

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

**School: Westernport Elementary School**

**Principal: Alexa Fazenbaker**

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**INTEGRATED EDUCATIONAL FRAMEWORK**

**A. VISION, MISSION, CORE VALUES, AND LEADERSHIP**

**Mission Statement**

Westernport Elementary School will partner with family and community to build a better world - one child at a time.

**Vision**

Westernport Elementary School will strive to prepare and empower students to successfully meet the challenges of the twenty-first century, by nurturing the whole child: intellectually, physically, and emotionally.

**Motto**

Building the Future - One Child at a Time

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**Core Values**

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

**B. Culture, Climate, and Inclusive Community**

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

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

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The students and staff feel safe at Westernport Elementary. Students receive guidance lessons from the school counselor. The staff receives training on how to maintain a safe environment. Lessons on bullying prevention and harassment teach students what it means to be good citizens, how to get along with others, and promotes equal treatment of all students. Westernport Elementary values diversity and responds quickly to racist and other discriminatory incidents.

Westernport Elementary School's mission and vision was written as a collaborative effort. It encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student. At Westernport Elementary, we truly are, "Building the Future - One Child at a Time."

**C. Staff Engagement Action Plan**

<b><i>Staff Engagement Action Plan</i></b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Average Score out of a possible 10.	Safety , Substance Abuse, 3.33/10 points
Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance abuse.

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Strategies: Steps that will be taken in order to obtain the desired outcome.	<ul style="list-style-type: none"> <li>• Build awareness among staff about programs available for families experiencing substance abuse</li> <li>• Display posters throughout the building to promote awareness</li> <li>• Brochures will be made available to staff and students</li> <li>• Activities will be included during Red Ribbon Week</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	Principal, School Counselor, Health Nurse
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"> <li>• Red Ribbon Week activities</li> <li>• Inquire about holding Town Hall meetings at our school</li> <li>• Include Help Hotlines on the Westernport Elementary Newsletter</li> </ul>
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"> <li>• Teacher input and concerns monitored by Alexa</li> <li>• PTA Website/Facebook Page</li> </ul>
Timeline: Include dates for implementation of action steps.	Town Hall Meeting (if possible) Faculty Meeting to Build Awareness - Red Ribbon Week - October 2020
<b>Secondary Area of Need</b> State the Domain, Topic, and Average score out of a possible 10	Community, Participation and Engagement, 5.01/10 points
Topic Description:	The participation and engagement topic describes the degree to which educators feel students have chances to participate in school leadership, decision-making, and extracurricular activities, and whether administrators involve staff in decision-making.

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Strategies: Steps that will be taken in order to obtain the desired outcome.	<ul style="list-style-type: none"> <li>• Peace Makers</li> <li>• PBIS - Student Leaders</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	Principal, PBIS Team, School Counselor, Learning Assistant Program (LAP) Instructional Assistant
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"> <li>• Monthly meeting times with students prior to PBIS meeting</li> <li>• Survey the 5th Grade students for ideas for after school activities</li> <li>• Kid survey for activities</li> </ul>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Attendance of suggested activities with the counselor and PBIS chair
Timeline: Include dates for implementation of action steps.	Meeting with students prior to PBIS meeting - February 2020 Kid Survey on activities - February 2020 Math Game Nights -

**D. Student Engagement Action Plan**

<b><i>Student Engagement Action Plan</i></b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Score	Relationships, Student-student Relationships, 5.53/10 points
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.

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Strategies: Steps that will be taken in order to obtain desired outcome.	<ul style="list-style-type: none"> <li>• Team Building activities</li> <li>• Second Step Program</li> <li>• Guidance Groups</li> <li>• Restorative Practice</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	Guidance Counselor, Classroom Teachers, LAP Instructional 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"> <li>• Training on Restorative Practice</li> <li>• Class time to meet with groups or collaborative game</li> <li>• Team building games</li> </ul>
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"> <li>• Next School Survey</li> <li>• Team Survey by classroom</li> </ul>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>• Restorative Practice - February 2020</li> <li>• Next School Engagement Survey - April 2020</li> <li>• Team Meeting - February 2020</li> <li>• Faculty Meetings - February with updates from the School Counselor</li> </ul>
<b>Secondary Area of Need</b> State the Domain, Topic, and Score	Environment, Physical Environment, 7.18/10 points
Topic Description:	The physical environment topic describes the degree to which students feel the school is kept clean, comfortable, and in good repair.

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Strategies: Steps that will be taken in order to obtain the desired outcome.	<ul style="list-style-type: none"> <li>• Cleanliness classroom recognition by custodial staff</li> <li>• Student ownership of cleanliness of classrooms, bathrooms, and hallways</li> <li>• Murals on lockers or walls to make the building more inviting for students</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	ALL school staff, 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"> <li>• Reminder posters posted in bathroom</li> <li>• Recognition from custodial staff</li> <li>• Reminders to clean up at the end of the day on afternoon announcements</li> </ul>
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"> <li>• Student Survey</li> </ul>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>• Implementation - February 2020</li> <li>• Engagement Survey - April 2020</li> </ul>

**SCHOOL DEMOGRAPHICS**

**A. Staff Demographics**

<b>Table 1</b>			
School-based Personnel	Part Time	Full Time	Total



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Administrators	0	1	1
Teachers	0	20	20
Itinerant staff	10	0	10
Paraprofessionals	3	5	8
Support Staff	1	3	4
Other	6	6	12
Total Staff	20	35	55

<b>Table 2</b>				
Under each year, indicate the percent as indicated of individual in each category.	<b>2016-2017 Official Data</b>	<b>2017 – 2018 Official Data</b>	<b>2018-2019 Official Data</b>	<b>2019-2020 Official Data</b>
<b>Percentage</b> of faculty who are: <ul style="list-style-type: none"> <li>• Certified to teach in assigned area(s)</li> <li>• Not certified to teach in assigned area(s)</li> </ul>	100%	100%	100%	100%
For those not certified, list name, grade level course	N/A	N/A	N/A	N/A
Number of years principal has been in the building				8
Teacher Average Daily Attendance	93.4%	92%	92.9%	

**B. Student Demographics**

<b>Table 3</b>
<b>SUBGROUP DATA</b>

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SUBGROUP	2017-2018 TOTAL	2018-2019 TOTAL	2019-2020 TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	≤10	≤10
African American	≤10	≤10	≤10
White	248	234	252
Asian	N/A	N/A	N/A
Two or More Races	15	17	12
Special Education	42	47	45
LEP	N/A	N/A	N/A
Males	123	123	131
Females	142	139	140
Total Enrollment (Males + Females)	265	262	271
Farms (Oct 31 data)	73.28%	87.18%	N/A

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

<b>Table 4</b>					
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<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	<b>11</b>	06 Emotional Disturbance	<b>0</b>	12 Deaf-Blindness	<b>0</b>
02 Hard of Hearing	<b>0</b>	07 Orthopedic Impairment	<b>0</b>	13 Traumatic Brain Injury	<b>1</b>
03 Deaf	<b>0</b>	08 Other Health Impaired	<b>6</b>	14 Autism	<b>2</b>
04 Speech/Language Impaired	<b>18</b>	09 Specific Learning Disability	<b>0</b>	15 Developmental Delay	<b>5</b>
05 Visual Impairment	<b>0</b>	10 Multiple Disabilities	<b>2</b>		

**ATTENDANCE**

<b>Table 5</b>	<b>2018-2019</b>	
<b>School Progress Attendance Rate</b>	<b>All Students AMO = 94.0%</b>	
<b>Grade Level – School Level Data</b>	<b>Attendance Rate</b>	<b>MET Y/N</b>
All (Excluding PreK & K)	93.8%	N
Grade 1	93.2%	N
Grade 2	93.3%	N
Grade 3	92.8%	N
Grade 4	94.6%	Y
Grade 5	94.6%	Y

<b>Table 6</b>	
<b>Attendance Rate</b>	

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<b>Subgroups – School Level Data</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>Indicate if current rate is less than 94%</b>
All Students	94%	93.1%	92.8%	<b>Y</b>
Hispanic/Latino of any race	96.8%	93.8%	94.1%	<b>N</b>
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black or African American	N/A	72.2%	82.5%	<b>Y</b>
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A
White	94%	93%	92.7%	<b>Y</b>
Two or more races	93.9%	94.3%	94.4%	<b>N</b>
Male	94.1%	93.3%	93.0%	<b>Y</b>
Female	93.9%	92.9%	92.7%	<b>Y</b>
EL	N/A	N/A	N/A	N/A
Special Education	93.2%	91.1%	93.7%	<b>Y</b>
Free/Reduced Meals (FARMS)	93.3%	92.2%	92.8%	<b>Y</b>

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.

