	Total	Level 1 or 2	Level 3	Level 4 or 5	Total	Level 1 or 2	Level 3	Level 4 or 5	Total	Level 1 or 2	Level 3	Level 4 or 5	

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	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	
All Students	66	12	18.2	15	22.7	39	59.1	68	11	16.2	23	33.8	34	50	60	14	23.3	18	30	28	46.6	-3.4%
American Indian or Alaska Native	0							0							0							
Asian	≤10					≤10	100	0							0							
Black or African American	≤10			2	100			≤10	0		≤10	100	≤10		≤10	≤10	33.3			≤10	66.6	+66.6%
Hispanic/Latino of any race	0							≤10	0		≤10	50	≤10	50	≤10					≤10	100	+50%
Native Hawaiian or Other Pacific Islander	0							0							0							
White	52	≤10	17.3	11	21.2	32	61.5	53	7	13.2	17	32.1	29	54.7	49	11	22.4	16	32.7	22	44.9	-9.8%
Two or more races	11	≤10	27.3	≤10	18.2	≤10	54.5	10	≤10	40	≤10	30	3	30	≤10	≤10	28.6	≤10	28.6	≤10	42.9	+12.9%
Special Education	≤10	≤10	50	0	0	≤10	50	14	≤10	28.6	≤10	42.9	4	28.6	≤10	≤10	50	≤10	37.5	≤10	12.5	-16.1%
Limited English Proficient (LEP)	0							0							0							
Free/Reduced Meals (FARMS)	40	≤10	20	≤10	25	22	55	45	≤10	20	14	31.1	22	48.9	36	≤10	25	14	38.9	13	36.2	-12.7%
Female	38	≤10	≤10	≤10	15.8	30	78.9	36	≤10	13.9	≤10	25	22	61.1	27	≤10	22.2	≤10	22.2	15	55.5	-5.6%
Male	28	≤10	35.7	≤10	32.1	≤10	32.1	32	≤10	18.8	14	43.8	12	37.6	33	≤10	24.3	12	36.4	13	39.4	+1.8%

TABLE 12c ELA Grade 5	2017	2018	2019	2018 to 2019 change in prof. rate
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	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	47	≤10	21.3	≤10	21.3	27	57.4	60	≤10	15	11	18.3	40	66.6	75	18	24	20	26.7	37	49.3	-17.3%
American Indian or Alaska Native	0							0							0							
Asian	0							≤10					≤10	100	0							-100%
Black or African American	≤10			≤10	50	≤10	50	≤10	≤10	66.7	≤10	33.3			≤10	≤10	50	≤10	50			
Hispanic/Latino of any race	≤10					≤10	100	0							≤10					≤10	100	+100%
Native Hawaiian or Other Pacific Islander	0							0							≤10					≤10	100	+100%
White	37	≤10	21.6	≤10	21.6	21	56.8	47	≤10	10.6	≤10	21.3	32	68.1	59	11	18.7	17	28.8	31	52.6	-15.5%
Two or more races	37	≤10	21.6	≤10	21.6	21	56.8	≤10	≤10	22.2			≤10	77.8	11	≤10	54.5	≤10	18.2	≤10	27.3	-50.5%
Special Education	≤10	≤10	40	≤10	40	≤10	20	≤10	≤10	40	≤10	20	≤10	40	11	≤10	45.5	≤10	45.5	≤10	9.1	-30.9%
Limited English Proficient (LEP)	0							0							0							
Free/Reduced Meals (FARMS)	31	≤10	32.2	≤10	19.4	15	48.9	36	≤10	16.7	≤10	22.2	22	61.1	51	13	25.5	13	25.5	25	49	-12.1%
Female	31	≤10	32.2	≤10	19.4	15	48.9	37	≤10	5.4	≤10	13.5	30	81.1	43	≤10	16.3	12	27.9	24	55.8	-25.3%
Male	23	≤10	26.1	≤10	30.4	≤10	43.5	23	≤10	30.4	≤10	26.1	≤10	43.2	32	11	34.4	≤10	25	13	40.6	-2.6%

Table 13: Cohort Growth

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(Elementary Cohort 2027)			
Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	46%	46.6%	+0.6
Economically Disadvantaged	34.9%	36.2%	+1.3
Special Education	14.3%	12.5%	-1.8
Male	37.2%	39.4%	+2.2
Female	57.1%	55.5%	-1.6
Other subgroup- Black or African American	66.7%	66.6%	-0.1

Table 14: Cohort Growth (Elementary Cohort 2026)					
Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	33.3%	50%	49.3%	-0.7%	+16%
Economically Disadvantaged	30.7%	48.9%	49%	+0.1	+18.3%
Special Education	8.3%	28.6%	9.1%	-19.5%	+0.8%
Male	18.9%	37.6%	40.6%	+3%	+21.7%
Female	47.4%	61.1%	55.8%	-5.3%	+8.4%

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Other subgroup- Black or African American	0%	0%	0%	0%	0%
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2. Use current data to determine if goals from last year's SIP were met.

- Describe changes in last year's focus areas.

Last Year's Goal: A gender gap was identified in ELA. Females out performed Males at each grade level. A gap was also identified between Special Education and All Students at all grade levels. The goal was for All Students to continue to show growth, and Special Education and Male students were targeted for increased growth to close the gap.

Current data shows that the gender gap is closing in both grades 4 and 5. The 4th grade gap decreased from 23.5% to 16.1%. The 5th grade gap decreased from 37.9% to 15.2%. However, the 3rd grade gap slightly increased by 4.1%. The gap between Special Education and All Students is closing for grade 3 with a 4% difference, but it continues to be an issue for grades 4 and 5 with gaps of 34.1% and 40.2% .

