

Allegany County Public Schools
2024-2025 School Improvement Plan for Title I Schools

School: West Side Elementary

Principal: Jill Hartsfield

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I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, AND CORE VALUE

Mission Statement

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

Vision

Through collaboration and continuous learning, West Side Elementary School will be a place of excellence where all students are engaged in high quality, real-world learning. A professional and highly motivated staff, in partnership with parents, will encourage children to achieve their full potential and become responsible citizens who are lifelong learners.

Core Values

Together we will RESPECT, EXCEL, and INSPIRE.

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B. SCHOOL CLIMATE AND CULTURE

Climate

Our school motto is “West Side... the Best Side”! Through building positive relationships with students, West Side’s teachers and staff work to build an inclusive and welcoming environment where students feel safe, comfortable, and respected. Administrators, teachers, and staff prioritize understanding the individual emotional needs of their students in order to demonstrate care and empathy in their daily interactions. These intentional interactions foster a sense of trust among students, making them feel emotionally safe when seeking support.

At West Side Elementary, all stakeholders work together daily to establish and maintain a positive climate within the school. Our focus is on investing in individual students and their families while fostering relationships among stakeholders. We also prioritize setting and achieving high academic and behavioral standards. Furthermore, we strive to create a safe and nurturing environment for everyone. To achieve this, we have our school rules "Be Responsible, Be Respectful, Be Safe, Be Kind" posted throughout the building and referenced frequently by all. This helps to minimize behavior issues and enables our students to feel confident that they are attending a school where bullying, harassment, and intimidation are not tolerated.

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Culture

School culture encompasses all the attitudes, expected behaviors, and values that affect a school's daily operations. At West Side, our motto is “West Side... the Best Side” and we strive to be the best we can be every day. We strive to be safe, respectful, and responsible members. We routinely celebrate the personal and academic achievements of students and staff. Practices we utilize to further West Side’s culture include, but are not limited to:

- Quarterly Academic Recognition
- Monthly Behavioral Recognition
- School and Classroom Celebrations
- School-wide Spirit Days
- Halloween Parade
- Veterans Day Program
- PTO Events Such as: Lego Nights, Winter Wonderland Night, Seasonal Coloring Contests, etc.
- Winter Concerts
- D.A.R.E. Education
- Personal Body Safety Lessons
- PBIS Celebrations
- Weekly Perfect Attendance Boosters/Celebrations
- Monthly Community Advisory Meetings
- Positive v. Negative Office Referrals
- “PAWS”itive Posters and Coupons
- PAW Coupons
- W.O.W. (Wildcat of the Week) Certificates - Pre-K - grade 2
- Wildcat Bucks - grades 3 - 5
- Nine Week Celebrations

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II. SCHOOL DEMOGRAPHICS

Number of years the principal has been in the building? 3

A. Staff Demographic

| Table 1 | | | |
|------------------------|-----------|-----------|-------|
| School-based Personnel | Part Time | Full Time | Total |
| Administrators | 0 | 2 | 2 |
| Teachers | 0 | 23 | 23 |
| Itinerant staff | 0 | 12 | 12 |
| Paraprofessionals | 3 | 7 | 10 |
| Support Staff | 0 | 6 | 6 |
| Other | 0 | 15 | 15 |
| Total Staff | 3 | 65 | 68 |

B. Student Demographics

| Table 2 | |
|--------------------------------|------------------------|
| SUBGROUP DATA | 2024-2025 COUNT |
| American Indian/Alaskan Native | ≤10 |
| Hawaiian/Pacific Islander | n/a |
| African American | 31 |
| White | 231 |
| Asian | ≤10 |
| Two or More Races | 47 |
| Special Education | 68 |
| LEP | ≤10 |
| Males | 143 |
| Females | 172 |
| Gender X | 0 |
| Total Enrollment | 315 |
| FARMS Rate (2022-2023) | 72.44% |

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Special Education Data 2024-2025 School Year (Sept 30 data)

| Table 3 | | | | | |
|-----------------------------|--------------|---------------------------------|--------------|---------------------------|--------------|
| 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 | 6 | 14 Autism | 2 |
| 04 Speech/Language Impaired | 21 | 09 Specific Learning Disability | 14 | 15 Developmental Delay | 16 |
| 05 Visual Impairment | 0 | 10 Multiple Disabilities | 1 | TOTAL COUNT | 61 |

III. ATTENDANCE

| Table 4a | 2022-2023 | 2023-2024 |
|-----------------------------------|------------------------|------------------------|
| Grade Level – School Level | Attendance Rate | Attendance Rate |
| All (Excluding PreK & K) | 90.1% | 92.3% |
| Grade 1, 6, or 9 | 89.8% | 92.2% |
| Grade 2, 7, or 10 | 89.5% | 92.8% |
| Grade 3, 8, or 11 | 92.0% | 91.6% |
| Grade 4 or 12 | 88.7% | 93.6% |

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| | | |
|---------|-------|-------|
| Grade 5 | 90.5% | 91.5% |
|---------|-------|-------|

| Table 4b: Subgroup Attendance Rate | 2022-2023 | 2023-2024 |
|---|------------------|------------------|
| All Students | 89.3% | 92.3% |
| Hispanic/Latino of any race | 90.9% | 90.9% |
| American Indian or Alaska Native | 90.1% | 90.6% |
| Asian | 94.9% | 96.0% |
| Black or African American | 86.3% | 92.7% |
| Native Hawaiian or Other Pacific Islander | n/a | n/a |
| White | 89.6% | 92.2% |
| Two or more races | 88.8% | 91.2% |
| Male | 89.2% | 91.7% |
| Female | 89.5% | 92.5% |
| EL | 96.1% | 96.9% |
| Special Education | 87.3% | 91.1% |
| Free/Reduced Meals (FARMS) | 87.0% | 90.9% |

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

While West Side Elementary is showing growth in the area of attendance (we grew 3% from the previous year, attendance challenges still span across all grade levels as no grade level's attendance rate achieved the 94% expectation. In fact, all grades (excluding PK and K), averaged 92.3%. Our three lowest attendance rates were: American Indian or Alaska Native (90.6%), Hispanic/Latino of any race (90.9%), and Free/Reduced Meals (FARMS).

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.
 - *Attendance Works* fliers and parent letters will be distributed, and posters will be displayed to inform parents of the impacts of absences.
 - PAW Bucks to spend in the school store incentive.
 - Monthly incentives sponsored by the Concentration of Poverty grant.
 - Attendance Incentives
 - Random weeks - students with perfect attendance for the week will receive a reward (dates to be determined)
 - Marking Period Recognition for perfect attendance
 - Daily attendance phone calls - each student absent will receive a phone call from a member of the office staff
 - Attendance Meetings - meetings for students missing approximately 10-20% of school days (parent/guardian and Pupil Service Team members)
 - New Social Worker assigned to students/families with chronic absences that works with families to overcome barriers to attending school

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- Weekly PST Meetings to analyze attendance data, organize parent and student meetings to discuss concerns and offer support/assistance

Chronically Absent

Chronically absent is defined as missing 10% or more of days enrolled in a school year.

MD Report Card reports students NOT chronically absent.

| Table 5 | 2022 | 2023 | 2024 |
|--|-------|--------|--------|
| Not Chronically Absent (percentage) | 59.2% | 58.71% | 72% |
| Not Chronically Absent (student count) | | 180.24 | 221.04 |
| Report Card Points Earned | 5.5 | 5.5 | 6 |

Habitually Truant

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, semester, or year.

| Table 6 | 2022 | 2023 | 2024 |
|-----------------------------------|-------|-------|-------|
| Habitually Truant (percentage) | 7.88% | 6.80% | 2.73% |
| Habitually Truant (student count) | 22 | 19 | 8 |

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

West Side has made significant gains in reducing the number of habitually truant students. The following strategies were deployed for the 2023-2024 school year:

- The TSI team met to complete a root cause analysis for attendance issues and create an attendance pyramid to identify strategies for Tier I, Tier II, and Tier III students.

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- Administration and the Pupil Service Team met weekly to discuss habitually truant students. Administration and the Pupil Personnel Worker held parent conferences with those students' families to discuss attendance barriers and create an improvement plan.
- In addition to automatic phone calls from the county, the front office made daily phone calls to absent students to verify their reason for being absent as well as requesting a note upon the student's return.
- Our Community School Coordinator held weekly/monthly incentives for the families with students who had 94% or better attendance for the designated time frame.
- Our Community School Coordinator held weekly/monthly incentives for the students who had 94% or better attendance for the designated time frame.
- Administration, PPW, and School Social Worker conduct home visits, as needed.
- Send home letters and tips on our monthly calendar to parents from the Attendance Works website.

GRADUATION RATE – High Schools Only

IV. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

| Table 8: SUSPENSIONS | | | |
|-----------------------------|---------------------|-----------|-----------|
| Subgroup | All Students | | |
| | 2021-2022 | 2022-2023 | 2023-2024 |
| Total Referrals | 77 | 102 | 151 |
| All Suspensions | 5 | 6 | 16 |
| In School | n/a | n/a | n/a |
| Out of School | 5 | 6 | 16 |

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| | | | |
|------------------------------|---|---|---|
| Sexual Harassment Offenses | 2 | 3 | 1 |
| Harassment/Bullying Offenses | 0 | 0 | 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.

The number of referrals and suspensions increased from the 2022-2023 to 2023-2024 school year by 49. Our data shows that, despite multiple interventions, seven students made up 58.9% of our referrals. Additionally, our suspensions increased by 10 with three students receiving 2 or more suspensions. Twelve of the 16 suspensions were for physical aggression that included unsafe behaviors, physical fighting/attacking a student and attacking adults. Furthermore, the code of “disruption” made up 55% of our total referrals. To combat the increase in referrals and suspensions, West Side has implemented the following:

Tier I Interventions:

- Second Step Curriculum as a schoolwide evidence based reform strategy
- Guidance as a Resource – Weekly lessons for every student focused on Toolbox Skills
- Restorative Circles
- PBIS Coupons/Incentives (School Store and Wildcat of the Week Award)
- Open Communication with Parents (Notes in Planners, Phone Calls, Dojo, Conferences, Monthly Calendars, Facebook)
- Sensory Hallways For Calming Down
- Structured Therapeutic Breaks
- Reading Activities Using Books Curated for SEL (Title I)

Tier II and Tier III Interventions:

- Weekly Small Groups Based on SRSS Data
- Individual Counseling Sessions Based on SRSS Data

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- Check In/Check Out
- Lunch Groups
- Tutoring
- Individual Behavior Plans/ Integrated Support Plans (General Education Students)
- Individual Counseling Sessions with Mental Health Specialist
- Referral to Health Department Counseling
- Functional Behavior Assessments and Developed Behavior Intervention Plans (Students With IEPs)
- Reading Activities Using Books Curated for SEL (Title I)

V. EARLY LEARNING (Elementary Only)

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

| Table 9 | | | |
|-----------------------------------|----------------------|----------------------|----------------------|
| Kindergarten Readiness Assessment | | | |
| | 2021-2022 | 2022-2023 | 2023-2024 |
| | Percent Demonstrated | Percent Demonstrated | Percent Demonstrated |
| Language & Literature | 25.93% | 48.89% | Not Available |
| Mathematics | 44.44% | 37.78% | Not Available |
| Social Foundations | 66.67% | 40% | Not Available |
| Physical Development | 62.96% | 53.33% | Not Available |

2. Input the data report from maryland.kready.org site to show domain strengths and needs. (*Range Distribution: All Domains*)
N/A

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3. 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”.