ALL students and Grades 1 through 3 did not meet the attendance goal.

Subgroups that did not meet the 94% goal are Black or African American, Male, Female, White, Special Education, and FARMS

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.

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Students will receive perfect attendance awards every nine weeks. Students with yearly perfect attendance will be recognized at the last awards assembly of the year. The names and pictures of students with perfect attendance will be placed on the Perfect Attendance bulletin board. This board remains up for the entire school year. Students will receive a t-shirt, trophy, and certificate. Daily attendance percentage rates and number of students absent will be announced for the previous day to increase student awareness and to promote good attendance. Classrooms that have perfect attendance (no tardies and no early dismissals) for the previous day will be announced on the morning announcements. Daily attendance phone calls will be placed by ACPS. We will continue to use the attendance incentives that are currently in place.

**HABITUAL TRUANCY and CHRONICALLY ABSENT**

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

	2018	2019
Count Habitual Truant	N/A	N/A
Percent Habitual Truant	N/A	N/A
Percent Chronically Absent	27.7%	24.32%

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

Westernport Elementary School does not have any students identified as habitually truant students.

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

In addition to the strategies listed above, after school attendance activities will be held at least four times a year. A student's attendance will be tracked for a 30 day period. Any student who does not come late, leave early, or is not absent will be invited to participate in the after school event. This incentive was begun at the end of last school year and there was an increase in attendance for those months.

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

**SCHOOL SAFETY/ SUSPENSIONS**

<b>Table 9: SUSPENSIONS</b>				
<b>Subgroup</b>	<b>All Students</b>			
	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>Percent of increase (+)/decrease (-) from 2017-2018</b>
Total Referrals	135	132	114	-14%
All Suspensions	8	7	0	-100%
In School	5	4	0	-100%
Out of School	3	3	0	-100%
Sexual Harassment Offenses	2	3	0	-100%
Harassment/Bullying Offenses	1	6	0	-100%

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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.

Plans to reduce suspensions:

- Pupil Services Team Meetings
- Guidance Lessons with counselor
- LAP and lessons from the Learning Assistance Program (LAP) personnel and time spent in the LAP room
- Parent Meetings
- Administrative Conferences with Students

**EARLY LEARNING**

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

<b>Table 10</b>						
<b>Kindergarten Readiness Assessment</b>						
	<b>2017-2018</b>		<b>2018-2019</b>		<b>2019-2020</b>	
	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated
Language & Literature	9	25.7%	8	21.1%	7	17.9%
Mathematics	10	28.6%	12	31.6%	13	33%
Social Foundations	11	31.4%	15	39.5%	17	43.5%

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Physical Development	13	37.1%	22	57.9%	18	46%
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2. Input the data report from [maryland.kready.org](http://maryland.kready.org) site to show domain strengths and needs. (*Range Distribution: All Domains*)



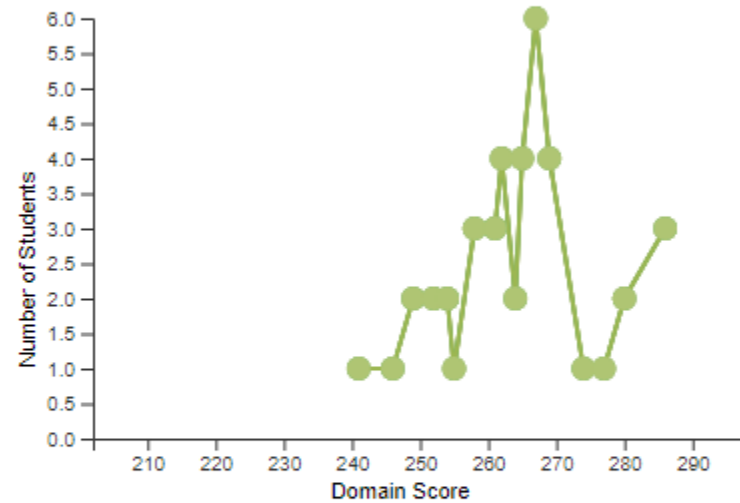
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**i** HOW TO READ THIS CHART

CHART TYPE



## Language and Literacy



Range Minimum: 202 Range Maximum: 298

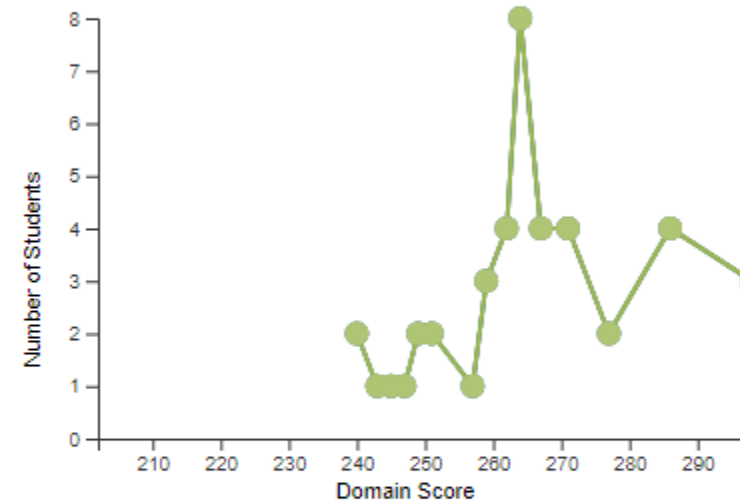
Whole population Filter 1

Lowest Score: 241 Lowest Score: 241

Highest Score: 286 Highest Score: 286

Mean Score: 264.1 Mean Score: 264.1

## Mathematics



Range Minimum: 202 Range Maximum: 298

Whole population Filter 1

Lowest Score: 240 Lowest Score: 240

Highest Score: 298 Highest Score: 298

Mean Score: 265.5 Mean Score: 265.5

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 Filter 2

Lowest Score: **241**

Highest Score: **286**

Mean Score: **264.1**

Median Score: **264.5**

Standard Deviation: **10.4**

 Filter 2

Lowest Score: **240**

Highest Score: **298**

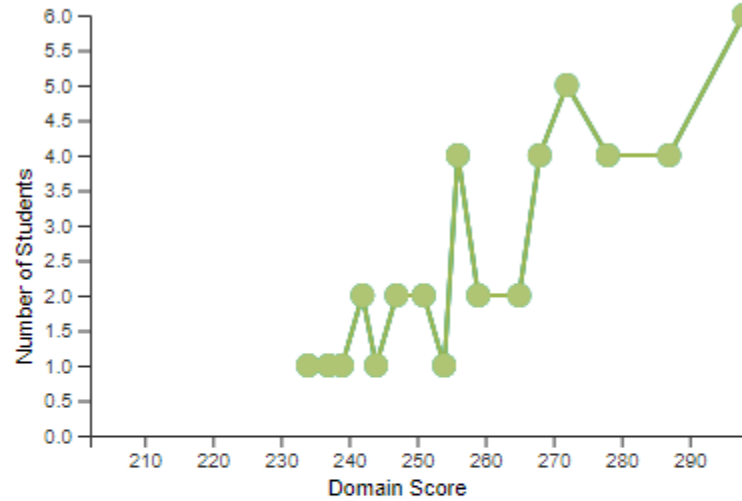
Mean Score: **265.5**

Median Score: **264**

Standard Deviation: **14.9**

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## **Social Foundations**



Range Minimum: 202 Range Maximum: 298

Whole population Filter 1

Lowest Score: 234 Lowest Score: 234

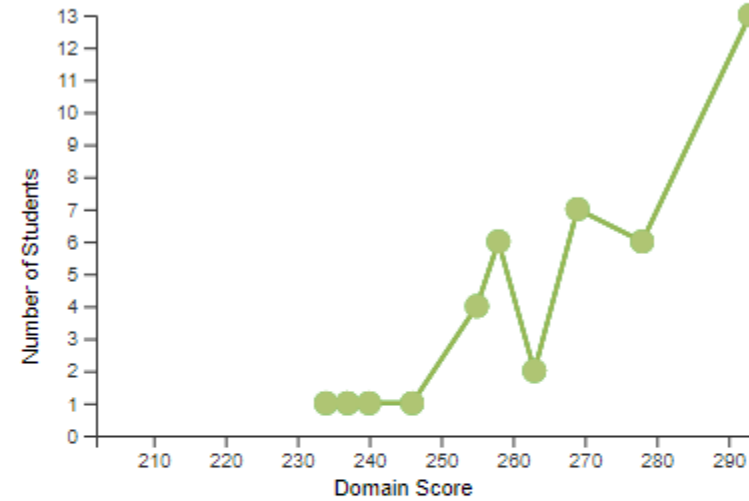
Highest Score: 298 Highest Score: 298

Mean Score: 267.6 Mean Score: 267.6

Median Score: 268 Median Score: 268

Standard Deviation: 18.9 Standard Deviation: 18.9

## **Physical Development**



Range Minimum: 202 Range Maximum: 293

Whole population Filter 1

Lowest Score: 234 Lowest Score: 234

Highest Score: 293 Highest Score: 293

Mean Score: 271.7 Mean Score: 271.7

Median Score: 269 Median Score: 269

Standard Deviation: 17.7 Standard Deviation: 17.7

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 Filter 2

Lowest Score: 234

Highest Score: 298

Mean Score: 267.6

Median Score: 268

Standard Deviation: 18.9

 Filter 2

Lowest Score: 234

Highest Score: 293

Mean Score: 271.7

Median Score: 269

Standard Deviation: 17.7

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”.