In terms of All Students, grade 3 met the goal with an increase of 3.4%, but grade 4 decreased by 3.4% and grade 5 decreased by 17.3%.

This Year's Focus Areas: We will continue to focus on closing achievement gaps between Males and Females in grades 3, 4, and 5, and to close the achievement gap between Special Education and All Students in grade 4 & 5. We will also continue to increase the percent of proficiency in All Students in grades 3, 4, and 5.

3. FOCUS AREAS

FOCUS AREA 1:	Males
Focus Area Goal	The goal is to decrease the achievement gap between males and females by 25% from 2019 to 2020: 24% to 18% in grade 3, 16.1% to 12.07% in grade 4, and 15.2% to 12.12% in grade 5.
Root Cause(s):	Why? <ul style="list-style-type: none"> Increased need for differentiation

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	<ul style="list-style-type: none"> • Increased need for small group learning • Need for students to build vocabulary • Need for more high interest, informational, paired texts to accompany anthology stories
Focus Content Standard(s):	RI 3.2- Determine the main idea of a text; recount the key details and explain how they support the main idea. RI 4.2- Determine the main idea of a text and explain how it is supported by key details; summarize the text RI 5.2- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Barriers:	<ul style="list-style-type: none"> • ELA instruction is often geared towards the interests and learning styles of female students. • Finding high interest, informational texts to pair with reading anthology for the very large range of reading abilities • Additional time is needed for phonics/word work activities in the intermediate grades.. • Students lack stamina to read independently for an extended period of time. • Allowing students to self select text based on interest • Vocabulary program is needed. • School wide implementation of these strategies, instead of testing grades only
Needed Resources:	<ul style="list-style-type: none"> • High interest, informational texts • Subscriptions to Spelling City, Flocabulary, Readworks • Access to more computers • Extended learning time opportunity
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Targeted small group learning opportunities including word work, comprehension with a focus on main idea, and/or reading of high interest text related to anthology stories. Targeted word work/phonics small group instruction in the primary grades. • Flocabulary online program • Academic Booster Club (after school tutoring funded by Title I)- Strategically Planned Theme for Boys, will include phonics/word work • One Book One School- book selection made with the boys' interests in mind, intentional read-aloud activities
How will it be funded?	Title I funding School funding Local funding
Steps towards full	<ol style="list-style-type: none"> 1. Flocabulary program will be implemented. (September) 2. Leadership team will share the finalized plan at a faculty meeting. (December)

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implementation with timeline:	<ol style="list-style-type: none"> 3. ELA specialist will review recommended resources for high quality, informational, leveled texts during team meetings. (January) 4. Teachers will focus on these strategies in collaborative team planning meetings. (January- May) 5. One Book One School (January/February) 6. Academic Booster Club (February/ March) 7. Administrators will lead discussions of strategies throughout the year during team planning, faculty, and data meetings. (January- May)
Monitoring Procedure:	Monitoring of classroom assessments during weekly team meetings. Ongoing discussions during weekly faculty meetings and quarterly leadership meetings.

FOCUS AREA 2:	Special Education
Focus Area Goal	The goal is to close the achievement gap between Special Education and All Students in grade 3 by decreasing the percentage of students scoring in the Level 1 and 2 range (20% of the subgroup) by 10%.
Root Cause(s):	<p>Why?</p> <ul style="list-style-type: none"> • Increased need for differentiation • Increased need for small group learning • Need for phonics/word work opportunities • Need to build vocabulary.
Focus Content Standard(s):	<p>RF 3a.- Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L 4a.- Determine or clarify the meaning of unknown or multiple meaning words and phrases based on grade level meaning and content, choosing flexibly from a range of strategies.</p>
Barriers:	<ul style="list-style-type: none"> • Finding high interest text for the very large range of reading abilities. • Below grade level reading abilities
Needed Resources:	<ul style="list-style-type: none"> • ELA specialist to review phonics/word work activities with intermediate teachers • Additional opportunities for students to participate in read-aloud activities to build vocabulary. • Online vocabulary program.

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Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Additional small group targeted learning opportunities for phonics/word work. • One Book One School read-aloud activities to help build vocabulary. • Flocabulary online vocabulary program
How will it be funded?	Title I funding School funding Local funding
Steps towards full implementation with timeline:	<ol style="list-style-type: none"> 1. Teachers will implement Flocabulary online vocabulary program. (September) 2. Leadership team will share the finalized plan at a faculty meeting.(December) 3. ELA specialist will review recommended word work activities at a team meeting. (January) 4. Classroom teachers and special educators will focus on these strategies in collaborative team planning. (January- May) 5. One Book One School (January/February) 6. Administrators will facilitate ongoing discussions throughout the year during team planning, faculty, IEP, and data meetings. (January-May)
Monitoring Procedure:	Monitoring of classroom assessments during weekly team meetings. Ongoing discussions during weekly faculty meetings, IEP meetings, and quarterly leadership meetings.