N/A

4. Describe the school’s plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with deficits in specific domain areas. Discuss the evidence based practices your school is implementing to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.

N/A

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VI. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ART

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 increase proficiency rates of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

MD Report Card Data (to be filled in after the release of 2024 Report card in December)

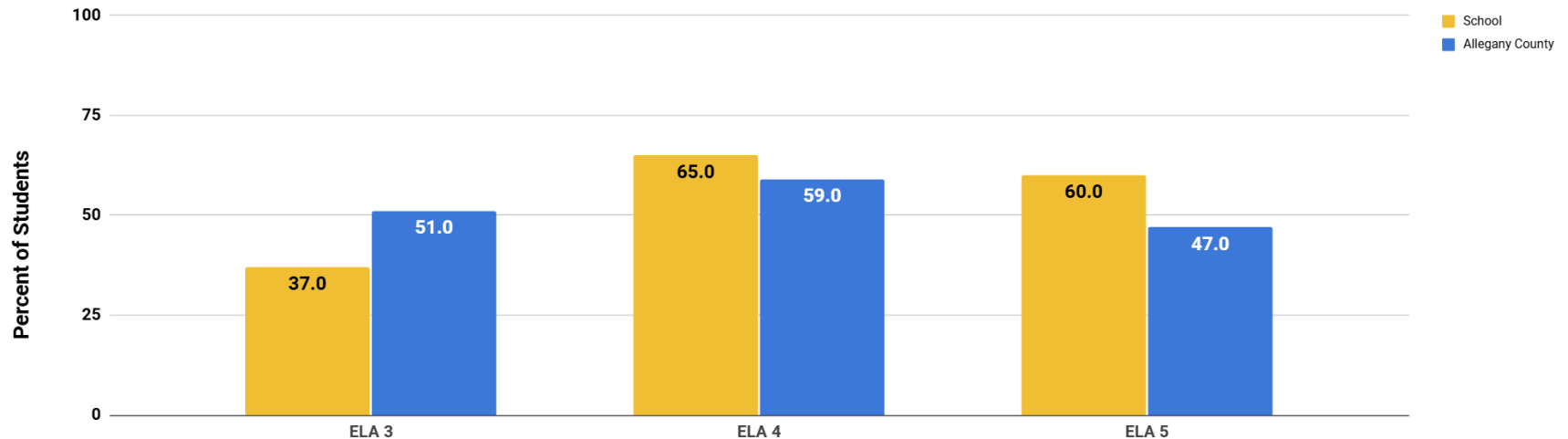
Points for ELA Proficiency out of 5 = 2.9

Points for ELA average levels out of 5 = 3.2

Points for ELA Growth out of 12.5 = 10

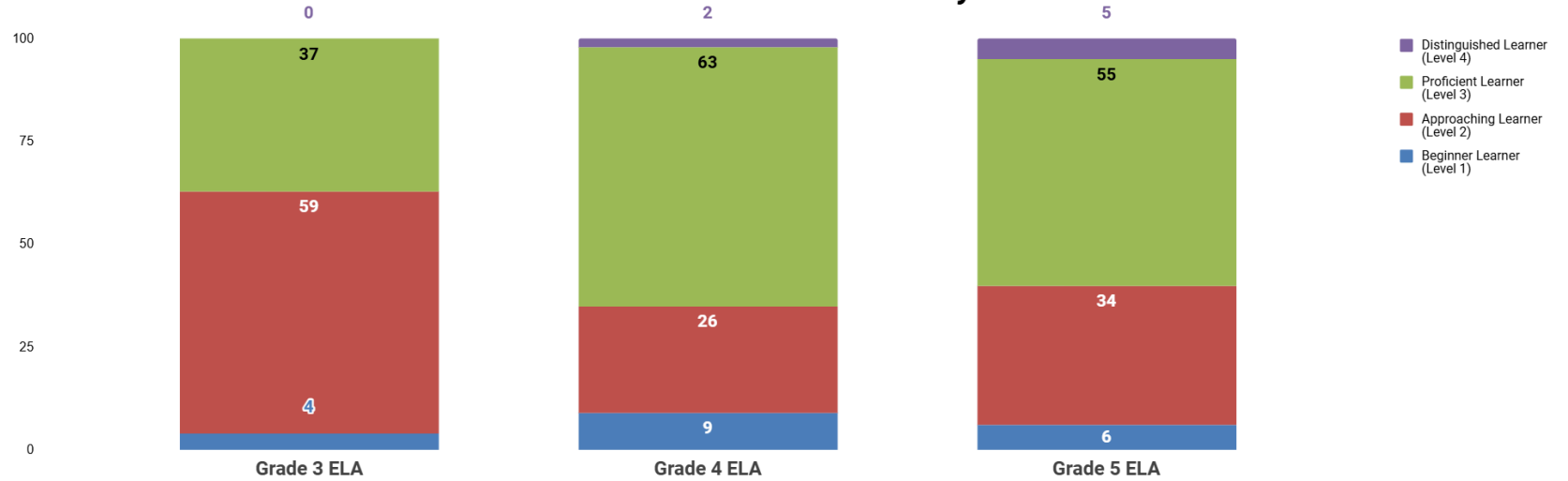
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

2024 West Side ELA Proficiency Rates



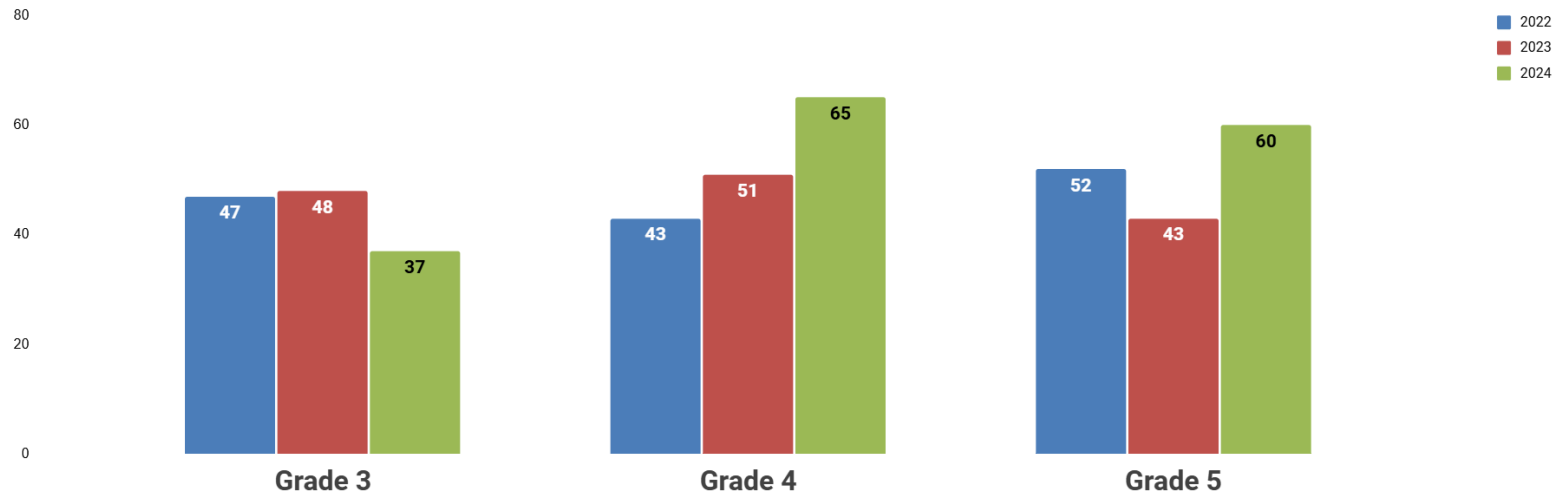
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2024 West Side MCAP ELA Proficiency Levels



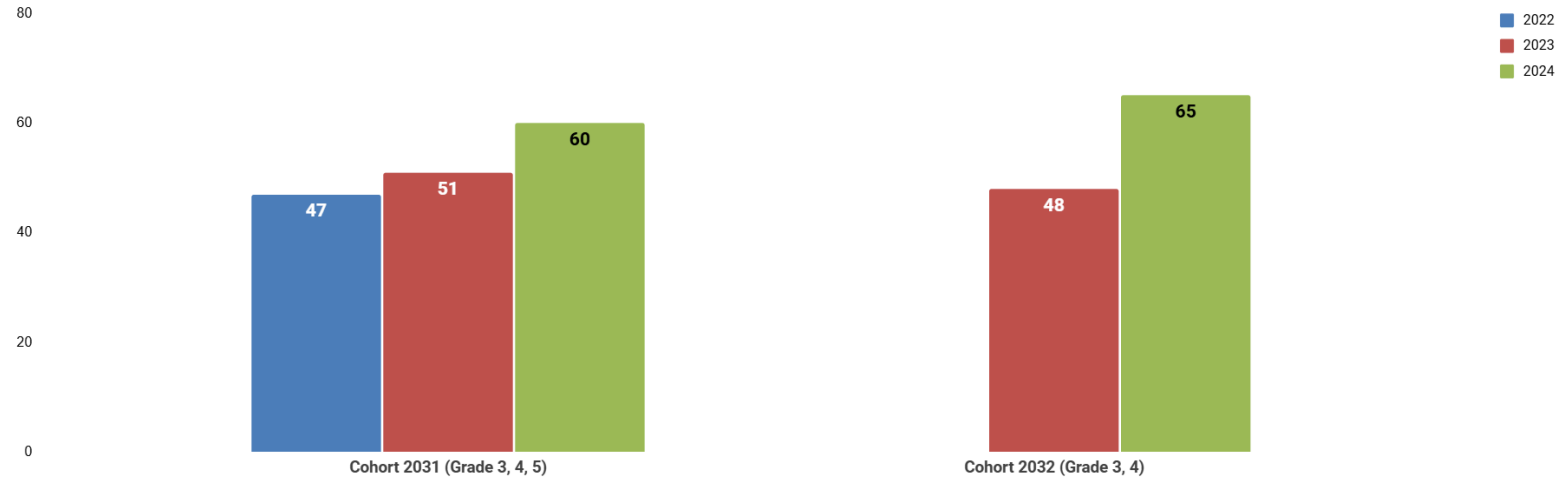
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West Side ELA Proficiency Rate