Head Start teachers are invited to be a part of yearly articulation meetings in which the Head Start teacher discusses students that are currently in Head Start and who are coming to Westernport. Westernport teachers are also given the opportunity to participate in IEP meetings with teachers of students that are transitioning from the Infants and Toddlers program and/or the Autism classroom at Beall Elementary. We work together to ensure that the transition to a new school is smooth for these students. These practices help our teachers to prepare for students who require extra support.

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 will implement to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.

**Language and Literacy**

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With the KRA results showing that 28.2% or 11 out of 39 of Westernport Elementary Kindergarten students scored at the emerging level, extra opportunities will be implemented for these children to help prepare them for first grade. These students will participate in an ERI intervention group and receive an extra half hour of small group instruction in reading and phonics skills. They will also participate in small group activities with the teacher on a daily basis and the instructional assistant on days the IA is assigned to their classroom during the Language Arts block. These students will receive additional instruction in phonemic awareness (Heggerty) to provide additional readiness skills practice such as rhyming, phoneme deletion, phoneme addition, and letter identification.

The 30.8% of Kindergarten students who scored at the approaching level will also receive daily small group instruction from the teacher during the Language Arts block. They will be assessed and additional support will be provided as needed. Student readiness skills will be assessed and monitored on a bi-weekly basis to determine a student's need for extra practice in order to help these students achieve full readiness for Kindergarten and Grade 1. When looking at the data, many students missed items with distinguishing between letters and words and identifying rhyming words. "Superkids" stresses rhyming words by having the children identify which words rhyme or produce a rhyme which starts with a specific sound and rhymes with a given word.

The new "SuperKids" reading program is being implemented at the Kindergarten level. This program has a strong phonics component and students are being exposed to a strong, segmenting, blending and encoding routines using letter/sound combinations earlier in the kindergarten school year.

### **Math**

Based on the KRA results students that were not ready for kindergarten have been given number rings to help practice their number recognition at home and are frequently asked to name their numerals at least 3 times/week. Students also have a number line at their table spot for reference as needed. Students receive extra practice with counting and one to one correspondence individually and in small groups as needed.

### **Social Foundations**

Based on the KRA results students that were not ready for kindergarten are members of "social groups" which meet weekly with Mrs. Amtower or Miss Shelly. All children received instruction and participated in Second Step lessons in the regular classroom, completed numerous rules and classroom behavior activities with the teacher. Students have many opportunities to work in small groups, with their

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table friends, as well as in partners throughout the day. Children have the opportunity to visit a classroom center of their choice with their classmates on a daily basis.

**Physical Development**

Based on the KRA results students that were not ready for kindergarten participate in songs, dances, GoNoodle activities, Indoor Recess Activities, as well as structured and unstructured playtime during recess. Mr. Blowe also completes activities that will increase physical development. Students have been given individual help as needed for the cutting (even holding the scissors the correct way) and pencil grip on a daily basis. They have multiple opportunities to cut, color, and write throughout the normal kindergarten day.

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**ACADEMIC PROGRESS**

**A. ENGLISH LANGUAGE ARTS**

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

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

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

TABLE 12a ELA Grade 3	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	45	16	35.5	15	33.3	14	31.1	40	20	50	≤10	17.5	13	33	41	15	36.6	15	36.6	11	26.8	-6.2%
American Indian or Alaska Native																						
Asian																						
Black or African American								≤10	≤10	100	0	0	0	0								

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Hispanic/Latino of any race	≤10	0	0	≤10	100	0	0	≤10	0	0	0	0	≤10	100	<10								
Native Hawaiian or Other Pacific Islander																							
White	41	16	39	13	31.7	12	29.3	33	17	51.5	≤10	21.2	≤10	27.3	38	14	36.8	14	36.8	10	26.3	-1%	
Two or more races								≤10	≤10	40	0	0	≤10	60	<10								
Special Education	≤10	≤10	80	≤10	20	0	0	≤10	≤10	87.5	0	0	≤10	12.5	10	7	70	2	20	1	10	-2.5%	
Limited English Proficient (LEP)																							
Free/Reduced Meals (FARMS)	35	14	40	12	34.3	≤10	25.7	30	18	60	6	20	6	20	41	15	36.6	15	36.6	11	26.8	+6.8%	
Female	26	12	46.2	≤10	31.6	≤10	47.4	18	≤10	22.2	≤10	22.2	≤10	55.6	20	5	25	8	40	7	35	-20.6%	
Male	26	12	46.2	≤10	34.6	≤10	19.2	22	16	72.8	≤10	13.6	≤10	13.6	21	10	47.6	7	33.3	4	19	+5.4%	

TABLE 12b ELA Grade 4	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%			
All Students	36	≤10	16.7	≤10	27.8	20	55.6	47	14	30	16	34	17	36.2	33	11	33.3	10	30.3	12	36.4	+2%
American Indian or Alaska Native																						



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Asian																						
Black or African American																						
Hispanic/Latino of any race								≤10	≤10	50	≤10	50	0	0	<10							
Native Hawaiian or Other Pacific Islander																						
White	33	≤10	15.2	≤10	27.3	19	57.6	42	13	30.9	15	35.7	14	33.4	30	11	36.7	10	33.3	9	30	-3.4%
Two or more races								≤10	0	0	0	0	≤10	100	<10							
Special Education	≤10	≤10	28.6	≤10	57.1	≤10	14.3	≤10	≤10	71.5	≤10	14.3	≤10	14.3	<10							
Limited English Proficient (LEP)																						
Free/Reduced Meals (FARMS)	24	≤10	25	≤10	29.2	11	45.8	38	12	31.6	14	36.8	12	32	32	11	34.4	9	28.1	12	37.5	+5.5%
Female	21	≤10	4.8	≤10	23.8	15	71.4	21	≤10	14.3	≤10	42.9	≤10	42.9	16	3	18.8	5	31.3	8	50	+7.1%
Male	15	≤10	33.3	≤10	33.3	≤10	33.3	26	11	42.3	≤10	26.1	≤10	30.8	17	8	47	5	29.4	4	23.5	-7.3%

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

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<b>All Students</b>	50	19	38	12	24	19	38	39	10	25.6	11	28.2	18	46.2	44	13	29.5	11	25	20	45.5	-.7%
<b>American Indian or Alaska Native</b>																						
<b>Asian</b>																						
<b>Black or African American</b>																						
<b>Hispanic/Latino of any race</b>								≤10	0	0	≤10	33.3	≤10	66.6	<10							
<b>Native Hawaiian or Other Pacific Islander</b>																						
<b>White</b>	49	18	36.7	12	24.5	19	38.8	34	≤10	26.4	≤10	29.4	15	44.1	40	12	30	10	25	18	45	+9%
<b>Two or more races</b>								≤10	≤10	50	0	0	≤10	50	<10							
<b>Special Education</b>	16	13	81.3	≤10	6.3	≤10	12.5	≤10	≤10	40	≤10	40	≤10	20	<10							
<b>Limited English Proficient (LEP)</b>																						
<b>Free/Reduced Meals (FARMS)</b>	30	12	40	≤10	26.7	≤10	33.3	25	≤10	28	≤10	32	≤10	40	44	13	29.5	11	25	20	45.5	+5.5%
<b>Female</b>	19	≤10	26.3	≤10	26.3	≤10	47.4	22	≤10	13.6	≤10	31.8	12	54.5	20	3	15	5	25	12	60	+5.5%
<b>Male</b>	31	14	45.2	≤10	22.6	≤10	32.3	17	≤10	41.2	≤10	23.5	≤10	35.3	24	10	41.7	6	25	8	33.3	-2%

Table 13: Cohort Growth  
(Elementary Cohort 2027)

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Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	33%	36.4%	+3.4%
Economically Disadvantaged	20%	37.5%	+17.5%
Special Education	12.5%	16.7%	+4.2%
Male	13.6%	23.5%	+9.9%
Female	55.6%	50%	-5.6%
Other subgroup			

Table 14: Cohort Growth (Elementary Cohort 2026)					
Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	31.1%	36.2%	45.5%	+9.3%	+14.4%
Economically Disadvantaged	25.7%	32%	45.5%	+13.5%	+19.8%
Special Education	0	14.3%	20%	+5.7%	+20%
Male	19.2%	30.8%	33.3%	+2.5%	+14.1%
Female	47.4%	42.9%	60%	+17.1%	+12.6%
Other subgroup					

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

- Describe changes in last year's focus area.
- PARCC data indicates 68% of FARMS students in Grade 3 scored below or nearly met in ELA (informational text). 59% of FARMS students in Grade 4 scored below or nearly met in informational text. 66% of FARMS students in Grade 5 scored below or nearly met in informational text. Although we made growth in informational text from 2017-2018 to 2018-2019 data (grade 3, +15%, grade 4, +20%, grade 5, +10%), we are planning to continue this as a focus area.