FOCUS AREA 3:	All Students in Grades 3, 4, and 5
Focus Area Goal	The goal is to increase the percentage of students scoring proficient by 10% in grade 3 from 44% to 54% , students in grade 4 from 46.6% to 56.6%, and in grade 5 from 49.3% to 59.3% from 2019 to 2020.
Root Cause(s):	Why? <ul style="list-style-type: none"> • Attendance issues • Behavioral issues • Need for professional development to build teacher capacity to better support students as they read.
Focus Content Standard(s):	RI 3.1- Determine the main idea of a text; recount the key details and explain how they support the main idea. RL 4.5- Explain the major differences between poems, drama, and prose, and refer to the structural elements of

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	poems and drama when writing or speaking about a text. RI 5.4- Determine the meaning of general and academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.
Barriers:	<ul style="list-style-type: none"> • Need for additional strategies to support student learning.
Needed Resources:	<ul style="list-style-type: none"> • Ruby Payne books for professional development
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Professional Development: book study for teachers • Incorporate Ruby Payne strategies into reading instruction to support student learning.
How will it be funded?	Title I funding School funding Local funding
Steps towards full implementation with timeline:	<ol style="list-style-type: none"> 1. Leadership team will share the finalized plan at a faculty meeting.(December) 2. Book Study (February) 3. Implementation of strategies (February-June)
Monitoring Procedure:	Chapters will be discussed at faculty meetings. Strategies will be monitored during team meetings.

Table 15	
UDL Principle/Mode	Representation – This is how the teacher presents the information.

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<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<p>1.2 Offer alternatives for auditory information- text to speech, read-alouds, buddy reading, one book one school 1.3 Offer alternatives for visual information- reading on a computer, post learning goals, anchor charts 2.1 Clarify vocabulary and symbols- focus on Tier III vocabulary, Flocabulary 3.1 Activate or supply background knowledge- purposeful instruction</p>
<p><i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p>
	<p>4.1 Vary the methods for response and navigation- web-based text, articles 4.2 Optimize access to tools and assistive technologies- web-based programs, computers, book room books 6.1 Guide appropriate goal-setting- differentiating instruction during small groups</p>
<p><i>Means for Engagement:</i> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p>
	<p>7.1 Optimize individual choice and autonomy- students choose books of interest 7.2 Optimize relevance, value, and authenticity- purposeful real world connections 8.3 Foster collaboration and community- GRR model of teaching</p>

B. MATHEMATICS

Long Term Goal: to prepare 100% of students to be college and career ready by graduation.
to reduce the 2017 non-pass rate by 50% by the year 2030.

Short Term Goal: to close or reduce achievement gaps between subgroups and their counterpart.

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1. Complete data charts using 2017, 2018, and 2019 Data Results.

TABLE 16a MATH Grade 3	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	75	26	34.7	23	30.7	26	34.7	63	26	41.3	12	19	25	39.7	50	14	28	14	28	22	44	+4.3%
American Indian or Alaska Native	0							0							≤10	≤10	100					
Asian	0							0							0							
Black or African American	≤10	≤10	40	≤10	40	≤10	20	≤10	≤10	33.3			≤10	66.7	≤10			≤10	50	≤10	50	-16.7%
Hispanic/Latino of any race	≤10	≤10	50			≤10	50	≤10					≤10	100	≤10	≤10	33.3	≤10	66.7			-100%
Native Hawaiian or Other Pacific Islander	0							0							0							
White	53	13	24.5	18	34	22	41.5	51	21	41.2	≤10	17.6	21	41.2	38	≤10	26.3	≤10	23.7	19	50	+8.8%
Two or more races	15	≤10	66.7	≤10	20	≤10	13.3	≤10	≤10	50	≤10	37.5	≤10	12.5	6	≤10	33.3	≤10	33.3	≤10	33.3	+20.8%
Special Education	12	≤10	66.6	≤10	16.7	≤10	16.7	14	≤10	57.2	≤10	21.4	≤10	21.4	5	≤10	40	≤10	20	≤10	40	+18.6%
Limited English Proficient (LEP)	0							0							0							
Free/Reduced Meals (FARMS)	52	19	36.5	18	34.6	15	28.8	43	22	51.2	≤10	23.3	11	25.6	26	11	42.3	≤10	26.9	≤10	30.7	+5.1%
Female	38	≤10	21.1	14	36.8	16	42.1	28	11	39.3	≤10	17.9	12	42.9	25	≤10	20	≤10	40	≤10	40	-2.9%
Male	37	18	48.6	≤10	24.3	≤10	27	35	15	43.4	≤10	20	13	37.1	25	≤10	36	≤10	16	12	48	+10.9%

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TABLE 16b MATH Grade 4	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	66	21	32.8	16	24.2	29	44	68	16	23.5	19	27.9	33	48.5	60	15	25	17	28.3	28	46.7	-1.8%
American Indian or Alaska Native	0							0							0							
Asian	≤10					≤10	100	0							0							
Black or African American	≤10			≤10	100			≤10	≤10	33.3	≤10	66.7			≤10			≤10	33.3	≤10	66.6	+66.6%

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Hispanic/Latino of any race	0							≤10	≤10	50			≤10	50	≤10					≤10	100	+50%
Native Hawaiian or Other Pacific Islander	0							0							0							
White	52	18	34.7	≤10	17.3	25	48.1	53	11	20.8	12	22.6	30	56.6	49	12	14.5	13	26.5	24	49	-7.6%
Two or more races	11	≤10	27.3	≤10	45.5	≤10	27.3	10	≤10	30	≤10	50	≤10	20	7	≤10	42.9	≤10	42.9	≤10	14.3	-5.7%
Special Education	≤10	≤10	62.5	≤10	12.5	≤10	25	14	≤10	50	≤10	21.4	≤10	28.6	8	≤10	50	≤10	12.5	≤10	37.5	+8.9%
Limited English Proficient (LEP)	0							0							0							
Free/Reduced Meals (FARMS)	40	16	40	12	30	12	30	45	11	24.4	13	28.9	21	46.6	36	10	27.8	13	36.1	13	36.2	-10.4%
Female	38	≤10	21.1	≤10	23.7	21	55.3	36	≤10	22.2	11	30.6	17	47.2	27	≤10	25.9	≤10	22.2	14	51.8	+4.6%
Male	28	13	46.4	≤10	25	≤10	28.5	32	≤10	25	≤10	25	16	50	33	≤10	24.3	11	33.3	14	42.4	-7.6%