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West Side ELA Cohort Proficiency Growth



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2. ELA FOCUS AREAS

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| ELA FOCUS AREA 1: | Writing: All students K-5 with a focus on current grade 3 through grade 5 students. |
| Focus Area Goal | The goal for the 2024-2025 School Improvement Plan is to increase the writing proficiency in the areas of conventions and expression by 5%. |
| Root Cause(s): | <ul style="list-style-type: none"> • Evidence statements reveal that students struggle to provide written responses to on-demand reading and writing. • Students require further opportunities to experience learning conventions and skills in typing without computer generated corrections. • Students require further opportunities to experience typing extended written responses to on demand reading. • Grade 4 students have 65% proficient readers and grade 5 students have 60% students that are proficient readers. |
| Focus Content Standard(s): | <ul style="list-style-type: none"> • CCSS W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • CCSS L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| Barriers: | <ul style="list-style-type: none"> • The transition from Superkids to CKLA. • Scheduling ELA to avoid interruptions such as Band/Orchestra and therapies (SL, OT, PT, etc.). • Lack of approved, research-based interventions in the area of writing for grades 4 and 5. |
| Needed Resources: | <ul style="list-style-type: none"> • Technology Class with a focus on typing written responses to text (grades 3-5). • Technology Class with a focus on typing (grades K-2). • Writing Studio. • Writing activities for Superkids. • Extended grade level planning with the Literacy Coach. |
| Strategies and/or evidence-based interventions: | <ul style="list-style-type: none"> • Create opportunities for on-demand reading and writing by using the resources provided by the district ensuring the gradual release of responsibility to students for written responses and tasks. • Small group opportunities for conferencing and support with the skills required for writing. (Tech classes, writing activities from SK, Writing Studio) • Weekly technology lesson or application of skills. (Tech classes) • Consistently use the MCAP rubrics. (Extended planning) • Consistent process and strategy for comprehending the writing task for grades 2-5 (unpacking what is |

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| | <p>asked within the writing task). (Extended planning)</p> <ul style="list-style-type: none"> • Continue the Community Outreach incentives and PBIS incentives. • Piloting Writing Studio. • Utilize Media Specialist to team teach with classroom teachers once a week to provide supplemental lessons on how to respond to text in writing using the MCAP Rubrics. |
| How will it be funded? | Title I, Part A- Supplemental ELA/Reading Materials to Support Core Programs (7 grade levels, PreK4-Grade 5, x \$583.54/grade = \$4,084.79) and Materials to Support Instruction in Volunteer Workshops (330 students x \$3.00 each = \$990.00.) |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> • Strengthen connection between reading complex texts regularly within the classroom that connects to writing. • Team meetings that involve discussion about writing and progress after each unit with the Literacy Coach. • Intentional increase of student writing. |
| Monitoring Procedure: | <ul style="list-style-type: none"> • Following edCite assessments, teachers will analyze the questions being asked for written responses in order to create similar demanding questions for classroom usage. • Teachers will analyze student edCite written responses for student opportunities to score up their work. • Following edCite assessments, student written responses will be monitored and graded using the MCAP rubric with the Literacy Coach. • K-2 Meeting with the Literacy Coach to review writing. |

| | |
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| ELA FOCUS AREA 2: | Vocabulary: All students K-5 with a focus on current grade 3 through grade 5 students. |
| Focus Area Goal | The goal for the 2024-2025 School Improvement Plan is to show an increase in the number of students by 5% in grades 3-5 scoring at a Level 3: Proficient on the MCAP Assessment. |
| Root Cause(s): | <ul style="list-style-type: none"> • Lack of opportunity to determine the meaning of words or phrases based on context. • CKLA provides multiple vocabulary words with definitions for their pre-lesson activities therefore teachers must supplement their instruction with more focus on defining words using context. • Evidence statements reveal that students struggle to determine the meaning of words using context in current grades 4 and 5. |

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| Focus Content Standard(s): | CCSS L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| Barriers: | <ul style="list-style-type: none"> • K-2 currently uses the Superkids Program and grades 3-5 use CKLA as the core program bringing up concerns regarding the difference in text complexity. • Outside of the ELA block, students may not be engaged in complex text for personal reading time. • Utilize more intentional teacher modeling reading opportunities in CKLA to engage in a vocabulary study using context clues within the text. |
| Needed Resources: | <ul style="list-style-type: none"> • Cross grade-level planning • Grade level extended team planning with the Literacy Coach • Complex texts highlighted/displayed in library and all classrooms |
| Strategies and/or evidence-based interventions: | <ul style="list-style-type: none"> • Focus on close reading strategy in whole group and small groups to teach text analysis of both vocabulary in literature and informational texts. • Asking higher-level questions related to the standard which requires students to dig deeper into the text to determine unknown words' meanings. • Teachers will provide additional opportunities to engage with complex text using the aligned read-alouds purchased by the district. • Intentional teacher modeling of using context clues within a text to define unknown words. • Provide more opportunities for student discourse regarding the students' strategies used to define unknown vocabulary words (reciprocal teaching). • Utilize BOOST to provide additional opportunities to build vocabulary skills and knowledge. • Small groups to provide additional opportunities to work on determining the meaning of unknown words using context. • Connect higher-level questioning that affords student discourse across all content areas. |
| How will it be funded? | Title I (Supplemental materials to support the core reading program, supplies and materials for volunteers to create materials of instruction for differentiation, MCAP Practice Books). |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> • Strengthen the connection between reading complex texts regularly to determining the meaning of unknown words using context. • Team meetings that involve discussion concerning vocabulary with the Literacy Coach. • Intentional use of complex text and defining vocabulary using context (possible exit slips and/or morning |

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| | work). |
| Monitoring Procedure: | <ul style="list-style-type: none"> Following edCite assessments, teachers will analyze the questions being asked for determining the meaning of unknown words in order to create similar demanding questions for classroom usage. Following edCite assessments and formative assessments, students will engage in small group or individual opportunities for remediation and support. Literacy Coach will engage with teachers in informal and formal settings to support teachers |

| | |
|----------------------------------|---|
| FOCUS AREA 3: | Main Idea and Summarizing: All students K-5 with a focus on current grade 3 through grade 5 students. |
| Focus Area Goal | The goal for the 2024-2025 School Improvement Plan is to show an increase in the number of students by 5% in grades 3-5 scoring at a Level 3: Proficient on the MCAP Assessment. |
| Root Cause(s): | <ul style="list-style-type: none"> Teachers provide too much support and are reluctant in utilizing the gradual release of responsibilities when developing summaries and finding main ideas. The core programs usually have students provide summaries in writing rather than multiple choice questions. Lack of student discourse and ownership with identifying the main idea and supporting details independently or with a partner. |
| Focus Content Standard(s): | <ul style="list-style-type: none"> CCSS RL 2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. CCSS RI 2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| Barriers: | <ul style="list-style-type: none"> Lack of writing across all content areas. Most opportunities for summarizing in the core programs are guided process writings. Student fluency with complex text. Lack of utilization of the essential question in relation to the text being read. |
| Needed Resources: | <ul style="list-style-type: none"> Checklist or criteria for summaries Time to internalize lessons and units using county internalization protocols. |
| Strategies and/or evidence-based | <ul style="list-style-type: none"> Focus on close reading strategy in whole group and small groups to teach skill Release of responsibilities quicker to the students. Team meetings that involve discussion concerning unpacking Standards with the Literacy Coach. |

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| interventions: | <ul style="list-style-type: none"> • Chunking of reading - focus on paragraph first and then build up to a full text main idea and summarizing. • Provide additional opportunities without guidance to determine the main idea of a text either verbally or in written form. • Provide additional opportunities without guidance to summarize a text • Utilize the guided questions provided in the teacher's manual that focus on identifying the main idea and summarizing. • Use district resources outside of the core programs for on-demand practice of main idea and summarizing. • Color code, highlight, underline main ideas or events with students to determine important information • Small groups to additional opportunities to work on identifying the main idea and supporting details as well as summarizing texts. |
| How will it be funded? | Title I (Supplemental materials to support the core reading program, supplies and materials for volunteers to create materials of instruction for differentiation, MCAP Practice Books) |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> • Use edCite assessment questions and answers as formative assessments on each of these skills. • Strengthen connection between reading complex texts and regularly determining the main idea. • Team meetings that involve discussion concerning summarizing with the Literacy Coach. • Intentional increase of complex text in all grade levels. |
| Monitoring Procedure: | <ul style="list-style-type: none"> • Following edCite assessments, teachers will analyze the questions being asked for main idea and summarizing in order to create similar demanding questions for classroom usage. • Following edCite assessments and formative assessments, students will engage in small group or individual opportunities for remediation and support. • Literacy Coach will support teachers in monitoring the progress with teachers. |

Universal Design for Learning for ELA.

| | |
|---------------------------|---|
| 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> | <ul style="list-style-type: none"> ● Model using think alouds how to construct a well-written response to text ● Display vocabulary words in multiple ways ● Clarify syntax and structure ● Activate or supply background knowledge of vocabulary words |
| <p>Means for Expressions: <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> |
| | <ul style="list-style-type: none"> ● Use multimedia to demonstrate knowledge of vocabulary (drawings, storyboards, comics, music, etc) ● Create virtual or concrete word maps to express vocabulary comprehension ● Provide graduated supports for vocabulary development |
| <p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p> | <p>Multiple Options for Engagement</p> |
| | <ul style="list-style-type: none"> ● Optimize relevance, value, and authenticity by relating vocabulary word to student interests ● Develop ways for students to self-assess and reflect on their vocabulary usage |

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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 increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

MD Report Card Data (to be filled in after the release of 2024 Report card in December)