**3. FOCUS AREAS**

<b>FOCUS AREA 1:</b>	<b>ELA Grade 3 ALL Students</b>
Focus Area Goal	The percentage of ALL students in grade 3 will increase the number of students performing at levels 4 and 5 from 26.8% to 31.8% in ELA from the 2019 PARCC scores to the 2020 MCAP scores.
Root Cause(s):	<ul style="list-style-type: none"> <li>● Students are unable to write opinion pieces or provide supporting points with reasons. (Based on the 2019 DMRS data, writing and prose constructed responses were identified as an area of need.)</li> <li>● Lack of background knowledge and experiences.</li> <li>● Inaccurate decoding of grade level text.</li> </ul>
Focus Content Standard(s):	<b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.
Barriers:	<ul style="list-style-type: none"> <li>● Lack of consistent writing curriculum across grade levels.</li> <li>● Students in grades K-2 need more opportunities to do opinion writing.</li> <li>● Pre-k -2 students need more opportunities for writing responses on the computer.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>● Additional professional development on utilization of flexible groupings, guided instruction, and writing instruction.</li> <li>● Increased tools on writing strategies to enable students to write opinion pieces.</li> <li>● Consistent writing curriculum across grade levels.</li> <li>● Professional development on the Writing Strategies book by Jennifer Serravallo.</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>● Share MCAP writing rubrics with students.</li> <li>● Utilize Reading Intervention teachers in grades K-5.</li> <li>● Utilize Reading Coach/Specialist to model writing strategies and close reading strategies.</li> </ul>

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	<ul style="list-style-type: none"> <li>Utilize Wonders Tasks (Opinion writing tasks) as a benchmark (given beginning, middle and end of the year) by the classroom teacher. Coach will support data analysis and assist in planning differentiated instruction based on student needs.</li> <li>ELA coach will model writing opinion pieces with supporting details, flexible groups, providing instructional guidance when utilizing UDL principles, guidelines, and checkpoints, specialized instruction, guided instruction, and productive group work.</li> <li>Identify students who will receive reading intervention for decoding skills.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>Title I funds will be used to purchase additional Writing Strategy books.</li> </ul>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>Bi-weekly team meetings with the Reading Coach/Specialist to follow-up meetings to discuss implementation and progress of writing lessons.</li> <li>Wonders (Program) Tasks and Read Works (Program) tasks will be given. Student work will be reviewed at team meetings. Differentiated instruction will be planned.</li> <li>Faculty Meetings with Reading Coach/Specialist for the Writing Strategies book study (March 2020-December 2020).</li> </ul>
Monitoring Procedure:	Implementation will be monitored by ACPS ELA benchmark assessments, Wonders Tasks assessments and informal classroom assessments (monitored by classroom teachers), as well as walk-through evaluations.

<b>FOCUS AREA 2:</b>	<b>Informational Text - Grades 3, 4, and 5</b>
Focus Area Goal	The percentage of ALL students in grades 3, 4 and 5 will increase the number of students performing at levels 4 and 5 from 36.4% to 41.4% in ELA from the 2019 PARCC scores to the 2020 MCAP scores.
Root Cause(s):	<ul style="list-style-type: none"> <li>Students are unable to interpret informational material and respond to the prompts. (Based on the 2019 DMRS data for Integration of Knowledge and Ideas)</li> <li>Students do not choose to read non fiction materials.</li> <li>Inaccurate decoding of grade level text.</li> </ul>

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Focus Content Standard(s):	<p><b>Grade 3</b>  <b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Integration of Knowledge and Ideas:  <b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  <b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  <b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>Grade 4</b>  Integration of Knowledge and Ideas:  <b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  <b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.  <b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>Grade 5</b>  Craft and Structure:  <b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  <b>RI.5.5</b> Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  <b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  Integration of Knowledge and Ideas:  <b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  <b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  <b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
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Barriers:	<ul style="list-style-type: none"> <li>• Time to collaborate with a Reading Specialist is needed. The specialist is in the building due to a grant for the kindergarten and grade one Superkids Reading Program. She is only available to meet with teachers in grades 3-5 as needed.</li> <li>• Lack of consistent writing curriculum across grade levels.</li> <li>• Students in grades K-2 need more opportunities to do non fiction reading/writing.</li> <li>• Pre-k -2 students need more opportunities for writing responses on the computer</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Additional time to collaborate with the Reading Specialist. We have a Coach/Specialist 2.5 days this year, which will allow teachers the collaboration and support that is needed.</li> <li>• Additional professional development on utilization of flexible groupings, guided instruction, and writing instruction.</li> <li>• Increased tools on writing strategies to enable students to read/write non fiction.</li> <li>• Professional development on the Writing Strategies book by Jennifer Serravallo.</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Share MCAP writing rubrics with students.</li> <li>• Utilize Reading Intervention teachers in grades K-5.</li> <li>• Utilize Reading Coach/Specialist to model writing strategies and close reading strategies.</li> <li>• Utilize Wonders Tasks (Opinion writing tasks) as a benchmark (given beginning, middle and end of the year) by the classroom teacher. Coach will support data analysis and assist in planning differentiated instruction based on student needs.</li> <li>• ELA coach will model writing non fiction pieces with students. Student work will be evaluated during team meetings and differentiated instruction will be planned.</li> <li>• Identify students who will receive reading intervention for decoding skills and provide individualized or small group instruction to those students.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• Title I funds will be used to purchase the Writing Strategies book.</li> </ul>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• Bi-weekly team meetings with the Reading Coach/Specialist to follow-up meetings to discuss implementation and progress of writing lessons.</li> <li>• Wonders Tasks and Read Works tasks will be given. Student work will be reviewed at team meetings. Differentiated instruction will be planned.</li> <li>• Faculty Meetings with Reading Coach/Specialist for the Writing Strategies book study (March 2020-December 2020).</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• Implementation will be monitored by ACPS ELA benchmark assessments, informal classroom assessments, as well as walk-through evaluations.</li> </ul>

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Table 15	
UDL Principle/Mode	<b>Representation – This is how the teacher presents the information.</b>
<b><i>Means of Representation:</i></b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>• Provide descriptions (text or spoken) for all images, graphics, video, or animations (Discovery Education)</li> <li>• Use digital materials and media to provide more auditory and visual opportunities for all students (Readworks).</li> <li>• Provide hard copies of documents using various fonts, size, background color, and Lexile Measures to provide more opportunities for all students as they acquire information and knowledge (Readworks allows for differentiation on various Lexile levels).</li> <li>• Pre-teach vocabulary and symbols in order to establish a connection to the learner’s prior knowledge.</li> <li>• Embed support for new vocabulary within the text.</li> </ul>
<b><i>Means for Expressions:</i></b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b> <ul style="list-style-type: none"> <li>• Solve problems using a variety of strategies for nonfiction text.</li> <li>• Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video.</li> <li>• Allow assessment/project choices to give all students the opportunity to demonstrate what has been learned.</li> </ul>
<b><i>Means for Engagement:</i></b> <i>tap into learners’ interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b> <ul style="list-style-type: none"> <li>• Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video</li> <li>• Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation</li> <li>• Provide activities that allow students to receive feedback and have access to alternative scaffolds that support understanding.</li> <li>• Provide activities that allow for active participation, exploration, and experimentation.</li> <li>• Encourage/promote activities that foster imagination to solve relevant problems.</li> </ul>



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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 close or reduce achievement gaps between subgroups and their counterpart.