TABLE 16c MATH Grade 5	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	47	14	29.8	16	34	17	36.1	60	15	25	13	21.7	32	53.3	75	24	32	28	37.3	23	30.7	-22.6%
American Indian or Alaska Native	0							0							0							
Asian	0							≤10					≤10	100	0							-100%

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Black or African American	≤10	≤10	50	≤10	50			≤10	≤10	33.3	≤10	33.3	≤10	33.3	≤10			≤10	100			-33.3%
Hispanic/Latino of any race	≤10					≤10	100	0							≤10	≤10	50			≤10	50	+50%
Native Hawaiian or Other Pacific Islander	0							0							≤10					≤10	100	+100%
White	37	10	27	15	40.5	12	32.4	47	12	25.6	11	23.4	24	51.1	59	20	33.9	20	33.9	19	32.2	-18.9%
Two or more races	≤10	≤10	42.9			≤10	57.1	≤10	≤10	22.2	≤10	11.1	≤10	66.7	11	≤10	27.3	≤10	54.5	≤10	18.2	-48.5%
Special Education	≤10	≤10	100					≤10	≤10	60	≤10	20	≤10	20	11	≤10	63.6	≤10	27.3	≤10	9.1	-10.9%
Limited English Proficient (LEP)	0							0							0							
Free/Reduced Meals (FARMS)	31	12	38.7	≤10	29	≤10	32.2	36	≤10	27.8	≤10	25	17	47.2	51	19	37.2	18	35.3	14	27.5	-19.7%
Female	24	≤10	25	≤10	29.2	11	45.8	37	≤10	18.9	≤10	24.3	21	56.7	43	15	34.9	17	39.5	11	25.6	-31.1%
Male	23	≤10	34.7	≤10	39.1	≤10	26	23	≤10	34.7	4+	17.4	11	47.9	32	≤10	28.2	11	34.4	12	37.6	-10.3%

Table 17:

**Cohort Growth
(Elementary Cohort 2027)**

Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	39.7%	46.7%	+7%
Economically Disadvantaged	25.6%	36.2%	+10.6%
Special Education	21.4%	37.5%	+16.1%
Male	37.1%	42.4 %	+5.3%

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Female	42.9%	51.8 %	+8.9%
Other subgroup - Black or African American	66.7%	66.6%	-0.1%

Table 18: Cohort Growth (Elementary Cohort 2026)					
Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	37.4%	48.5%	30.7%	-17.8	-6.7
Economically Disadvantaged	28.8%	46.6%	27.5%	-19.1	-1.3
Special Education	16.7%	28.6%	9.1%	-19.5	-7.6
Male	27%	50%	37.6%	-12.4	+10.6
Female	42.1%	47.2%	25.6%	-21.6	-16.5
Other subgroup - Black or African American	20%	0%	0%	0%	-20%

2. Use current data to determine if goals from last year's SIP were met.

- Describe changes in last year's focus areas.

Last Year's Goal: There was an identified gap between Special Education and All Students in grades 3, 4, and 5 as well as a gap between FARMS and Non-FARMS students in grade 3. Those subgroups were targeted for increased growth to reduce the gaps.

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Current data shows, in grade 3, the gap between Special Education and All Students decreased from 18.3% in 2018 to 4.0% in 2019. In grade 4, the gap between Special Education and All Students decreased from 19.9% in 2018 to 9.2% in 2019. In grade 5, the gap between Special Education and All Students decreased from 33.3% in 2018 to 21.6% in 2019. Progress was made in closing the gaps.

In terms of FARMS/Non-FARMS students in grade 3, there was a decrease in the gap from 14.1% to 13.3%. The goal was met, but only slightly. However, overall grade 3 FARMS proficient scores increased by 5.1%.

This Year's Focus Areas: We will focus on grades 3, 4, and 5 to increase the percentage of All Students achieving proficiency. In addition, we will continue to work to close the achievement gap between Special Education and All Students in grades 3, 4, and 5.

3.

FOCUS AREA 1:	All students in grade 3, 4, and 5
Focus Area Goal	The goal is to increase the number of All Students in grades 3, 4, and 5 scoring proficient by 10% by focusing on students who scored a level 3 from 2019 to 2020. Grade 3 would increase from 44% to 54%, grade 4 from 46.7% to 56.7%, and grade 5 from 30.7% to 40.7%.
Root Cause(s):	Why? <ul style="list-style-type: none">• Increased need for differentiation• Need for problem solving strategies (schoolwide)
Focus Content Standard(s):	

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	<p>4.OA.3-Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>5. NF. 2- Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</p>
Barriers:	<ul style="list-style-type: none"> • Students need entry points to multi-step word problems. • Students need strategies to persevere working through the multi-step word problems. • Schoolwide consistency of Eureka and other strategies is needed. • Schoolwide implementation of these strategies, instead of testing grades only, is needed.
Needed Resources:	<ul style="list-style-type: none"> • Meetings with math specialist to review problem solving strategies
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Meetings with Math Specialist to review problem solving strategies • Strategies for students to have entry points for multi-step word problems. (3 Reads Strategy, CUBES Strategy) • Strategies for students to persevere working through the multi-step word problems. (CUBES Strategy, Read-Draw-Write) • Eureka strategies • MCAP-like Tasks to practice strategies
How will it be funded?	<p>Title I Funding School Funding Local Funding</p>
Steps towards full implementation with timeline:	<ol style="list-style-type: none"> 1. Leadership team will share the finalized plan at a faculty meeting.(December) 2. Math specialist will review recommended resources for strategies and tasks at team meetings. (January) 3. Classroom teachers and special educators will focus on these strategies in collaborative team planning.(January- May)

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	4. Administrators will facilitate ongoing discussions throughout the year during team planning, faculty, and data meetings. (January-May)
Monitoring Procedure:	Monitoring of classroom assessments during weekly team meetings. Ongoing discussions during weekly team collaborative team planning, faculty meetings, and monthly leadership meetings.