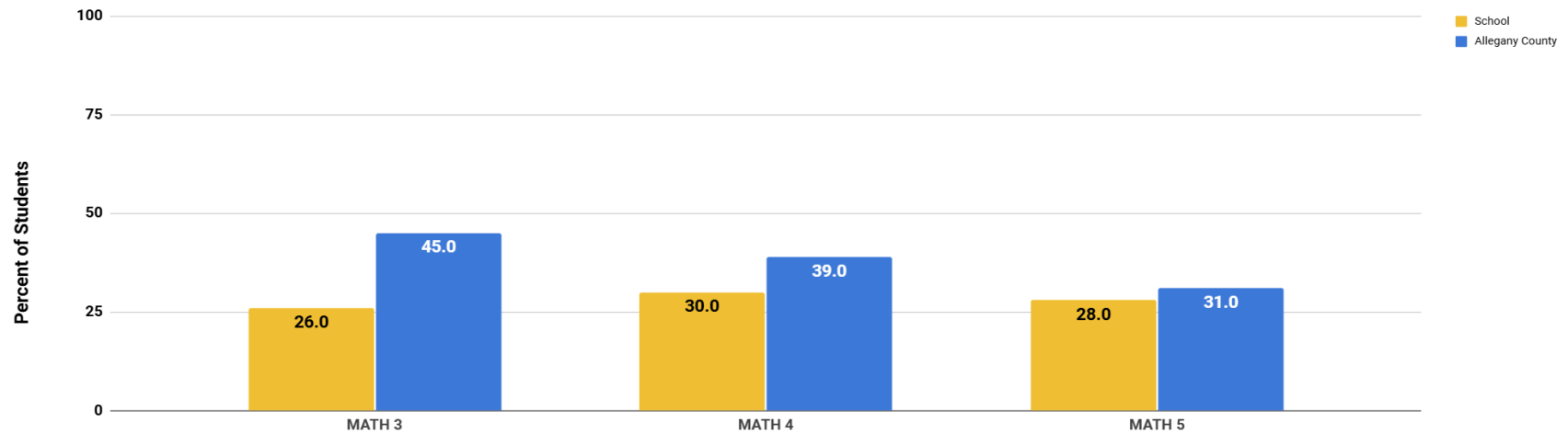
Points for Math Proficiency out of 5 = 1.5

Points for Math average levels out of 5 = 2.6

Points for Math Growth out of 12.5 = 7

1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

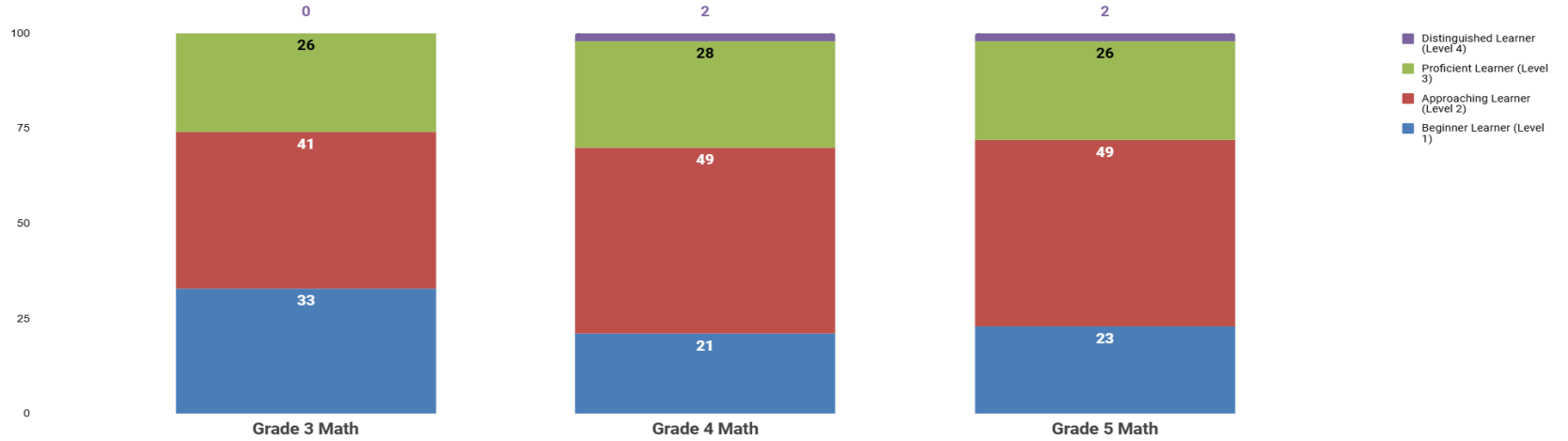
2024 West Side Math Proficiency Rates



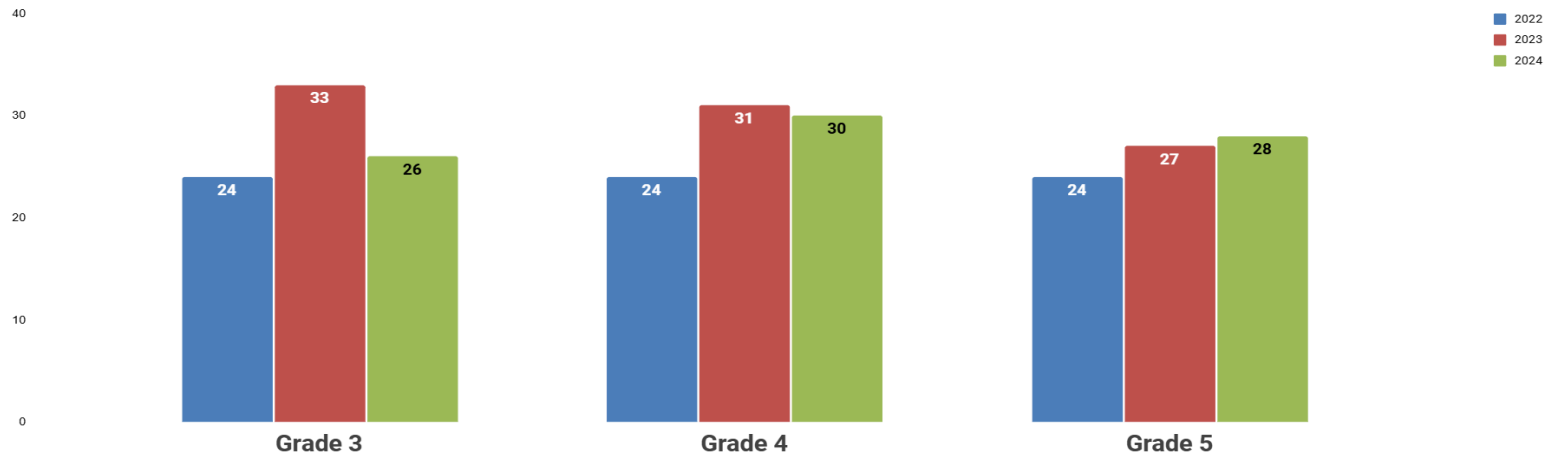
Allegany County Public Schools

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2024 West Side MCAP MATH Proficiency Levels

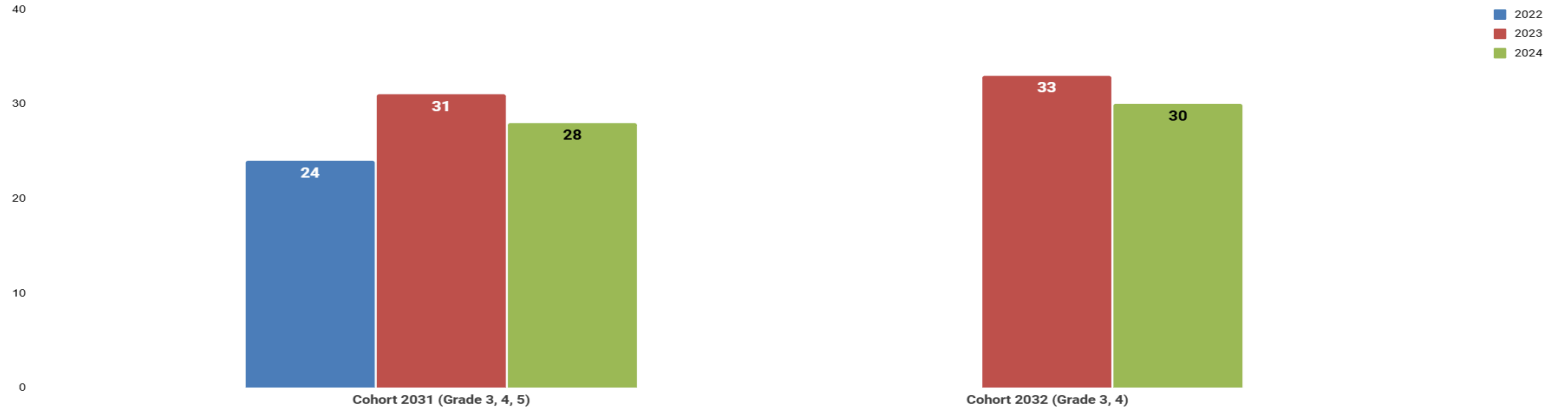


West Side Math Proficiency Rate



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West Side Math Cohort Proficiency Growth



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| MATH FOCUS AREA 1: | Fact Fluency: All students K-5 with a focus on current grade 3 through grade 5 students. |
| Focus Area Goal | The goal for the 2024-2025 School Improvement Plan is to show an increase in the number of students by 5% in grades 3-5 scoring a Level 3: Proficient on MCAP. |
| Root Cause(s): | <ul style="list-style-type: none"> • Lack of concrete, abstract, and representational strategies based on the Gradual Release of Responsibility model. • Lack of fact fluency. • i-Ready Math curriculum does not prioritize basic fact fluency. |
| Focus Content Standard(s): | <ul style="list-style-type: none"> • 3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. • 3.OA.C.7-2 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. By the end of Grade 3, know from memory all products of two one-digit numbers. • 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two |

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| | <p>two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <ul style="list-style-type: none"> • 4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. • 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm • 5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. |
| Barriers: | <ul style="list-style-type: none"> • Lack of fluency of basic addition, subtraction, multiplication, division facts • Lack of deeper understanding of base 10 system/number sense • Weak conceptual understanding • Prioritizing time to practice |
| Needed Resources: | <ul style="list-style-type: none"> • Grade level extended team planning with the Math Coach • Spiral reviews (created by the math coaches) • Differentiated fact fluency programs (i-Ready Fluency Flight, Xtra Math, 99 Math) • Common anchor charts related to building number sense • Intentional teacher modeling using think-alouds with common manipulatives. |
| Strategies and/or evidence-based interventions: | <ul style="list-style-type: none"> • Provide direct, explicit, and systematic math instruction using a gradual release of responsibility from teacher to student. • Utilize the CRA model to ensure students understand the relationship of numbers. • Intentional grade-level planning with the Math Coach weekly. • Provide daily opportunities for student pathways and flex small groups (30 minutes a day) • Small Group Instruction targeting students using base ten blocks and other manipulatives • Educators will provide more time through focused instruction by: <ul style="list-style-type: none"> ○ Number talks ○ Spiral reviews - to show how the operations relate to one another ○ Small Group Instruction <ul style="list-style-type: none"> ■ Targeting students using base ten blocks and other manipulatives • Math Manipulatives, tools, anchor charts • Implementing school-wide fact fluency program (Conceptual-Concrete-Abstract) |
| How will it be funded? | Title I, Part A- Supplemental Math Materials to Support Core Programs (7 grade levels, Prek4-Grade 5, x |