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

TABLE 16a MATH Grade 3	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%			
All Students	45	19	42.2	15	33.3	11	24.4	40	22	55	≤10	22.5	≤10	22.5	41	18	43.9	10	24.4	13	31.7	+9.2%
American Indian or Alaska Native																						
Asian																						
Black or African American																						
Hispanic/Latino of any race								≤10	0	0	≤10	100	0	0	<10							
Native Hawaiian or Other Pacific Islander	≤10	0	0	0	0	≤10	100															
White	41	19	46.3	14	31.1	≤10	19.5	33	18	54.5	≤10	21.2	≤10	24.2	38	16	42.2	9	23.7	13	34.2	+10%
Two or more races								≤10	≤10	60	≤10	20	≤10	20	<10							
Special Education	≤10	≤10	80	≤10	20	0	0	≤10	≤10	87.5	≤10	12.5	0	0	10	8	80	2	20	0	0	0

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<b>Limited English Proficient (LEP)</b>																						
<b>Free/Reduced Meals (FARMS)</b>	35	17	48.6	11	31.4	≤10	20	30	21	70	≤10	16.7	≤10	13.3	41	18	43.9	10	24.4	13	31.7	+18.4%
<b>Female</b>	19	≤10	26.3	≤10	36.8	≤10	36.8	18	≤10	33.3	≤10	44.4	≤10	22.2	20	8	40	6	30	6	30	+7.8%
<b>Male</b>	26	14	53.8	≤10	30.8	≤10	15.4	22	16	72.7	≤10	4.5	≤10	22.7	21	10	47.6	4	19	7	33.4	+10.7%

TABLE 16b MATH Grade 4	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
<b>All Students</b>	36	≤10	16.7	≤10	22.2	22	61.1	47	≤10	17	13	27.7	26	55.3	33	5	15.2	13	39.4	15	45.5	-9.8%
<b>American Indian or Alaska Native</b>																						
<b>Asian</b>																						
<b>Black or African American</b>																						
<b>Hispanic/Latino of any race</b>	≤10	0	0	0	0	≤10	100	≤10	≤10	50	0	0	≤10	50	<10							

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Native Hawaiian or Other Pacific Islander																							
White	33	≤10	15.2	≤10	24.2	20	60.6	42	≤10	16.7	12	28.6	23	54.8	30	5	16.7	13	43.3	12	40	-14.8%	
Two or more races	≤10	≤10	100	0	0	0	0	≤10	0	0	≤10	33.3	2	66.7	<10								
Special Education	≤10	≤10	42.9	≤10	28.6	≤10	28.6	≤10	≤10	57.1	≤10	14.3	≤10	28.6	<10								
Limited English Proficient (LEP)																							
Free/Reduced Meals (FARMS)	24	≤10	25	≤10	29.2	11	45.8	38	≤10	21.1	≤10	26.3	20	57.2	32	5	15.7	12	37.5	15	46.9	-10.3%	
Female	21	0	0	≤10	23.8	16	76.2	21	≤10	4.8	≤10	23.8	15	71.4	16	0	0	6	37.5	10	62.6	-8.8%	
Male	15	≤10	40	≤10	20	≤10	40	26	≤10	26.9	≤10	30.8	11	42.3	17	5	29.4	7	41.2	5	29.4	-12.9%	

TABLE 16c MATH Grade 5	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
<b>All Students</b>	50	20	40	23	46	≤10	14	39	≤10	20.5	≤10	20.5	23	59	44	15	34.1	10	22.7	19	43.2	-15.8%
<b>American Indian or Alaska Native</b>																						
<b>Asian</b>																						
<b>Black or African</b>																						

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<b>American</b>																						
<b>Hispanic/Latino of any race</b>															<10							
<b>Native Hawaiian or Other Pacific Islander</b>																						
<b>White</b>	49	19	38.8	23	46.9	≤10	14.3	34	≤10	17.6	≤10	23.5	20	58.8	40	14	35	9	22.5	17	42.5	-16.3%
<b>Two or more races</b>								≤10	≤10	100	0	0	0	0	<10							
<b>Special Education</b>	16	≤10	62.5	≤10	31.3	≤10	6.3	≤10	≤10	20	≤10	60	≤10	20	<10							
<b>Limited English Proficient (LEP)</b>																						
<b>Free/Reduced Meals (FARMS)</b>	30	13	43.3	13	43.3	≤10	13.3	25	≤10	28	≤10	20	13	52	44	15	34.1	10	22.7	19	43.2	-8.8%
<b>Female</b>	19	≤10	36.8	10	52.6	≤10	10.5	22	≤10	13.6	≤10	18.2	15	68.2	20	10	20	6	30	10	50	-18.2%
<b>Male</b>	31	13	42	13	41.9	≤10	16.1	17	≤10	29.4	≤10	23.5	≤10	47.1	24	11	45.8	4	16.7	9	37.5	-9.6%

Table 17: Cohort Growth  
(Elementary Cohort 2027)

Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	22.5%	31.7%	+9.2%
Economically Disadvantaged	13.3%	31.7%	+18.4%
Special Education	0%	0%	N/A
Male	22.7%	33.3%	+10.6%

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Female	22.2%	30%	+7.8%
Other subgroup			

Table 18: Cohort Growth (Elementary Cohort 2026)					
Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	24.4%	55.3%	43.2%	-12.1%	+18.8%
Economically Disadvantaged	20%	57.2%	43.2%	-14%	+23.2%
Special Education	0%	28.6%	0%	-28.6%	N/A
Male	15.4%	42.3%	37.5%	-4.8%	+22.1%
Female	36.8%	71.4%	50%	-21.4%	+13.2%
Other subgroup					

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

- Describe changes in last year's focus areas.

Last year we focused on increasing modeling and reasoning skills in grades 3 -5. Scores increased from 2018 to 2019 in Grade 3 by 28% in reasoning and 12% in modeling. In 4th, scores decreased in reasoning by 10% and increased by 8% in modeling. In 5th grade, scores increased by 6% in reasoning and decreased by 6% in modeling. Modeling and

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reasoning still needs to continue as our focus because although we see some improvement in our data, we are still below the district and state in grades 3 and 5 in modeling and application. In grade 4, we are below the district average in expressing mathematical reasoning. 2019 data indicates 63% of 3rd grade, 45% of 4th grade, and 57% of grade are still below expectations in modeling and application. 49% of the 3rd grade, 57% of 4th grade and 48% of 5th grade are below expectations in reasoning.

3.

<b>FOCUS AREA 1:</b>	<b>Modeling and Reasoning</b>
Focus Area Goal	There will be an increase in grades 3, 4, 5 MCAP scores from an average of students who meet and exceed expectations from 46% to 51% in modeling and application based on the scores from the MCAP assessment.
Root Cause(s):	<ul style="list-style-type: none"> <li>• Lack of mastery of multi-step problems.</li> <li>• Inconsistency of math vocabulary across grade levels.</li> <li>• Insufficient practice in written explanation.</li> <li>• Insufficient practice with teacher modeling multi-step problems.</li> </ul>
Focus Content Standard(s):	PARCC Sub Claims C&D in the areas of Operations and Algebraic Thinking, Numbers in Base Ten, Numbers and Operations - Fractions, and Measurement and Data.
Barriers:	<ul style="list-style-type: none"> <li>• While there is an implementation of teaching practices in math, there is not a consistent and purposeful focus on guided instruction with re-teaching based on student performance.</li> <li>• Purposeful and flexible groupings of students are not consistently used.</li> <li>• Purposeful implementation of Math MCAP Released Tasks (modeling, shared tasks, and independent tasks).</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Westernport will need continued PD with the Math Specialist.</li> <li>• Time to collaborate across grade levels.</li> <li>• Continued PD and implementation on GRRUDL.</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• There are personnel within the ACPS who are modeling co-teaching, flexible groupings, provide instructional guidance, when utilizing UDL principles, guidelines, and checkpoints, specialized instruction, and guided instruction.</li> <li>• Imagine Math is an intervention program that can be utilized.</li> </ul>