FOCUS AREA 2:	Special Education Grades 3, 4 and 5
Focus Area Goal	The goal is to continue to close the achievement gap between special education and all students in grade 3 by decreasing the percent of students in the Level 1 or 2 range in each grade level. 54.1% of students in grades 3, 4, and 5 performed at a Level 1 or Level 2. Our goal is to decrease this percentage by 10%.
Root Cause(s):	<p>Why?</p> <ul style="list-style-type: none"> • Increased need for differentiation • Increased need for small group learning • Increased need for opportunities to access high quality web based math programs
Focus Content Standard(s):	<p>4.OA.3-Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>5. NF. 2- Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.</p> <p>3.OA.C.7-Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.</p>
Barriers:	<ul style="list-style-type: none"> • IEP goals may not match the days class lesson objective • Students need entry points and strategies for working through word problems • Need for facts practice
Needed Resources:	<ul style="list-style-type: none"> • Access to more computers and additional computer time • Meetings with math specialist to review problem solving strategies

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	<ul style="list-style-type: none"> Schedule for tutoring sessions
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Use of math video tutorials for reteach lessons Small group learning Imagine Math individualized math pathways/ Zearn Use of problem solving strategies and monthly tasks
How will it be funded?	Title I Funding School Funding Local Funding
Steps towards full implementation with timeline:	<ol style="list-style-type: none"> Leadership team will share the finalized plan at a faculty meeting. (December) Math specialist will review recommended resources for strategies and tasks at a team meetings. (January-May) Classroom teachers and special educators will focus on these strategies in collaborative team planning. (January- May) Administrators will facilitate ongoing discussions throughout the year during team planning, faculty, IEP, and data meetings. (January- May)
Monitoring Procedure:	Monitoring of classroom assessments during weekly team meetings. Ongoing discussions during weekly team collaborative team planning, faculty meetings, IEP meetings, and monthly leadership meetings.

Table 19	UDL for Math
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	1.3 Offer alternatives for visual information- Google slides, manipulatives, speaking during focused instruction, web-based math programs 2.1 Clarify vocabulary and symbols- utilize math vocabulary word cards with visuals and explanations 3.3 Guide information processing, visualization, and manipulation- GRR model of teaching
Means for Expressions:	Expression/Action- This is how the student will demonstrate their knowledge.

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<i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<p>5.2 Use multiple tools for construction and composition- manipulatives, whiteboard, place value chip models, unifix cubes, etc.</p> <p>6.1 Guide appropriate goal setting- differentiating instruction during flex grouping</p> <p>6.4 Enhance capacity for monitoring progress- variety of formal/informal assessments</p>
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<p>7.1 Optimize individual choice and autonomy- student self-selected</p> <p>8.3 Foster collaboration and community- GRR model of teaching</p> <p>8.4 Increase mastery-oriented feedback-specific feedback related to the concept</p>

C. SCIENCE

1. Complete data charts using 2018 and 2019 Data Results.

TABLE 20 MISA Grade 5	2018	2019	2018 to 2019 change in prof. rate
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	Total #	Level 2		Level 3		Level 4 or 5		Total #	Level 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	60	≤10	8.3	28	46.7	27	45	75	15	20	36	48	24	32	-13%
American Indian or Alaska Native															
Asian	≤10					≤10	100								-100%
Black or African American	≤10			≤10	66.7	≤10	33.3	≤10	≤10	50	≤10	50			-33.3%
Hispanic/Latino of any race															
Native Hawaiian or Other Pacific Islander								≤10					≤10	100	+100%
White	47	≤10	≤10	21	44.7	22	46.8	60	12	20	27	45	21	35	-11.3%
Two or more races	≤10	≤10	11.1	≤10	55.6	≤10	33.3	12	≤10	16.7	≤10	67	≤10	16.7	-16.6%
Special Education	≤10	≤10	11.1	≤10	77.8	≤10	11.1	13	≤10	46.2	≤10	30.8	≤10	23.1	+12%
Limited English Proficient (LEP)															
Free/Reduced Meals (FARMS)	36	≤10	≤10	22	61.1	12	33.3	53	13	24.5	23	43.4	17	32.1	-1.2%
Female	37	≤10	≤10	18	48.6	17	45.9	41	≤10	19.5	21	51.2	12	29.3	-16.6%
Male	23	≤10	13	≤10	43.5	≤10	43.5	34	≤10	20.6	15	44.1	12	35.3	-8.2%