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| | \$583.54/grade = \$4,084.79) and Materials to Support Instruction in Volunteer Workshops (330 students x \$3.00 each = \$990.00.) |
| Steps towards full implementation with timeline: | <p>Ongoing - Number Talks</p> <ul style="list-style-type: none"> • Whole group and small group • Number Sense Routines Folder • Strengthen conceptual understanding of addition, subtraction, multiplication and division in both students and teachers. • Team meetings that involve discussion concerning fact fluency data. |
| Monitoring Procedure: | <p>Monthly team meetings to analyze student fact fluency data</p> <ul style="list-style-type: none"> • i-Ready Fluency Flight, Xtra Math, 99 Math |

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| MATH FOCUS AREA 2: | Fractions: All students in grades 1-5 with a focus on current grade 3 through grade 5 students. |
| Focus Area Goal | The goal for the 2024-2025 School Improvement Plan is to show an increase in students by 5% in grades 3-5 scoring at a Level 3: Proficient on MCAP. |
| Root Cause(s): | <ul style="list-style-type: none"> • Lack of concrete, abstract, and representational strategies for fractions based on the Gradual Release of Responsibility model. • Number Sense - not understanding the concept of fractions are less than a whole • Number Sense - a deficiency in basic fact fluency (addition, subtraction, multiplication, division) |
| Focus Content Standard(s): | <ul style="list-style-type: none"> • 3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. • 3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. • 4.NF.A.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{(n \times a)}{(n \times b)}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. |

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| | <ul style="list-style-type: none"> • 4.NF.B.3.a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. • 4.NF.B.3.c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. • 4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. • 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $(\frac{2}{3} + \frac{5}{4}) = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad+bc}{bd}$. • 5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? • 5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. • 5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction. |
| Barriers: | <ul style="list-style-type: none"> • Number Sense • Fact fluency (among all operations) • Making connections between fractions and division • Relating to real-life situations |
| Needed Resources: | <ul style="list-style-type: none"> • Manipulatives - fraction bars/circles, basic shapes (pattern blocks), 10 frames • Conceptual - Concrete - Abstract representation • Number Talks • i-Ready Pathways • Spiral Reviews of Previously Taught Concepts |
| Strategies and/or evidence-based | <ul style="list-style-type: none"> • Utilize the CRA model to ensure students understand fractions first concretely, then be able to represent it, and then explain it abstractly. |

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| interventions: | <ul style="list-style-type: none"> • Provide direct, explicit, and systematic math instruction using a gradual release of responsibility from teacher to student. • Utilize small groups to provide Tier II instruction on skill deficits. • Utilize the i-Ready individual pathways to allow for additional opportunities to practice fractions. • Provide for “real-world” applications. • Intentional teacher modeling using manipulatives and think-alouds to demonstrate a more in-depth understanding of fractions. • Provide opportunities for students to engage in additional MCAP-like practice questions/tasks. • Utilize county math coach to model strategies specific to the standards and to provide instructional support for both teachers and students. • Consistent usage of math terminology and models across all grade levels. • Incorporate regular opportunities for “spiraling” activities to assist students with long-term mastery of standards and foundational skills practice. |
| How will it be funded? | Title I (Supplemental materials to support the core math program, supplies and materials for volunteers to create materials of instruction for differentiation, laminating machine, MCAP Practice Books) |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> • Strengthen conceptual understanding of fractions in both teachers and students. • Intentional increase of fraction vocabulary and opportunities to use fractions (possible morning work, spiraling, number talks). • Team meetings that involve analysis and discussion regarding classroom instruction of fractions and individual student data with the math coach. • Teachers will provide regular opportunities for students to engage in both paper and computer-based MCAP-like testing situations using practice questions and tasks. • Following formal and summative assessments, students will be provided opportunities to self-reflect and self-correct to assure the strategies they are utilizing are effective and learning is occurring. |
| Monitoring Procedure: | <ul style="list-style-type: none"> • Administrator learning walks utilizing the i-Ready teacher/students “Look For” checklists • Monthly Math Team Data Meetings • Comprehension Checks • i-Ready assigned lessons • i-Ready Diagnostic Assessments and Growth Reports <ul style="list-style-type: none"> ○ BOY Window: 8/26/24 - 9/27/24 ○ MOY Window: 1/6/25 - 1/24/25 ○ EOY Window: 4/28/25 - 5/23/25 |

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| MATH FOCUS AREA 3: | Typical Growth in i-Ready: All students in grades K-5 with a focus on current grade 3 through grade 5 students. |
| Focus Area Goal | The goal for the 2024-2025 School Improvement Plan is for all students to meet their typical growth target plus a ¼ of half their stretch growth on the i-Ready Diagnostic Assessment by the end of the school year. |
| Root Cause(s): | <ul style="list-style-type: none"> • The i-Ready Diagnostic Assessment is a predictor of student success on MCAP. Students who did not make typical growth on the diagnostic were less likely to reach proficiency on MCAP. • Lack of opportunities for spiraling of concepts within the program across grade levels. |
| Focus Content Standard(s): | <ul style="list-style-type: none"> • Utilizing the data from the i-Ready Diagnostic Assessments (that are linked to the Common Core Standards), teachers will use the analysis to gain a thorough understanding of where the students currently are in order to design and provide specific small group instruction. |
| Barriers: | <ul style="list-style-type: none"> • Students giving their best effort during the assessment. • Students performing well-below grade level (or 2 or more levels below) the growth is harder to achieve (45 points). |
| Needed Resources: | <ul style="list-style-type: none"> • Student chromebooks • i-Ready Pathway • i-Ready supplemental materials (comprehension checks, quizzes, and Standards mastery assessments) |
| Strategies and/or evidence-based interventions: | <ul style="list-style-type: none"> • Grade-level meetings that involve analysis and discussion concerning individual student data with the math coach. • Incorporate regular opportunities for “spiraling” activities to assist students with long-term mastery of Standards and foundational skills practice. • Utilize small groups to provide Tier II instruction on skill deficits. • Intentional teacher modeling using manipulatives and think-alouds to demonstrate more in-depth understanding of concepts. • Utilize county math coach to model strategies specific to the Standards and to provide instructional support for both teachers and students. • Consistent usage of math terminology and models across all grade levels. |
| How will it be funded? | District-funded i-Ready program |

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| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> • Students will be placed on their individualized and differentiated i-Ready pathways upon the completion of the BOY i-Ready Diagnostic Assessment. • Students will work 30 minutes daily on their i-Ready pathways. • Consistent planning with the math coach in preparation for data-specific small group instruction. • Teachers and math coach will monitor the students' progress by analyzing the data provided by the following: <ul style="list-style-type: none"> ◦ BOY Window: 8/26/24 - 9/27/24 ◦ MOY Window: 1/6/25 - 1/24/25 ◦ EOY Window: 4/28/25 - 5/23/25 • Teachers and math coach will analyze the students' data of unit assessments to plan for remediation. |
| Monitoring Procedure: | <ul style="list-style-type: none"> • Administrator learning walks utilizing the i-Ready teacher/students "Look For" checklists • Monthly Math Team Data Meetings • Comprehension Checks • i-Ready assigned lessons • i-Ready Diagnostic Assessments and Growth Reports <ul style="list-style-type: none"> ◦ BOY Window: 8/26/24 - 9/27/24 ◦ MOY Window: 1/6/25 - 1/24/25 ◦ EOY Window: 4/28/25 - 5/23/25 |

Universal Design for Learning for MATH.

| UDL Principle/Mode | Representation – This is how the teacher presents the information. |
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| <i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i> | <ul style="list-style-type: none"> • Model problem solving strategies • Show how to model and reason with multi-step problems • iReady Math pathways • Small group instruction daily • Use consistent vocabulary and strategies throughout grade levels |
| Means for Expressions: <i>providing the learner</i> | Expression/Action- This is how the student will demonstrate their knowledge. |

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| <i>alternatives for demonstrating their knowledge and skills (what they know).</i> | <ul style="list-style-type: none"> ● Use manipulatives ● Use math vocabulary ● Exit tickets, spiral review, and assessments ● Various math strategies ● GRR |
| Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i> | Multiple Options for Engagement |
| | <ul style="list-style-type: none"> ● Number talks ● Manipulatives ● Turn and talk ● GRR ● Small group instruction ● iReady Math pathways and Fluency Flight ● Fluency games (Math Solutions and Box Cars and One-Eyed Jacks) |

C. SCIENCE

MD Report Card Data (to be filled in after the release of 2024 Report card in December)

Points for Science Proficiency out of 5 = 1.4

1. Update data charts using 2024 data results.

* indicates no students or fewer than 10 students in category

| | 2022 | | | | 2023 | | | | 2024 | | | | 2022 to 2024 |
|-----------------------|-------------------|---------|---------|-------------------------|-------------------|---------|---------|-------------------------|-------------------|---------|---------|-------------------------|----------------------------|
| | Total Test Takers | Level 1 | Level 2 | Proficient Level 3 or 4 | Total Test Takers | Level 1 | Level 2 | Proficient Level 3 or 4 | Total Test Takers | Level 1 | Level 2 | Proficient Level 3 or 4 | Change in proficiency rate |
| | | % | % | % | | % | % | % | | % | % | % | + or - % |
| MISA (SCIENCE) | | | | | | | | | | | | | |

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| Maryland Results | 64716 | 20 | 50 | 30 | 64543 | 18 | 48 | 34 | 65006 | 29 | 47 | 24 | -6% |
| ACPS Results | 589 | 14 | 55 | 31 | 611 | 13 | 53 | 34 | 569 | 20 | 57 | 23 | -8% |
| All school students | 55 | 14 | 55 | 31 | 56 | 13 | 55 | 32 | 52 | 17 | 56 | 27 | -5% |

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| FOCUS AREA 1: | All 5th Grade Students Performance on MISA |
| Focus Area Goal | The goal is to increase the number of students achieving proficiency on MISA. In 2022, 31% scored proficient, in 2023, 32% scored proficient, and in 2024, 27% scored proficient. Our goal is to increase our 2025 proficiency score by 10%, which would be 5 more students, resulting in 37% of the students scoring proficient. |
| Root Cause(s): | <ul style="list-style-type: none"> • Lack of connection between hands-on experiments and application to written/computer tasks • Lack of cross-curricular connections (math: reading graphs and ELA: informational texts) • Lack of spiraling concepts from earlier grades |
| Focus Content Standard(s): | <ul style="list-style-type: none"> • 3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment. • 5-ESS1-2. Represent data in graphical displays to reveal • 5-ESS2-2. Describe and graph the given amounts |
| Barriers: | <ul style="list-style-type: none"> • Time for science instruction has decreased due to other instructional priorities. • Standards taught in previous grades are not revisited within the curriculum. • Intentional cross curricular instruction - making information learned in Science relevant to real world situations. |
| Needed Resources: | <ul style="list-style-type: none"> • NewsELA • ReadWords • Mystery Science • FOSS online platform |
| Strategies and/or evidence-based interventions: | <ul style="list-style-type: none"> • Use pre-graphed data to create and discuss possible scenarios and answer questions. • Create graphs that coincide with the informational text read • Use ReadWorks and NewsELA for cross-curricular connections. • Select and utilize practice passages and questions relating to science standards, when possible. |