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	<ul style="list-style-type: none"> <li>• There is an additional 30 minute period included in the schedule for math intervention/enrichment for grades 3-5. Monthly Math MCAP Released Tasks will be utilized in grades 3-5.</li> <li>• Teachers in grades 1 and 2 will utilize MCAP like math tasks using the GRR model (I Do, We Do, You Do).</li> <li>• Incorporate 3 Read strategy for problem solving.</li> <li>• Utilize numberless word problems in instruction.</li> <li>• Grade level curriculum, including leveled transdisciplinary materials, will be used to address math concepts.</li> <li>• Teachers will continue to implement Math Solutions strategies (math talks, engaging math tasks).</li> <li>• Supplemental materials will include digital/electronic resources. The use of document cameras, SMART Boards, SMART Epson LightRaise units, Tablets, and digital enhancement using computer (Lenovo Yoga Multi-Touch/Computer Cart) and a television will promote engagement for all students.</li> </ul>
How will it be funded?	N/A
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• The math specialist will assist teachers with the implementation of MCAP-like tasks and PD on 3 Read strategy.</li> <li>• Teachers and specialist will model appropriate response to a variety of problems and tasks in each domain.</li> <li>• Team meetings with the specialist will be held to discuss progress and stumbling blocks.</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• Implementation will be monitored by ACPS Math benchmark assessments, informal classroom assessments, scoring of MCAP-like tasks, as well as walk-through evaluations.</li> </ul>

<b>Table 19</b>	<b>UDL for Math</b>
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<b><i>Means of Representation:</i></b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>• Provide descriptions (text or spoken) for all images, graphics, video, or animations (Discovery Education)</li> <li>• Use digital materials and media to provide more auditory and visual opportunities for all students (SMARTboards, SMART Epson LightRaise units, Tablets, and digital enhancement via touchscreen laptops) .</li> <li>• Provide hard copies of documents using various fonts, size, and background color to provide more opportunities for all students as they acquire information and knowledge.</li> <li>• Pre-teach vocabulary and symbols in order to establish a connection to the learner’s prior knowledge.</li> </ul>

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<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>
	<ul style="list-style-type: none"> <li>Solve problems using a variety of strategies (manipulatives, base ten blocks, fraction bars, counters, cubes, number lines, 100 charts, etc)</li> <li>Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video (SMARTboards, SMART Epson LightRaise units, Tablets, and digital enhancement via touchscreen laptops)</li> <li>Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned (touchscreen laptops, tablets)</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	<ul style="list-style-type: none"> <li>Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video</li> <li>Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation.</li> <li>Provide activities that allow students to receive feedback and have access to alternative scaffolds that support understanding.</li> <li>Provide activities that allow for active participation, exploration, and experimentation.</li> <li>Encourage/promote activities that foster imagination to solve relevant problems.</li> </ul>

**C. SCIENCE**

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

TABLE 20 MISA Grade 5	2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 2		Level 3		Level 4 or 5		Total #	Level 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%			
All Students	39	6	15.4	22	56.4	11	28.2	44	≤10	22.7	25	56.8	≤10	20.5	-28.4%



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<b>American Indian or Alaska Native</b>								≤10							
<b>Asian</b>															
<b>Black or African American</b>															
<b>Hispanic/Latino of any race</b>															
<b>Native Hawaiian or Other Pacific Islander</b>															
<b>White</b>	37	≤10	13.5	21	56.8	11	29.7	41	≤10	22	24	58.5	8	19.5	-34.3%
<b>Two or more races</b>	≤10	≤10	50	≤10	50	0	0	≤10							
<b>Special Education</b>	≤10	≤10	40	≤10	40	1	20	≤10							
<b>Limited English Proficient (LEP)</b>															
<b>Free/Reduced Meals (FARMS)</b>	25	≤10	24	15	60	4	16	44	≤10	22.7	25	56.8	≤10	20.5	+28.1%
<b>Female</b>	22	≤10	23.5	13	59.1	≤10	23.5	20	≤10	15	12	60	≤10	25	+6.4%
<b>Male</b>	17	≤10	2.35	≤10	52.9	≤10	23.5	24	≤10	29.2	13	54.2	≤10	16.7	29%

**2. FOCUS AREAS**

<b>FOCUS AREA 1:</b>	<b>Life Science and Earth Science</b>
Focus Area Goal	<ul style="list-style-type: none"> <li>Based on the 2019 MISA results, 79.5% of ALL students in grade 5 scored partially met or approaching expectations. The goal is to increase the number of students in grade 5 scoring a 4 or 5 from 20.5% to</li> </ul>

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	25% proficient.
Root Cause(s):	<ul style="list-style-type: none"> <li>• Inability to access the text, decode, and comprehend the text due to a weak science vocabulary.</li> <li>• When there are interruptions in the daily schedule (delayed openings, assemblies), English Language Arts and Math are the focus.</li> <li>• County science resources do not align with the curriculum.</li> </ul>
Focus Content Standard(s):	<p><b>Life Science</b>  5-LS2 Ecosystems: Interactions, Energy, Dynamics  4-LS1 From Molecules to Organisms: Structures and Processes  3-LS4 Biological Unity: Evolution and Diversity  3-LS2 Ecosystems: Interactions, Energy, Dynamics</p> <p><b>Earth and Space Science</b>  4-ESS2 Earth's Systems  4-ESS3 Earth and Human Activity</p> <p><b>Reading Informational Text</b>  <b>Grade 3</b>  Integration of Knowledge and Ideas:  <b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).  <b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  <b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>Grade 4</b>  Integration of Knowledge and Ideas:  <b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  <b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.  <b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>

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	<p><b>Grade 5</b> Craft and Structure: <b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. <b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Integration of Knowledge and Ideas: <b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. <b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>Writing:</b> <b>W.3.1, W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons. <b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <b>W.3.2, W.4.2, W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
Barriers:	<ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Oral Language</li> <li>● Comprehension</li> <li>● Background knowledge</li> <li>● Experiences</li> <li>● Access to the text.</li> <li>● FOSS only covers a portion of the Next Gen Science standards.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>● Time to implement hands on activities</li> <li>● Text level appropriate for students</li> <li>● Practice prep activities</li> <li>● More appropriate resources that align with Next Gen Science Standards.</li> </ul>

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Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Utilization of collaborative close reading activities to increase the comprehension of non-fiction texts.</li> <li>• Utilization of Readworks science articles to increase vocabulary and comprehension skills..</li> <li>• Increase number of hands-on experiments and have students draw conclusions, and write summaries based on the experiments that they conduct.</li> <li>• Active Learning Labs in grades 4 and 5 will be utilized to enhance science activities.</li> <li>• Intentional use of science vocabulary in student's writing.</li> <li>• Utilization of science journals to increase written performance.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• ACPS Consumable Funds</li> <li>• School Funds</li> </ul>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• Utilization of Active Learning Labs in grades 4 &amp; 5 as teachers are trained.</li> <li>• Students will complete weekly science journal entries based on information learned through experiments.</li> <li>• Teachers in grades K-5 will conduct focused hands-on learning opportunities weekly.</li> <li>• STEM Night will be held April 22, 2020</li> <li>• Utilization of Readworks science related articles monthly in Grades K-5.</li> <li>• Team meetings will be held bi-weekly to discuss progress with students.</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• Focus of walk-throughs during science lessons in all grades</li> </ul>

<b>Table 21</b>	<b>UDL for SCIENCE</b>
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<b><i>Means of Representation:</i></b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>• Provide descriptions (text or spoken) for all images, graphics, video, or animations (Discovery Education)</li> <li>• Use digital materials and media to provide more auditory and visual opportunities for all students (SMARTboards, SMART Epson LightRaise units, Tablets, and digital enhancement via touchscreen laptops, Discovery Education, Mystery Doug, Mystery Science lessons) .</li> <li>• Provide hard copies of documents using various fonts, size, and background color to provide more opportunities for all students as they acquire information and knowledge.</li> <li>• Pre-teach vocabulary and symbols in order to establish a connection to the learner's prior knowledge.</li> <li>• Embed support for new vocabulary within the text.</li> </ul>

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<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b> <ul style="list-style-type: none"> <li>• Solve problems using a variety of strategies (Mystery Science, FOSS kits)</li> <li>• Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video (SMARTboards, SMART Epson LightRaise units, Tablets, and digital enhancement via touchscreen laptops, Active Learning Lab).</li> <li>• Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned (touchscreen laptops, tablets, Active Learning Lab)</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b> <ul style="list-style-type: none"> <li>• Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video (Mystery Science, Mystery Doug, FOSS kits, Active Learning Lab)</li> <li>• Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation.</li> <li>• Provide activities that allow students to receive feedback and have access to alternative scaffolds that support understanding (Active Learning Lab).</li> <li>• Provide activities that allow for active participation, exploration, and experimentation.</li> <li>• Encourage/promote activities that fosters imagination to solve relevant problems.</li> </ul>

**B. SOCIAL STUDIES/GOVERNMENT: N/A for Elementary**

**C. Advanced Placement Data: N/A for Elementary**

**MULTI-TIERED SYSTEM OF SUPPORT**

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

**PRIORITY: An opportunity identified by the team in order to achieve their vision.**

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

- 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.