2. FOCUS AREAS

FOCUS AREA 1:	All Students Grade 5 (Life Science/ Earth and Space)
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Focus Area Goal	The goal is to increase the number of All Students in grades 5 scoring proficient by 10% from 32% in 2019 to 42% in 2020.
Root Cause(s):	<p>Why?</p> <ul style="list-style-type: none"> • Students are tested on cumulative content, and they forget material taught in previous years. • Lack of time to review content taught in previous years.
Focus Content Standard(s):	<p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently</p>
Barriers:	<ul style="list-style-type: none"> • Band and orchestra is scheduled during Science block. • Reading level of MISA • Need to have a coordinated school plan for reviewing material taught in prior grades • Students lack stamina to read independently for an extended period of time.
Needed Resources:	<p>Schedule of coordinated school-wide science activities to review content High Interest Informational Texts Guest Speakers/Presenters/Field Trips (Mobile Lab, Katie Peterson, IBM Grant for STEM)</p>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Use of High Interest Informational Text (Mystery Science, Scholastic News, FOSS Kits, Maryland Studies Weekly, ReadWorks, Read Theory, etc.) and Hands-On Activities • Special Presentations (National Farmers Day Ag Presentation, Mobile Lab, IBM Grant, etc.) • Schoolwide Super Science Week- Life Science/Earth and Space Focus (STEM Family Event, Schoolwide Research Reports Sharing, Guest Speaker Presentations on Science-related Careers, etc.)- Held prior to MISA during the first week of March • MISA Practice Assessment and Other Online Informational Reading/Responding/Technology Practice Opportunities
How will it be funded?	<p>Title I Funding School Funding Local Funding</p>
Steps towards full implementation with timeline:	<ol style="list-style-type: none"> 1. Leadership team will share the finalized plan at a faculty meeting.(December) 2. ELA specialist will review recommended resources for strategies and tasks at a team meetings. (January- May) 3. Classroom teachers and special educators will focus on these strategies in collaborative team planning.(January- May) 4. Super Science Week (March)

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	5. Administrators will facilitate ongoing discussions throughout the year during team planning, faculty, and data meetings. (January- May)
Monitoring Procedure:	Monitoring during weekly team collaborative team planning, faculty meetings, and monthly leadership meetings.

Table 21	UDL for SCIENCE
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	1.1 Offer ways of customizing the display of information- (Mystery Science, Scholastic News, FOSS Kits, Maryland Studies Weekly, etc.) 2.5 Illustrate through multiple media- (diagrams, text, videos, special presentations by guest speakers)
<i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge. 4.1 Vary the methods for response and navigation- (written reports, demonstrations, visuals, oral presentations, etc.)
<i>Means for Engagement:</i> <i>tap into learners’ interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement 7.1 Optimize individual choice and autonomy- students choose a topic and the way they present research projects

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D. SOCIAL STUDIES/GOVERNMENT: N/A for Elementary

E. Advanced Placement Data: N/A for Elementary

IX. MULTI-TIERED SYSTEM OF SUPPORT

Please insert your MTSS Practice Profile. Be sure the MTSS addresses all parts from the guidance document.

The priority at West Side for 2019-20 is to maintain tier I reading instruction and identify systematic instruction for tier II flex groups. Our goal is to vary focuses and systems as we address the tier II instruction priority. Teachers will identify 2 challenging, at risk students in their ELA classroom. They will administer the Next Step GRA to both students. Working collaboratively with their grade level team, administrators, and Jayme Golliday, they will design systematic, intentional, research based tier II instruction. Teachers will progress monitor the students every 3 weeks and make instructional adjustment as needed.

The district will provide support through our Reading Specialist, Jayme Golliday. Also, the district provides the DIBELS assessment and ERI assessment.

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school.

Staff will continue to give out Paw coupons daily to positively promote the following of the West Side School rules, grade levels conduct monthly character Project Wisdom lessons altogether, and PBIS pushes are being implemented quarterly followed by a school-wide incentive. Behavior plans and/or an individualized Check In/Check Out system have been implemented for our students in Tier II. In addition, for students identified by the Students at Risk Scale, a staff member mentor or social skill group has been established. Teachers utilize behavior management within the classroom by means of Class Dojo, colors, and most recently the use of Restorative Practice questions to resolve conflict.

Describe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

The Tier II team has established interventions for students that include: Behavior plans, Check-In/Check-Out, Modified Check-In/Check-Out, staff mentoring, social skills groups with the school counselor, visits with the Behavior Specialist, and counseling once a week with the Allegany County Health Department counselor.

XI. Title I Schools

TITLE I PARENT/FAMILY ENGAGEMENT

Parent/Community Engagement Needs

- **Describe in a narrative your school's parental/community engagement. 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.**
- Parental/community involvement at West Side is a priority. We value all our stakeholders and strive to meet the needs of our parents/families and create strong partnerships within our community to better serve our students.
- In 2018-2019, we held capacity building events such as: Super Families Read Night, Math Day, PARCC Night, STEM/Science Fair, and First Grade Literacy Game Day.
- In 2019-2020, we will continue to provide our parents/families with opportunities to learn how to assist their students with academics and behaviors at home. We are looking forward to our fall Positive Behaviors Lunch & Learn event for parents, planned in response to parent interest survey results. We are also planning to hold our annual Math Day, Assessment Event, STEM Event and/or a new Health/Wellness

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activity along with a spring Read to Succeed Event. Welcoming events such as Grandparents Day, Veterans Day Celebration, Welcome Back Celebration with Community Members, Fall Festival Parade, Pre-k and Kindergarten Orientation Meetings, Holiday Family Fun Night, and Roller Skating Parties will also be held.