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| | <ul style="list-style-type: none"> • Utilize Mystery Science to enhance and extend science investigations. • Use the online FOSS platform to practice digital experiments and online tools. • Incorporating scientific concepts into the Resource Areas (i.e. in Art, the students draw and label cells; in PE, they complete games to reinforce concepts like the circulatory system, animal kingdoms, etc.). |
| How will it be funded? | Title I, Part A- Supplemental Science Materials to Support Core Programs (7 grade levels, Prek4-Grade 5, x \$583.54/grade = \$4,084.79) and Materials to Support Instruction in Volunteer Workshops (330 students x \$3.00 each = \$990.00.) |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> • Science is taught in grade 5 during the second and third quarters. • Provide read aloud opportunities featuring text will be selected relating to science standards, when possible, to discuss and build background knowledge. • In January and February, emphasis will be placed on familiarizing students with MISA practice tests. |
| Monitoring Procedure: | <ul style="list-style-type: none"> • Teachers will use comprehension scores from science texts to assess student learning. • Teachers will use spiral review data to monitor student understanding and retention of standards. |

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| FOCUS AREA 2: | Grade 5 Females |
| Focus Area Goal | The goal is to increase the number of female students achieving proficiency on MISA. In 2022, 37% scored proficient, in 2023, 29% scored proficient, and in 2024, 18% scored proficient. Our goal is to increase our 2025 proficiency score by 10% resulting in 28% of the female students scoring proficient. |
| Root Cause(s): | <ul style="list-style-type: none"> • Lack of connection between hands-on experiments and application to written/computer tasks • Lack of cross-curricular connections (math: reading graphs and ELA: informational texts) • Lack of spiraling concepts from earlier grades • Comprehension skills need improvement affecting their MISA scores |
| Focus Content Standard(s): | <ul style="list-style-type: none"> • 3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment. • 5-ESS1-2. Represent data in graphical displays to reveal. • 5-ESS2-2. Describe and graph the given amounts. |
| Barriers: | <ul style="list-style-type: none"> • Time for science instruction has decreased due to other instructional priorities. • Standards taught in previous grades are not revisited within the curriculum. • DIBELS Fluency scores is below benchmark. • DIBELS Basic Comprehension is below benchmark. |

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| | <ul style="list-style-type: none"> Intentional cross curricular instruction - making information learned in Science relevant to real world situations. |
| Needed Resources: | <ul style="list-style-type: none"> NewsELA ReadWords Mystery Science FOSS online platform |
| Strategies and/or evidence-based interventions: | <ul style="list-style-type: none"> Use pre-graphed data to create and discuss possible scenarios and answer questions. Create graphs that coincide with the informational text read Use ReadWorks and NewsELA for cross-curricular connections. Select and utilize practice passages and questions relating to science standards, when possible. Utilize Mystery Science to enhance and extend science investigations. Use the online FOSS platform to practice digital experiments and online tools. Incorporating scientific concepts into the Resource Areas (i.e. in Art, the students draw and label cells; in PE, they complete games to reinforce concepts like the circulatory system, animal kingdoms, etc.). |
| How will it be funded? | Title I, Part A- Supplemental Science Materials to Support Core Programs (7 grade levels, PreK4-Grade 5, x \$583.54/grade = \$4,084.79) and Materials to Support Instruction in Volunteer Workshops (330 students x \$3.00 each = \$990.00.) |
| Steps towards full implementation with timeline: | <ul style="list-style-type: none"> Science is taught in grade 5 during the second and third quarters. Provide read aloud opportunities featuring text will be selected relating to science standards, when possible, to discuss and build background knowledge. In January and February, emphasis will be placed on familiarizing students with MISA practice tests. |
| Monitoring Procedure: | <ul style="list-style-type: none"> Teachers will use comprehension scores from science texts to assess student learning. Teachers will use spiral review data to monitor student understanding and retention of standards. |

Universal Design for Learning for SCIENCE.

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| 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> | <ul style="list-style-type: none"> ● Use of consistent science vocabulary ● Use of online resources with FOSS ● Using texts for ELA small groups and literacy labs to review prior NGSS ● Using hands-on materials for science investigations ● Interactive Notebooks ● Interactive Slide Presentations ● Use of databases such as PebbleGo |
| <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> |
| | <ul style="list-style-type: none"> ● Hands-on investigations ● Journal responses ● Exit tickets ● Think, Pair, Share ● GRRUDL |
| <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> |
| | <ul style="list-style-type: none"> ● Flex grouping ● Science investigation materials ● Cooperative Learning ● GRRUDL ● Science Phenomena Introductions ● Real Life Career Connections |

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VII. MD School Survey Results and Plan

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| <i>Staff Engagement Action Plan:</i> <i>2024 MD Report Card Out of 3 = 2.4</i> <i>Projected MD Report Card Score (2024) = 2.4</i> | |
| Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10. | Domain: Instructional Support Topic: Instructional Feedback Average Score = 6.56 |

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| Topic Description: | The quality of instructional feedback topic for instructional staff describes the degree to which they receive useful, actionable, adequate feedback from school leadership to improve their teaching. |
| Strategies: What steps will be taken in order to obtain the desired outcome.. | <p>In 2023, this score was a 5.12. In 2024, this score increased to a 6.56.</p> <ul style="list-style-type: none"> • Weekly Friday feedback to highlight positives with an instructional focus. • Administration joining grade-level planning weekly to provide on-going feedback relative to students data. • Informal feedback provided after walk-through or time spent in classroom |
| Initiative leader and team: Who is responsible and involved in the work? | <ul style="list-style-type: none"> • Jill Hartsfield, Principal • Bonnie Rowley, Acting Assistant Principal |
| Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)? | <ul style="list-style-type: none"> • TPE to conduct frequent walk-throughs • Announcements to provide weekly shout outs which highlights the overall positive instructional feedback • Specific form to provide staff with highlights of positive instructional feedback |
| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met? | <ul style="list-style-type: none"> • A survey will be given to staff to gauge the progress on improving this score. • Monthly faculty meetings where we address concerns. • Open door policy for all staff at all times. |
| Timeline: Include dates for implementation of action steps. | <ul style="list-style-type: none"> • Ongoing throughout the year • Marking Period surveys |
| Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10 | <p>Domain: Relationships Topic: Student - Student Relationships Average Score = 6.43</p> |
| Topic Description: | The student-student relationships topic describes the degree to which instructional staff feel students are friendly with, care about, get along with, and respect one another |
| Strategies:: What steps will be taken in order to obtain the desired outcome.. | <ul style="list-style-type: none"> • Weekly guidance lessons in every class focused on SEL • Social/Emotional Learning Literature • PBIS Initiatives |

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| | <ul style="list-style-type: none"> • More visualizations in the hallway (print rich environment) • Restorative Circles • Mindfulness Activities • SRSS Data-Informed Small Groups • Peer mediation groups • Peer mentoring • Counseling with Mental Health Specialist • Working with the Behavior Specialist |
| Initiative leader and team: Who is responsible and involved in the work? | All teachers, staff, and students |
| Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)? | <ul style="list-style-type: none"> • Posters/visuals for hallway • All staff invested in the PBIS initiatives • Guidance lessons |
| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met? | <ul style="list-style-type: none"> • Discipline data • Informal surveys throughout the marking period • SRSS data |
| Timeline: Include dates for implementation of action steps. | <ul style="list-style-type: none"> • Ongoing throughout the year • Marking Period student surveys • Winter and Spring SRSS Data surveys |

Student Engagement Action Plan:
2024 MD Report Card Score out of 7 = 4.8
Projected MD Report Card Score (2025) out of 7= 4.78

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| Primary Area of Need State the Domain, Topic, and Score | Domain: Relationships Topic: Student-Student Relationships Average Score = 4.16 |
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| Topic Description: | The student-student relationships topic describes the degree to which students feel other students are friendly with, care about, get along with, and respect one another. |
| Strategies:: What steps will be taken in order to obtain an improved outcome(s). | <ul style="list-style-type: none"> • Weekly guidance lessons in every class focused on SEL • Safety Patrol - use of peer role models • Jr. Officers of the Week • Peer Buddies - older students paired with younger students between grade levels • Restorative Circles • PBIS Initiatives • More visualizations in the hallway (print rich environment) • Restorative Circles • Mindfulness Activities • SRSS Data-Informed Small Groups • Peer mediation groups • Peer mentoring • Counseling with Mental Health Specialist • Working with the Behavior Specialist |
| Initiative leader and team: Who is responsible and involved in the work? | All teachers, staff, and students |
| Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)? | <ul style="list-style-type: none"> • Posters/visuals for hallway • All staff buy-in with PBIS initiatives • Guidance lessons |
| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met? | <ul style="list-style-type: none"> • Discipline data • Informal surveys throughout the marking period • SRSS data |

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| Timeline: Include dates for implementation of action steps. | <ul style="list-style-type: none"> • Ongoing throughout the year • Marking Period student surveys • Winter and Spring SRSS Data surveys |
| Secondary Area of Need State the Domain, Topic, and Score | Domain: Safety Topic: Physical Safety Average Score = 3.87 |
| Topic Description: | The physical safety topic 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: What steps will be taken in order to obtain an improved outcome(s). | <ul style="list-style-type: none"> • SSE position - Officer Bosley's presence throughout the building daily • Safety Patrol Duties • Welcome tours with the SEL coach to build a sense of belonging and routine with new students. • Weekly guidance lessons in every class focused on SEL • PBIS Initiatives • More visualizations in the hallway (print rich environment) • Restorative Circles • Mindfulness Activities • Immediate, impromptu conflict resolution groups, as needed • SRSS Data-Informed Small Groups • Peer mediation groups • Peer mentoring • Counseling with Mental Health Specialist • Working with the Behavior Specialist |
| Initiative leader and team: Who is responsible and involved in the work? | All staff and students |
| Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)? | <ul style="list-style-type: none"> • Posters/visuals for hallway • All staff buy-in of PBIS initiatives • Guidance lessons |

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| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met? | <ul style="list-style-type: none">● Discipline data● Informal surveys throughout the marking period● SRSS data |
| Timeline: Include dates for implementation of action steps. | <ul style="list-style-type: none">● Ongoing throughout the year● Marking Period student surveys● Winter and Spring SRSS Data surveys |

VIII. MULTI-TIERED SYSTEM OF SUPPORT

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

ACPS MTSS Vision: Ensure that all students receive appropriate instruction and support in order to maximize student achievement and positive outcomes in the areas of reading, mathematics, and behavior.