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<b>PRIORITY: #1 Behavior Screening and Progress Monitoring</b>			
<b>PRACTICE:</b> Use a reliable and valid universal screening tool to identify students with at-risk social behavior			
Action Step	Who	By When	Status Update / Next Steps
<b>LAYING THE FOUNDATION</b>			
<ul style="list-style-type: none"> <li>Completed</li> </ul>	PBIS Admin District	Completed	
<b>INSTALLING</b>			
<ul style="list-style-type: none"> <li>Completed</li> </ul>	Admin	Screenings given throughout the school year	
<b>IMPLEMENTING</b>			
<ul style="list-style-type: none"> <li>Completed</li> </ul>	Identified Teachers PBIS Admin	October 2019 January 2020 May 2020	
<b>SUSTAINING SCHOOL WIDE IMPLEMENTATION</b>			
<ul style="list-style-type: none"> <li>Continue to examine and analyze the data to determine the alignment of current interventions</li> <li>Place dates on the calendar for the 2019-2020 school year administration</li> </ul>	PBIS Admin Staff District BIT committee	September 2019-May 2020	<ul style="list-style-type: none"> <li>Analyze outcome data to determine results</li> <li>Need training plan for new teachers (yearly)</li> <li>Continue PD as needed</li> </ul>

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<b>PRIORITY: #2</b> Look at Restorative Practices within the school.			
<b>PRACTICE:</b> After introduction to restorative practices, teachers will begin using the strategies as they are introduced.			
Action Step	Who	By When	Status Update / Next Steps
<b>LAYING THE FOUNDATION</b>			
<ul style="list-style-type: none"> <li>Introduce Restorative Practices to the staff</li> </ul>	PBIS Admin Guidance Counselor	February 2020	<ul style="list-style-type: none"> <li>First introduction at the 2/3/2020 Principal Staff Development</li> <li>Share several slides of the powerpoint given by Dr. Sarah Welsh highlighting why we are initiating restorative practices in ACPS, introducing circles, showing the connection to GRRUDL, looking at the Discipline Window and looking at restorative questions to respond to challenging behaviors and to help those that have been harmed by others' actions.</li> <li>Follow up with staff at a faculty meeting.</li> </ul>
<b>INSTALLING</b>			
<ul style="list-style-type: none"> <li>Continue to offer Professional Development on Restorative Practices in school year 2020-2021</li> </ul>	PBIS Admin Guidance Counselor	School year 2020-2021	<ul style="list-style-type: none"> <li>Beginning of the school year staff development - August 2020</li> <li>Continued follow-up with staff at faculty meetings, team meetings and additional principal staff development opportunities</li> </ul>
<b>IMPLEMENTING</b>			



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SUSTAINING SCHOOL WIDE IMPLEMENTATION			

**POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**

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

Our school uses several programs to maintain good discipline and a positive school climate. One of these is the Positive Behavior Interventions and Support (PBIS) program. Through PBIS, the students are rewarded for their positive behaviors and good choices. Teachers and support staff may award students with points for displaying good character or making good choices inside and outside of the classroom setting. Each classroom teacher uses Classroom Dojo to manage classroom behavior in a positive way. When students have earned 10 points, they may cash them in for a token to visit the Token Tower. Bus drivers are given blue tickets to hand out for good behavior and students may hand these tickets in to the teachers to receive a point. Guidance lessons focus on appropriate behavior to ensure a healthy learning environment. All students receive instruction using the Second Step Program.

The PeaceBuilders program is also in place. The purpose of this program is to build peace throughout the school. Each day, students recite the PeaceBuilders' Pledge. All students pledge to "praise people, give up put downs, seek wise people, notice and speak up about hurts I have caused, to right wrongs, and to help others." The school counselor educates all students on the

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meaning of each part of the pledge. This program is designed to decrease bullying, learning distractions, and lowering the number of discipline referrals. This program also helps students to choose a healthy and positive lifestyle. Within this program students in grades 3-5 can become “Peace Builders.” These students, chosen by the classroom teacher and school counselor, join classes on the playground to promote “peace” and minimize problems before they escalate.

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

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

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

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

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

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

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

### **XI. Title I Schools**

#### **TITLE I PARENT/FAMILY ENGAGEMENT**

##### **Parent/Community Engagement Needs**

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

Westernport Elementary encourages parent/family engagement. Two Parent Conference Days were held in the 2018-2019 school year. In October, 150 parents attended and in March, 50 parents attended. Parents attended grade level programs related to reading, math and STEM each year. STEM day was held in Grade 2 on October 31, 2018 with 43 parents attending. Bingo and Books was held in November with 78 persons attending. The Veteran's Day Program was held and 150 persons attended. Students presented information and songs to honor the Veterans. Fifty-nine parents attended the DARE Graduation held in October. Last year, Books Before Bedtime was held in December. Twenty-one parents and students attended. The school counselor planned a Mindset Matters workshop for parents on January 28, 2019; however, no parents attended. The Math and ELA specialists planned sessions for How to Help Your Child in Reading and How to Help Your Child in Math. One parent

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attended the math workshop. Parents attended concerts, assemblies, the Wax Museum and other programs that were held throughout the year. Grandparents were invited to classrooms in September; grade level expectations and reading comprehension strategies were shared. Grade level parent representatives on the Title I Parent Committee provided input regarding the 2019-2020 Parent/Family Engagement Plan and budget, the School Parent Compact, and the ACPS Parent/Family Engagement Plan.

Business partners in the community which supported students and staff at Westernport Elementary included McDonald's, Moran Manor Nursing Home, and the Verso Corporation. (McDonald's and Verso provide incentives and funds to support student achievement.) Students performed at Moran Manor for the residents at Halloween and Christmas. Parent volunteers assisted teachers by making classroom materials and assisting with classroom projects. Parents and grandparents volunteered in the media center, at the Book Fair, and at other events, as available. Volunteers gave approximately 1,006 hours to Westernport School. Back to School Night was held on August 23, 2018 with 182 parents attending. The Title I Annual Meeting was held on September 6, 2018 with 21 parents attending. The Spring Title I Parent Meeting was held on May 20, 2019 with 9 persons attending. The results of the Title I Parent Survey indicated that parents would like more information on understanding the ASPEN System, MCAP testing and how to help their children with STEM activities at home. The Westernport staff is grateful for the level of community and parent support that we receive.

**Parent Advisory/ Title I Parent Committee 2019-2020**

<b>Name</b>	<b>Grade Level Representation</b>	<b>Position</b>
Carlie Johnson	Grades 3, 5	PAC Representative & Title I P.C.
John Wade	Grades K, 4	PAC Alternate
Theresa Boal	Pre-K	Title I Parent Committee
Michelle Paitzel	Grades 2, 4	Title I Parent Committee
Nikki Greenwald	Grade 1	Title I Parent Committee
Vickie Fearon	Grades 5	Title I Parent Committee
Crissy Dayton	Grade 5	Title I Parent Committee

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

**Westernport Elementary School’s PARENT / FAMILY ENGAGEMENT PLAN**

**Expectations**

As a schoolwide Title I school, Westernport Elementary School’s Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Section 1116 Every Student Succeeds Act of 2005.

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

- I – Shared decision-making opportunities
- II – Annual meeting to explain the schoolwide Title I program
- III – Opportunities to build and increase understanding, communication, and support between home and school
- IV - Formal and informal evaluation of the effectiveness of parent/family engagement activities
- V – Activities that promote a positive environment of high expectations shared by home and school

Westernport elementary School accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent /Family Engagement Plan with the district’s Parent/Family Engagement Plan.

**Goal:** By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in

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increasing skills to support academics at home, the school will meet all goals on MCAP 2020.