- In addition, we will continue to welcome our parents/families/community members to the wonderful community dinners hosted by Grace Baptist Church. At each dinner, we provide information on a school initiative and collect items for the church pantry. School and church volunteers work together to serve the meal.
- We will also work to strengthen our partnership with the Allegany County Library System by holding a Read to Succeed event at the Washington Street Library in the spring. We will continue to partner with the library to share initiatives such as “Choose Civility” and “Western Maryland Goes to War” with our school, family, and community.
- We will provide many opportunities for volunteers such as: Weekly Volunteer Workshops with the Family Engagement Coordinator, Outdoor School Chaperones, Weekly Guest Readers, Field Trip Chaperones, Leadership Team, Family Involvement Team, Lego League, and more.

Parent Advisory/ Title I Parent Committee 2019-2020

Name	Grade Level Representation	Position
Shannon Green	All	Principal
Shannon Imes	All	Assistant Principal
Sydney Sibley	All	School Counselor, Family Involvement Team Chair
Jennifer Howell	5, 2	Parent, Allegany County Library Representative
Pastor Keith Aquila		Grace Baptist Church Representative
Jennifer Howell	5, 2	PAC Representative
Erica Weedon	Pre-K,2	PAC Alternate
Erica Weedon	Pre-K	Parent Representative
Denia Hoherl	Kindergarten	Parent Representative
Kim McKay	Grade 1	Parent Representative

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Jennifer Howell	Grade 2	Parent Representative
Wendy Jones	Grade 3	Parent Representative
Tammy Fraley	Grade 4	Parent Representative
Molly Albright	Grade 5	Parent Representative
Delsie Fazenbaker	Title I	Family Engagement Coordinator
Laura Michael	Title I	Title I School Support Specialist

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

West Side PARENT / FAMILY ENGAGEMENT PLAN

Expectations

As a schoolwide Title I school, West Side Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Section 1116 Every Student Succeeds Act of 2005.

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

- I – Shared decision-making opportunities
- II – Annual meeting to explain the schoolwide Title I program
- III – Opportunities to build and increase understanding, communication, and support between home and school

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IV - Formal and informal evaluation of the effectiveness of parent/family engagement activities

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

West Side accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent /Family Engagement Plan with the district's Parent/Family Engagement 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 goals on MCAP 2020.

Action Plan

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
I. Shared Decision Making ➤ The School Improvement Plan (SIP) is developed with input from parents. ➤ The SIP is available for parent review and input at any time. ➤ The Parent/Family Engagement Plan is developed with input from parents.	Parent representatives on SIT and other decision - making teams collaborate with school staff on the development of the plan. Parents are invited in a variety of ways to provide input into the plan.	Spring Meeting, ongoing	Shannon Green, principal, Shannon Imes, assistant principal
	A synopsis of the SIP is shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	Winter newsletter	Shannon Imes, assistant principal
	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.	Spring Meeting, Annual Meeting, ongoing	Shannon Green, principal, Shannon Imes, assistant principal

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<ul style="list-style-type: none"> ➤ The Parent/Family Engagement Plan is distributed to all parents. ➤ With parents, develop a written School Parent Compact(s) supporting instruction that is signed by teachers, parents, and students. 	<p>A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.</p> <p>A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year's School Parent Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval.</p>	<p>December newsletter</p> <p>Spring Meeting, Annual Meeting, ongoing</p>	<p>Shannon Imes, assistant principal</p> <p>Shannon Green, principal, Shannon Imes, assistant principal</p>
<p>II. Annual Meeting</p> <ul style="list-style-type: none"> ➤ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental/family engagement. 	<p>Information is shared by powerpoint presentation.</p>	<p>August 28, 2019</p>	<p>Shannon Green, principal, Shannon Imes, assistant principal</p>
<p>III. Building Parental Capacity</p> <ul style="list-style-type: none"> ➤ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments. ➤ Provide materials and parent 	<p>Grade level expectations are distributed to parents in the fall. Teachers discuss expectations with parents during conferences, Back to School/Meet the Teacher events, and/or during classroom visitation activities. Information about testing is also distributed to parents at appropriate times.</p> <p>The following events are planned for this school year:</p>	<p>October 2019, October 7, 2019, March 9, 2020, August 28, 2019, TBD</p>	<p>Shannon Green, principal, Shannon Imes, assistant principal, Classroom Teachers</p>

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<p>trainings/workshops to help parents improve their children's academic achievement.</p>	<p>-Positive Behaviors Lunch & Learn -Math Day -Read to Succeed at the library in the evening -Assessment Event</p>	<p>October 23, 2019 TBD</p>	<p>Shannon Green, principal, Shannon Imes, assistant principal, Sydney Sibley, school counselor/Family Involvement Team chair, Classroom Teachers</p>
<p>➤ Educate school personnel on how to work with parents as equal partners in their child's education.</p>	<p>Input from parents is gathered at parent events by activity evaluations and parent surveys. The results are shared to improve future events. Parent members of school teams attend meetings and provide input.</p>	<p>ongoing</p>	<p>Shannon Green, principal, Shannon Imes, assistant principal, Sydney Sibley, school counselor/Family Involvement Team chair, Classroom Teachers, Laura Michael, Title I Specialist</p>
<p>➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources such as the Health Department, Library, Head Start, Striving Readers Grant, Local After School Program, MD Extension, YMCA, etc.</p>	<p>The following programs provide opportunities to increase parent/family engagement: -Health Department offers dental and flu vaccine clinics. -Allegany County Library provides information, materials, parent resources, location for parent event, etc.</p>	<p>ongoing</p>	<p>Shannon Green, principal, Shannon Imes, assistant principal</p>
<p>➤ Ensure information is presented in a format and/or language parents can understand.</p>	<p>Communications with parents are designed to be parent-friendly. Blackboard Connect mass notification phone calls, texts, and emails enhance communication with parents. Outdoor sign advertises upcoming events. Family engagement coordinator makes phone calls.</p>	<p>ongoing</p>	<p>Shannon Green, principal, Shannon Imes, assistant principal, Delsie Fazenbaker, family engagement coordinator</p>
<p>➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and</p>	<p>Translated documents are provided on an as needed basis. Reasonable requests for transportation and childcare may be provided.</p>	<p>ongoing</p>	<p>Shannon Green, principal, Shannon Imes, assistant principal, Delsie Fazenbaker, family</p>