At West Side School, our top priority for the 2024-2025 academic year is to enhance and maintain tier I reading instruction. Additionally, we aim to identify systematic instruction for tier II flex groups. To achieve this goal, teachers will use collected data to determine student needs of support along with classroom performance and formative assessment. They will work collaboratively with their grade level team, administrators, and Michele Deatelhauser to design an intentional, systematic, and research-based tier II instructional plan. Student progress will be monitored every three weeks, and instructional adjustments will be made as needed. Our district provides support through our Literacy Coach, Michele Deatelhauser, as well as professional development aligned with available materials and resources for their instructional use during tier II instruction.

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| PRIORITY: An opportunity identified by the team in order to achieve their vision. | | | |
| PRACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority. | | | |
| LAYING THE FOUNDATION Why/What? | INSTALLATION Where/How? | INITIAL IMPLEMENTATION How are we learning? | FULL IMPLEMENTATION How are we sustaining? |
| Learn Options | Prepare People and Systems | Try Out the Practice | Student and System Outcomes Show the Practice Works |
| Choose Practice | Train | Reflect and Recommend Improvements in Practice and System | Competent, Organized, Well Led System for Practice |

- 1) We know what options (practices) exist for this priority.
- 2) We agree on which practice we want to implement.
- 3) We have people and systems prepared to implement this practice.
- 4) We have well-trained people who will be trying out this practice.
- 5) We have tried out this practice.
- 6) We have reflected and recommended improvements in the practice and systems that support it.
- 7) We have student and system outcomes that show this practice is working.
- 8) We have a competent, organized, well-led system for this practice.

PRIORITY: #1 Strong Tiered ELA Instruction which includes small, needs-based, flex groupings

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PRACTICE: All school staff including grade level teachers, instruction specialists, assistants, and special educators collaboratively analyze progress and plan for tiered instruction and interventions

| Action Step | Who | By When | Status Update / Next Steps |
|---|---|--|---|
| LAYING THE FOUNDATION | | | |
| <ul style="list-style-type: none"> Gather beginning of the year data through DIBELS benchmark assessments Create a planning schedule for collaborative planning among grade-level teachers, special education teachers, reading specialist, math specialist, reading intervention teachers | <ul style="list-style-type: none"> Admin. Grade-level teachers Reading and Math specialists Special Educators Reading Intervention Teachers | September, 2024 and continued throughout school year during weekly team planning | A planning schedule has been established and the first administration of DIBELS has been completed for data analysis and groupings |
| INSTALLING | | | |
| <ul style="list-style-type: none"> Create a master schedule for the instruction of teachers, reading interventionists, specialists, special educators, and instructional assistants to ensure time allotments are met and uninterrupted Teams meet weekly to establish the routine Create groups based on the analysis of grade-level data Review strategies during planning to ensure intentional implementation | <ul style="list-style-type: none"> Admin. Grade-level teachers Reading and Math specialists Special Educators Reading Intervention Teachers IAs | September, 2024 and continued through progress monitoring and data meetings | <ul style="list-style-type: none"> A master schedule is in place as well as a small group instruction time established for each grade level's Tier I instruction and flexible grouping instruction. Data reviewed each week during planning to ensure each individual student's needs are met |
| IMPLEMENTING | | | |
| <ul style="list-style-type: none"> Daily schedule for small group instruction based on formative assessment data On-going, formal assessments to maintain groupings for targeted student needs | <ul style="list-style-type: none"> Admin. Grade-level teachers Reading and Math specialists | End of September 2024 throughout 2024-2025 school year | <ul style="list-style-type: none"> Share daily assessment results in order to determine daily/weekly placements Flexible groupings implemented daily |

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| | <ul style="list-style-type: none"> • Special Educators • Reading Intervention Teachers • IAs | | |
| SUSTAINING SCHOOLWIDE IMPLEMENTATION | | | |
| <ul style="list-style-type: none"> • Monthly data analysis meetings between grade-level teachers, special educators, and math and reading specialists to promote long-range planning • Monthly planning between grade-level teachers, special educators, and math and reading specialists to promote long-range planning • Weekly collaborative meetings and Math data meetings are held to identify long and short-term learning goals • Faculty meetings, school-based professional development, and district-wide professional development are provided to teachers to further develop and strengthen pedagogical skills | <ul style="list-style-type: none"> • Admin. • Grade-level teachers • Reading and Math specialists • Special Educators • Reading Intervention Teachers • IAs | End of September 2024 throughout 2024-2025 school year | <ul style="list-style-type: none"> • Monthly data analysis meetings and planning sessions held throughout the school year • Continued preparation for upcoming tasks and sustaining procedures in place |
| | | | |

IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS
PBIS Tier I
PBIS Tier II
PBIS Tier III

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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.

- Core PBIS team met during the summer and revamped the PBIS program to fit our data's needs and create buy-in. This entailed creating a plan that met the needs of our PK-2 students and a separate plan for grades 3 - 5 students.
- Core PBIS team met with entire staff at beginning of the year to review the new plan and expectations.
- Core PBIS team met with the entire student body to share the new plan and expectations (Pk-2 and 3-5).
- Marking Period PBIS booster rewards to encourage students to follow the school's expectations and receive no referrals.
- Staff will continue to give out Paw coupons for PK - 2 students with Wildcat of the Week Rewards to positively promote the following of the West Side School rules.
- Staff will continue to give out Wildcat Bucks students in grades 3 - 5 to positively promote the following of the West Side School rules to be used at the Wildcat Warehouse.
- Wildcat Awards (3 per homeroom) given out each marking period.
- All students receive weekly Guidance lessons with the Guidance Counselor reinforcing school rules and "Toolbox" strategies.
- Behavior plans and/or an individualized Check In/Check Out system have been implemented for our students in Tier II.
- For students identified by the Students at Risk Scale, a staff member mentor or social skill group has been established. Students identified by SRSS data are placed in groups that meet weekly with a guidance counselor or social-emotional learning coach to go over areas of concern based on the SRSS data.
- Teachers utilize behavior management within the classroom by means of Class Dojo, open parent communication, and 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.

Tier I Interventions:

- Guidance as a Resource – Weekly lessons for every student focused on Toolbox Skills
- Restorative Circles
- PBIS Coupons/Incentives
- Open Communication with Parents (Notes in Planners, Phone Calls, Dojo)
- Regular Work with the Behavior Specialist
- Sensory Hallways For Calming Down

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Tier II and Tier III Interventions:

- Weekly Small Groups Based on SRSS Data
- Individual Counseling Sessions Based on SRSS Data
- Check In/Check Out
- Lunch Groups
- Tutoring
- Individual Behavior Plans/ Integrated Support Plans (General Education Students)
- Individual Counseling Sessions with Mental Health Specialist
- Referral to Health Department Counseling
- Regular Work with the Behavior Specialist
- Functional Behavior Assessments and Developed Behavior Intervention Plans (Students With IEPs)

X. Parent and Family Engagement & Federal, State and Local Programs

TITLE I PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT

The Title I School Improvement Plan includes the Title I Four Components requirements. This plan was developed with the engagement of parents and other members of the community to be served and individuals who will carry out the plan including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the extent feasible, tribes and tribal organizations present in the community and if appropriate, specialized instructional support personnel, technical assistance providers, and school staff.

(Reference the sign-off sheet at the end of this plan.)

- How were parents, families, and community members involved in developing the School Improvement Plan?
A Title I Spring Meeting with Parents was held on Thursday, April 11, 2024 during which parents and community members gave input for the creation of the plan. In addition, 41 parents completed and returned Parent Interest Surveys providing input. Also, 175 adults attended the West Side Back to School Celebration and Annual Title I meeting on Wednesday, August 21, 2024 and watched an information powerpoint presentation about Title I. All were invited to review and comment on the School-Parent Compact, the Title I budget, and the school level parent and family engagement plan.

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- How were teachers, principals, and other school staff involved in developing the School Improvement Plan?
 The principal oversees the development of the plan and facilitates faculty, grade level team, and data meetings to gain input from teachers and other school staff such as district-level ELA, Math, and Title I specialists. Math, ELA, PBIS, and Parent Engagement Teams assisted in the development of the Plan.

TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

| Title I Funded Strategies to Increase Parent and Family Engagement | Date |
|---|---|
| Title I Annual Meeting/Back to School Celebration | August 21, 2024 |
| Title I Mid-Year Monitoring Meeting with Parents | January 2025 |
| Title I Spring Meeting with Parents | May 2025 |
| Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families. | Ongoing |
| ELA/Literacy Night for Parents funded by Title I, Part A (stipends for planning @ \$26.25 rate x 1 hour x 16 teachers = \$420.00 + \$33.52 in fixed charges + stipends for presenting @ \$27.77 rate x 2 hours x 16 teachers + \$888.64 + \$70.92 fixed charges) Total: \$1,413.08. | TBD |
| Math Night for Parents funded by Title I, Part A (stipends for planning @ \$26.25 rate x 1 hour x 16 teachers = \$420.00 + \$33.52 in fixed charges + stipends for presenting @ \$27.77 rate x 2 hours x 16 teachers + \$888.64 + \$70.92 fixed charges) Total: \$1,413.08. | TBD |
| Purchasing materials to support pre-k and kindergarten readiness packets (large yellow envelopes, laminating film, colored paper and tag board, etc.) @ \$1,145.72. | TBD |
| Parent and Family Engagement Activities sponsored by the Concentration of Poverty Grant | Winter Wonderland, Curtis and Grammy Kind Kids, Author Visit, Outdoor Classroom, Clothing and |

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| | Hygiene Pantries, and more. |
| Weekly Volunteer Workshops with the Title I Family Engagement Coordinator | Mondays? |
| Raising a Reader | Weekly Home Reading Program for Early Childhood Students |

COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL SERVICES AND PROGRAMS

If appropriate and applicable, this School Improvement Plan has been developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and CSI and/or TSI activities.