### Action Plan

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
<b>I. Shared Decision Making</b> <ul style="list-style-type: none"> <li>➤ The School Improvement Plan (SIP) is developed with input from parents.</li> <li>➤ The SIP is available for parent review and input at any time.</li> <li>➤ The Parent/Family Engagement Plan is developed with input from parents.</li> <li>➤ The Parent/Family Engagement Plan is distributed to all parents.</li> <li>➤ With parents, develop a written School Parent Compact(s) supporting instruction that is</li> </ul>	Parent representatives on SIT and other decision-making teams collaborate with school staff in the development of the plan. Parents are invited in a variety of ways to provide input into the plan in a variety of ways.	<b>Fall 2019</b>	<b>Alexa Fazenbaker, Principal</b>
	A synopsis of the SIP is shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	<b>January 2020</b>	<b>Alexa Fazenbaker, Principal</b>
	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.	<b>May 2020</b>	<b>Alexa Fazenbaker, Principal</b>
	A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.	<b>January 2020</b>	<b>Alexa Fazenbaker, Principal</b>
	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's School	<b>May 2020</b>	<b>Alexa Fazenbaker, Principal</b>

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signed by teachers, parents, and students.	Parent Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval.		
<b>II. Annual Meeting</b> <ul style="list-style-type: none"> <li>Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental/family engagement.</li> </ul>	<p>Information is shared by powerpoint presentation.</p> <p>Printing of Compacts - \$300</p>	<b>August 22, 2019</b>	<b>Alexa Fazenbaker, Principal</b>
<b>III. Building Parental Capacity</b> <ul style="list-style-type: none"> <li>Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.</li> <li>Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.</li> </ul>	<p>Grade level expectations are distributed to parents in the fall. Teachers discuss expectations with parents during conferences, Back to School/Meet the Teacher events, and/or during classroom visitation activities. Information about testing is also distributed to parents at appropriate times.</p> <p>Resources for Education Newsletter - \$248.50</p> <p>The following events are planned for this school year:  Books Before Bedtime Stipends - \$197.36  STEM Night Stipends - \$186.48  Refreshments - \$318.44  Materials for parent activities - \$1,187.74</p>	<p><b>October 7, 2019</b></p> <p><b>March 9, 2020</b></p> <p><b>Monthly</b></p> <p><b>TBA April 2020</b></p>	<p><b>Alexa Fazenbaker, Principal</b></p> <p><b>Classroom Teachers</b></p> <p><b>Alexa Fazenbaker, Principal</b></p> <p><b>Alexa Fazenbaker, Principal Teachers</b></p>

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<ul style="list-style-type: none"> <li>➤ Educate school personnel on how to work with parents as equal partners in their child’s education.</li> <li>➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources such as the Health Department, Library, Head Start, Striving Readers Grant, Local After School Program, MD Extension, YMCA, etc.</li> <li>➤ Ensure information is presented in a format and/or language parents can understand.</li> <li>➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.</li> </ul>	<p>Input from parents is gathered at parent events by activity evaluations and parent surveys. The results are shared to improve future events. Parent members of school teams attend meetings and provide input.</p>	Ongoing	<p><b>Alexa Fazenbaker, Principal</b></p> <p><b>SIT</b></p>
	<p>The following programs provide opportunities to increase parent/family engagement:</p> <p>Frostburg State University STEM Night</p> <p>Allegany County Health Department - Dental screening and sealants, flu shots</p> <p>Lions Club - Vision screening</p> <p>Local - Afterschool Program</p> <p>Westernport Public Library - guest readers, reading incentive programs for students, field trips</p>	As scheduled	<p><b>Alexa Fazenbaker, Principal</b></p>
	<p>Communications with parents are designed to be parent-friendly. Blackboard Connect mass notification phone calls, texts, and emails enhance communication with parents.</p>	Ongoing	<p><b>Alexa Fazenbaker, Principal</b></p>
	<p>Translated documents are provided on an as needed basis. Reasonable requests for transportation and childcare may be provided.</p>	Ongoing	<p><b>Alexa Fazenbaker, Principal</b></p>
<p><b>IV. Review the Effectiveness</b></p> <ul style="list-style-type: none"> <li>➤ The effectiveness of the school’s parental/family</li> </ul>	<p>Evaluations from parent activities are reviewed and are the basis for changes in subsequent activities.</p>	Ongoing	<p><b>Alexa Fazenbaker, Principal</b></p>



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engagement activities will be reviewed.	The School Improvement Team reviews the effectiveness of the parental/family engagement activities.		<b>SIT</b>
<b>V. Joyce Epstein's Third Type of Parent Involvement</b> ➤ Volunteering-	Parents are given the opportunity to volunteer in a variety of ways: -Outdoor School Chaperones -Weekly Volunteer Workshops with Family Engagement Coordinators -School Leadership Teams -Classroom Activities -Classroom Readers -Book Fair -Santa Secret Shop -Library Projects	<b>Ongoing</b>	<b>Alexa Fazenbaker, Principal</b>

**Professional Community for Teachers and Staff- Standard 7**

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

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1. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Growth Mindset (Continued from 2018-2019 school year).	On-going throughout the year.  Faculty Meetings at 8:05-8:30 AM	Pre-K through Grade 5 teachers	Students will be provided with an environment that fosters a love for growth and learning in a positive way. Students will realize their potential, explore new opportunities for growth, and find success academically and socially.	Teachers will continue to implement the GRRUDL model by utilizing focused instruction, guided instruction, and collaborative group work as ACPS moves forward with this initiative. Teachers who acquire a growth mindset will provide, support, and guide students to do the same through support, guidance, and encouragement. Teachers will be given tips for overcoming challenges, techniques for communication, and sample lessons to implement in the classroom in order to foster a growth mindset.	Walk-through evaluations will determine how the knowledge and skills are being utilized in the classroom. Team meetings will also be held to discuss progress.
2. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom

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The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers	Faculty Meetings 8:05-8:30 AM  Bi-weekly Team Meetings with ELA Specialist	Pre-K through Grade 5 Teachers	Teachers will learn the most effective strategies to teach students to become fluent, successful writers.	Teachers of pre-k through grade 5 will develop individual goals for each student, provide writing strategies for students, utilize writing prompts, and learn ways to provide support through whole group, small group, and individualized writing instruction.	Walk-through evaluations will determine how the knowledge and skills are being utilized in the classroom. Team meetings will also be held to discuss progress.
3. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Striving Readers	November 12th December 9th January 14th February 11th March 10th April 7th	Classroom teachers in grades K-3.	Teachers will learn research based strategies to support struggling students.	Teachers will be given time for collaborative, targeted work and planning on using research based strategies to support struggling learners in the classroom, structuring Tier I instruction based on current research (and needs for MCAP), planning for implementation of the Superkids program.	Walk-through evaluations will determine how the knowledge and skills are being utilized in the classroom. Team meetings will also be held to discuss progress.

**XIII. Management Plan**

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

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- The plan will be shared at a faculty meeting. Handouts of key points of the final draft of the plan, which will simplify our focus in all appropriate areas, will be distributed in January 2020.
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 during Title I parent meetings. The plan will also be available for review and comments in the school office, and on the school website, when finalized.
  3. What role will classroom teachers and/or departments have in implementing the plan?
    - Classroom teachers will be responsible for implementing the plan with fidelity and following the guidelines set forth within the plan. Teachers will monitor their own adherence to the plan using the key points document distributed in December 2019.
  4. How will student progress data be collected, reported, and evaluated by the SIT?

The SIP will be revised as needed based on input from SIT, CAT, PAT, and the Title I Parent Involvement Committee. Data will be collected from benchmarks, surveys, and grade level team meetings to identify the need for necessary revisions. The School Improvement Team will make any necessary revisions.
  5. How will administration monitor the plan?
    - The SIP will be monitored through monthly SIT Meetings attended by the SIT team and Mrs. Fazenbaker. All activities will be monitored through discussions at team meetings, faculty meetings, and walk-through evaluations.
  6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?
    - Open communication will exist between the Central Office and SIT team. Communication and collaboration will occur between the two to ensure that the plan is implemented and revised as necessary. The SIT team will invite Central Office Staff, Title I, reading and math specialists to monthly SIT meetings. The SIT team will send a copy of all minutes from the SIT and Action Team meetings to the Central Office staff to ensure open communication. The SIP will be reviewed by the Central Office staff. Technical support in the development and review of the SIP will be provided by central office support staff.

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

Name (Print and Sign)	Affiliation/Title
Alexa Fazenbaker <i>Alexa Fazenbaker</i>	Principal
Peggy Boal <i>Peggy Boal</i>	Community Representative
Sabrina Ketterman <i>Sabrina Ketterman</i>	Parent Representative
Kara McDowell <i>Kara McDowell</i>	School Improvement Team Chairperson, Grade 1
Candice Smith <i>Candice Smith</i>	Kindergarten Teacher
Missi Kealy <i>Missi Kealy</i>	Grade 2 Teacher
Tiffany Moran <i>Tiffany Moran</i>	Grade 3 Teacher
Jennifer Hughes <i>Jennifer Hughes</i>	Grade 4 Teacher
Brittany McMahon <i>Brittany McMahon</i>	Grade 5 Teacher
Erica Swisher <i>Erica Swisher</i>	Title I Teacher
M. Beth Weber <i>M. Beth Weber</i>	Reading Intervention Teacher
Tamela Rankin <i>Tamela Rankin</i>	Special Education Representative
Barbara Amtower <i>Barbara K. Amtower</i>	Guidance Counselor
Deborah Hendrickson <i>Deborah Hendrickson</i>	Resource (Media) Representative
Shelly Fitzgerald <i>Shelly Fitzgerald</i>	Instructional Assistant Representative