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parents with other hardships to fully participate in parent/family engagement opportunities.			engagement coordinator
IV. Review the Effectiveness <ul style="list-style-type: none"> ➤ The effectiveness of the school's parental/family engagement activities will be reviewed. 	Evaluations from parent activities are reviewed and are the basis for changes in subsequent activities. The School Improvement Team reviews the effectiveness of the parental/family engagement activities.	Spring Meeting, ongoing	Shannon Green, principal, Shannon Imes, assistant principal, Laura Michael, Title I School Support Specialist
V. Joyce Epstein's Third Type of Parent Involvement <ul style="list-style-type: none"> ➤ Volunteering 	Parents are given the opportunity to volunteer in a variety of ways: -Outdoor School Chaperones -Weekly Volunteer Workshops with Family Engagement Coordinators -School Leadership Teams -Classroom Activities -Field Trip Chaperones	ongoing	Shannon Green, principal, Shannon Imes, assistant principal, Laura Biser, family engagement coordinator, Classroom Teachers

XII. Professional Community for Teachers and Staff- Standard 7

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a critical feature of the school improvement effort. What school based professional learning will be/has been coordinated this year to address your school's achievement gaps?

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1. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Understanding and teaching children from poverty	February-May Team and Faculty meetings	All staff	Means of reaching/teaching students of all economic status and gender	Strategies for calming students, understanding the brain, the inner self, and emotional noise	
2. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom

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Restorative Practices	August, 2019-May, 2020 Team and Faculty meetings	All staff	Understand and implement the values of Restorative Practices: build relationships, manage conflicts, and repair harm	Use of tools of Restorative Practices including: questions, circles, affective statements, conferences, mindfulness, and social-emotional learning	Decrease in number of office discipline referrals
3. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Growth Mindset continuance	Weekly team meetings and faculty meetings	All staff	A belief that with practice, perseverance, and effort, people have the potential to learn and grow as we accept mistakes as the growing process.	Participants will continue moving toward a growth mindset, understand the brain as a muscle, buy-in to our growth mindset community, importance of feedback and goals, mistakes, and the YET.	Staff and student goals being met, enhance student learning

XIII. Management Plan

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1. How will the plan be shared with the faculty and staff? Please include approximate dates.

Planned activities were shared with the staff at a staff development meeting. Staff was given the opportunity to preview activities and give feedback and suggestions. Once approved, the plan will be shared during a faculty meeting with the entire staff. Faculty members will receive a quick reference sheet which outlines the SIP strategies to be utilized as a quick reference when planning.

2. How will the plan be shared with parents and community members? Please include approximate dates.

The plan will be shared at parent activities throughout the school year including the monthly Family and Community Engagement Meetings. Highlights will be shared on the West Side Facebook page and school website. Parents will be invited to review and comment on the SIP. A copy of the plan in its entirety will be available in the office and on the school's web page.

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

Classroom teachers will be responsible for implementing strategies for each content area. Teachers will also be attending bi-weekly meetings with the specialists to discuss instructional practices as identified in the SIT plan. Teachers and specialists will work closely together to gather and evaluate students progress.

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

Leadership Team: Will review the following data: DIBELS and DIBELS Progress Monitoring; Eureka Math Benchmarks; SRSS Behavioral Screener and SRSS Progress Monitoring Tools; Imagine Math Data; ELA Benchmarks. The data will initially be reviewed during grade level data team meetings and the leadership rep will bring a summary to Leadership Team Meetings.

Family Involvement Team: Leadership of parent involvement activities and continue updates to the SIP.

PBIS Team: Monitors discipline and school-wide positive behavior systems to facilitate a safe, respectful, and responsible learning environment. Referral data is monitored throughout the year.

Tier II Team: The Tier II Team analyzes data from referrals, SRSS screeners, and Tier II interventions.

Pupil Service Team: Team will look at attendance, and identified students of need.

5. How will administration monitor the plan?

Administration will monitor the plan at team meetings and by informal and formal observations. Administration will share strategies from the specialists and teachers will implement them in their classroom.

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6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?

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

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

Name (Print and Sign)	Affiliation/Title
Shannon Green	Principal
Shannon Imes	Assistant Principal
Sydney Sibley	School Counselor
Erica Weedon	Parent Representative
Jennifer Howell	Parent, Community Representative
Rev. Keith Aguila	Community Representative
Tammy Fraley	Parent Representative
Heather Felker	Grade 1 Teacher, SIT Co-Chair
Betsy Green	Grade 4 Teacher, SIT Co-Chair
Kristi Brown	Kindergarten

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Tonya Hensel	2nd grade
Kayla Hughes	3rd grade
Tracy Eberly	5th grade
Lorri Rumburg	PBIS chair
Jiabang Wu	2 & 3 Chinese Immersion Teacher
Jamie Klink	Spec. Education
Laura Michael	Title I Specialist
Jayme Rollins- ELA	Reading Specialist
Mandy Schall- Math	Math Specialist
Daphanie Jenkins	Resource