The school and the community provide many additional services for students who are experiencing difficulties. These may include Head Start, nutrition programs, housing programs, violence prevention, adult education programs, career and technical education programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities as well as other safety nets for students as listed in the chart below. 111(d), 1114(b)(5).

| Service | Provider | Explanation of Services |
|------------------|-----------------------------|---|
| Raising a Reader | ACPS Early Childhood Office | Pre-K3, Pre-K4, and kindergarten students take home bags of books weekly to foster literacy with parents at home. The books |

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| | | are changed weekly. |
| Community Schools | Concentration of Poverty Grant, Jill Wyer, Community School Coordinator | Winter Wonderland, Curtis and Grammy Kind Kids, Author Visit, Outdoor Classroom, Clothing and Hygiene Pantries, and more. In addition, the Title I specialist attends steering committee meetings for collaboration with the CoP and community partners. |
| ACPS After School Program | West Side teachers | Students receive educational and nutrition services after school hours. |
| ACPS Summer School Program | Regional site teachers | Students receive educational and nutrition services in the summer. |
| Chinese Immersion Program | Chinese Immersion Teachers | Students in the program attend classes taught by Chinese teachers who speak only Chinese. |
| Western Maryland Food Bank | Weekend Backpack Program | Identified students take home bags of food for the weekend. |
| Outdoor School | ACPS Outdoor Schools Staff | All fifth grade students in ACPS have the opportunity to attend a week-long residential outdoor school at the 4-H Center in Garrett County , Maryland. |
| PTO | PTO Officers and Members | The PTO holds fundraisers to help fund field trips and activities for students. The PTO also holds movie nights and other special activities for kids. |

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| Lego Robotics Team | REACT (Robotics and Engineering in Allegany County - Together), Barry Hartung, teacher | Mr. Hartung and paid coaches meet with students after school to do activities and prepare for competitions. |
| ATSI | Allegany County | Provide academic support for students in K-5. |
| Snap Ed. | University of Maryland Extension | Grades K-5 students learn about nutrition, and sample healthy foods. |
| ACPS Summer School Program | Allegany County | Academic support for K-5 students |
| After School tutoring | Allegany County | Academic support for K-5 students |
| After School Program | Allegany County | Academic support for K-5 students |
| Safe and Snug | DSS | Provide coats, hats, gloves |
| Christmas Tree Families | Community donations / Community Schools | Provide clothing and gifts to families |
| Christmas Tree Families | LaVale Methodist | Provide food, clothing, and gifts to families |
| Dental Sealants | Health Department | Provide fluoride Treatments for students |
| Flu Mist | Allegany County Health Department | Provide flu vaccine for Students |
| Santa Secret Shop | PTA | Raise funds for PTA |
| Back to School Backpacks | Local Churches and Organizations | Provide students with school supplies |
| DARE | Cumberland Police Department/SRO | Prepares students to resist drugs. |
| Food Pantry | COP Funds | Provide supplemental foods |

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| Hygiene Pantry | COP Funds | Provide hygiene products |
| Clothes Pantry | COP Funds | Provide supplemental clothing |

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 programs also completes the Annual Comparability Report.

Additionally, supervisors hold monthly 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, Titles I, II, and IV, and Raising a Reader funding is utilized to supplement the local funding.

XI. 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? (Please include Title I funded professional development activities.)

| 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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| <p>Title I, Part A funded Articulation Meetings for K-5 (Stipends to pay teachers to prepare for the meetings @ \$26.25 x 1 hour x 18 teachers = \$472.00 + \$37.71 in fixed charges + Stipends to pay teachers to attend the meetings @ \$26.25 rate x 2 hours x 18 teachers = \$945.00 + \$75.42 in fixed charges.) Total: \$1,530.63.</p> | <p>May 2025, TBD</p> | <p>Classroom teachers of grades K-5</p> | <p>Teachers will complete student information sheets prior to meeting with advancing grade level teachers. Class Lists and groupings will be created during the meetings..</p> | <p>Teachers will share student information, including data with advancing grade teachers to inform groupings and instruction.</p> | <p>Student information forms, sign-in sheet, agenda, minutes, other.</p> |
| <p>Professional Learning Title</p> | <p>Date(s), Time, and Location</p> | <p>Intended Audience</p> | <p>Changes to occur as a result of Professional Learning</p> | <p>Knowledge and skills the participant will attain</p> | <p>Method to measure implementation of knowledge and skills in the classroom</p> |

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| 2. <i>The Writing Rope</i> by Joan Sedita, M. Ed. | Spring Semester During Faculty Meetings | All grade level teachers and special education teachers | Increased understanding of teaching intentional writing instruction. In turn, this will enhance the students' writing proficiencies. | <p>As per the book's intended purpose: TEACHERS WILL:</p> <ul style="list-style-type: none"> • Learn the fundamentals of effective writing instruction. <i>Get research-based background knowledge about writing development, the five components of the Writing Rope framework, the role of fluent transcription skills in proficient writing, and the intentional choices proficient writers make about writing craft.</i> • Apply evidence-based practices in the classroom. <i>Teach essential skills all students must learn to become proficient writers, focusing on critical thinking strategies for generating ideas</i> | <ul style="list-style-type: none"> • Informal and formal writing pieces • Formative writing assessments |
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| | | | | <p><i>and gathering information before writing, strategies for each stage of the writing process, syntactic awareness and sentence writing, paragraph writing, and skillful structuring of different types of text.</i></p> <ul style="list-style-type: none"> • Help students “write to learn.” <i>Teach students how to use writing to enhance their learning across different content areas. Learn how to plan effective writing assignments in different content areas, and explicitly teach students skills for summarizing texts and writing about narrative and expository text.</i> | |
|-----------------------------|-----------------------------|-------------------|---|--|---|
| 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 |

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|--|--|--|--|--|---|
| <p>3. Number Talks: Mental Math and Computation Strategies</p> <p>Number Talks: Whole Number Computation</p> <p>Number Talks: Fractions, Decimals and Percentages</p> <p>By Sherry Parrish</p> | <p>Spring Semester During Faculty Meetings</p> | <p>All grade level teachers and special education teachers</p> | <p>Increased understanding of teaching students number sense. The other remaining 2 books will be scaffolded into the weekly planning sessions and meetings with the math coach.</p> | <p>Number Talks: Mental Math and Computation: As per the book's intended purpose: Teachers will learn how to conduct intentional conversations around purposefully crafted computation problems that are solved mentally.</p> <p>This dynamic multimedia resource supports teachers in understanding:</p> <ul style="list-style-type: none"> • What a classroom number talk is; • How to follow students thinking and pose the right questions to build understanding; • How to prepare for and design purposeful number talks; and • How to develop grade-level-specific strategies for the operations of addition, subtraction, multiplication, and division. | <p>Student progress on diagnostic assessments and i-Ready Unit Assessments.</p> |

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| | | | | <p>Number Talks: Whole Number Computation: It supports teachers in understanding:</p> <ul style="list-style-type: none"> • What a classroom number talk is. • How to follow students' thinking and pose the right questions to build understanding. • How to prepare for and design purposeful number talks. • How to develop grade-level-specific strategies for the operations of addition, subtraction, multiplication, and division. <p>Number Talks: Fractions, Decimals and Percentages: It supports teachers in understanding:</p> <ul style="list-style-type: none"> • What a classroom number talk is. • How to follow students' thinking and pose the right questions to build understanding. • How to prepare for and design | |
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| | | | | <p>purposeful number talks.</p> <ul style="list-style-type: none">• How to develop fractional reasoning and strategies for working with fractions, decimals, and percentages. | |
|--|--|--|--|---|--|

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XII. Management Plan

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

Once approved, the plan will be shared during a faculty meeting in January. Parts will be reviewed and monitored during ongoing grade level team meetings.

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

The plan will be shared with parents and community members by being posted on the school web page and by being summarized and sent home in the form of a brochure. A QR code will be created and linked to the webpage to also share with parents. In addition, Title I key components will be shared with parents on the Title I bulletin board. All sharing will be done beginning in February upon approval of the plan.

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

Classroom teachers will continuously review, discuss and revise the plan as need during grade level team data meetings and faculty meetings. It will be their responsibility to refer to the plan continuously to ensure implementation of the strategies in the ongoing planning.

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

Student progress data will be collected by classroom teachers and reading intervention teachers during progress monitoring and DIBELs testing in ELA and iReady assessments in math. Data will be reported by the ACPS and school-level reading and math specialist during ongoing data meetings. Adjustments to groupings and instruction will be made. At the end of the year, the SIP will be evaluated. A spring level parent and family engagement team meeting will be held to evaluate the effectiveness of the PFE portion of the SIP, and the Leadership/SIT will evaluate the other components.

- 5 How will the administration monitor the plan?

The administrator will monitor the plan by incorporating components into school-level meetings and by reviewing and observing lessons and activities.

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

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The Title I school support specialist will collaborate with the administrators to ensure Title I requirements are included in the development of the plan. She will also meet at least monthly with the administration and parent and family engagement coordinator to monitor the implementation of the plan. A spring meeting with parents will include an evaluation of the PFE portion of the plan. The district-level ELA and math specialists meet monthly with grade level teams to analyze data, plan strategies, review the effectiveness of the strategies and make adjustments to the plan as necessary.

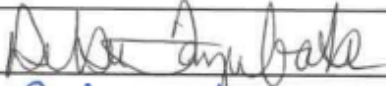




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School Improvement Plan for Title I School - SIGN OFF SHEET

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| Name | Signature | Role |
|----------------------|----------------------|---|
| Jill Hartsfield | Jill L. Hartsfield | Principal |
| Bonnie Rowley | Bonnie C Rowley | Assistant principal |
| Tara Fair | Tara Fair | Kindergarten Teacher |
| Nikolas Imes | Nikolas Imes | First Grade Teacher |
| Tonya Hensel | Tonya Hensel | Second Grade Teacher |
| Christa Porter | Christa Porter | Third Grade Teacher |
| Brad Ditto | Brad Ditto | Fourth Grade Teacher |
| Lacy Dickel | Lacy L. Dickel | Fifth Grade Teacher |
| Rachael Martin | Rachael Martin | Title I Teacher/Chinese Immersion Teacher |
| Jamie Klink | Jamie Klink | Special Educator |
| Laura Miller | Laura H. Miller | Media Specialist |
| Janet Herring | Janet Herring | Title I Instructional Assistant |
| Michele Deatelhauser | Michele Deatelhauser | Literacy Coach |
| Mike Whitehead | Mike Whitehead | Math Specialist |
| Angela Bowser | Angela Bowser | Reading Interventionist |
| Barry Hartung | Barry Hartung | Reading Interventionist |
| Laura Michael | Laure S. Michael | Title I School Support Specialist |

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| Delsie Fazenbaker |  | Title I Family Engagement Coordinator |
| Jill Wyer |  | School Community Coordinator |
| Katie Peterson |  | PTO President |
| Erica Weedon |  | Parent/Community Representative |
| Breanna Bowen |  | Parent/Community Member |