

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

**School: Westernport Elementary School:**

**Principal: Alexa Fazenbaker**

Part	Table of Contents	Page
	<b>Title Page</b>	<b>1</b>
<b>I</b>	<b>Integrated Educational Framework</b>	<b>2</b>
<b>II</b>	<b>School Demographics</b>	<b>8</b>
<b>III</b>	<b>Administrative Leadership</b>	<b>11</b>
<b>IV</b>	<b>Academic Progress</b>	<b>16</b>
<b>V</b>	<b>Multi-tiered Systems of Support</b>	<b>30</b>
<b>VI</b>	<b>Early Learning</b>	<b>31</b>
<b>VII</b>	<b>Attendance</b>	<b>32</b>
<b>VIII</b>	<b>Habitual Truancy</b>	<b>33</b>
<b>IX</b>	<b>Graduation and Dropout Rates</b>	<b>N/A</b>
<b>X</b>	<b>School Safety/ Suspensions</b>	<b>34</b>
<b>XI</b>	<b>Positive Behavioral Intervention &amp; Supports or Behavior Management Systems</b>	<b>35</b>
<b>XII</b>	<b>Family and Community Engagement (N/A)</b>	<b>N/A</b>
<b>XIII</b>	<b>Parent /Family Engagement - Title I</b>	<b>37</b>
<b>XIV</b>	<b>Professional Community for Teachers and Staff</b>	<b>47</b>
<b>XV</b>	<b>Inclusive Policy Structure and Practice</b>	<b>49</b>
<b>XVI</b>	<b>Management Plan</b>	<b>51</b>
<b>XVII</b>	<b>Title I Components (Title I Schools Only) – Separate Document</b>	
<b>XVIII</b>	<b>Title I Evaluation (Title I Schools Only) – Separate Document</b>	

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

**SECTION I  
INTEGRATED EDUCATIONAL FRAMEWORK**

**A. Mission, Vision, and Core Values**

**Mission Statement**

The mission of Westernport Elementary School is to prepare and empower all students to successfully meet tomorrow's challenges. We will partner with family and community to nurture the whole child, intellectually, physically, and emotionally to build a better world – one child at a time.

**Vision**

Building the Future – One Child at a Time

**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.

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

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

<b>Name (Print and Sign)</b>	<b>Affiliation/Title</b>
	Alexa Fazenbaker, Principal
	Kara McDowell, Grade 1, SIT Chair
	Brittany Richards, Grade 2
	Sarah Llewellyn, Grade 3
	Jennifer Hughes, Grade 4
	Erica Swisher, Grade 5
	Julie Kyle, Reading Intervention/Title I
	Beth Weber, Reading Intervention
	Deb Hendrickson, Resource Representative
	Barb Amtower, Guidance
	Tamela Rankin, Special Education
	Sabrina Ketterman, Parent
	Peggy Boal, Community Rep

## Allegany County Public Schools 2017 – 2018 School Improvement Plan

1. What is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school and community?

All staff and students are aware of the vision. It is posted in all classrooms, in locations throughout the school where visitors can see it and is published in our school newsletter each month. The vision is also posted at the bottom of all correspondence going home to parents.

2. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur?

The vision was last reviewed by staff at the beginning of the 2017-2018 school year.

3. Have you adjusted the school's mission and vision to changing expectations and opportunities for the school and changing needs and situations of students? If so, why?

The vision for Westernport Elementary has not changed.

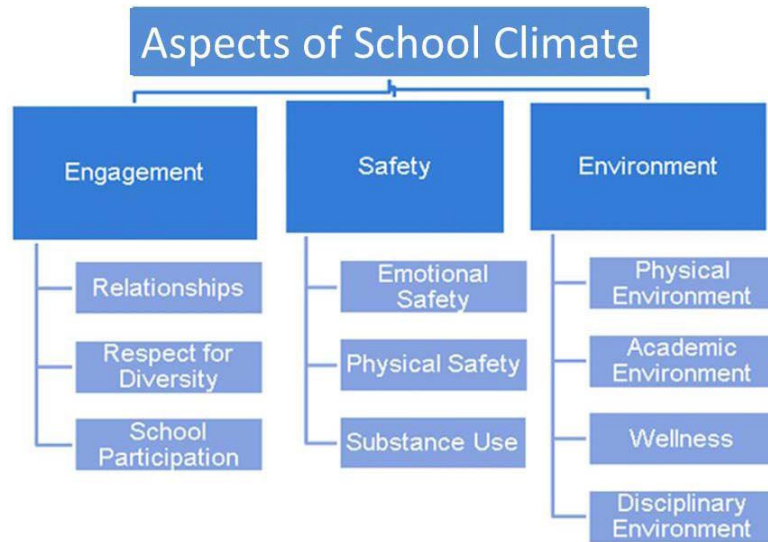
### **B. Culture, Climate, and Inclusive Community**

**School climate and culture** have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development.

**School climate** refers to the character and quality of school life that is centered on patterns of students, staff and parents experiences of school life. School climate refers to a school's social, physical, and academic environment. How does it make people feel? Safe? Welcomed? Connected?

## Allegany County Public Schools 2017 – 2018 School Improvement Plan

5



**U.S. Department of Education's  
Safe and Supportive Schools Model**

**School culture** is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure. A related concept is school culture, which refers to the “unwritten rules and expectations” among the school staff (Gruenert, 2008).

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as well as to student learning, fulfillment, and well-being. The following examples are commonly associated with positive school cultures:

- The individual successes of teachers and students are recognized and celebrated.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.

**Allegheny County Public Schools**  
**2017 – 2018 School Improvement Plan**

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

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

**In narrative or bulleted form**, address your school’s **climate, culture, and inclusive community**. (Refer to Professional Standards for Educational Leaders- Standards 2, 3 and the graph Aspects of School Climate) Please consider answering the following questions in your response.

Westernport Elementary School has a positive school climate. We are a PBIS school and have earned Gold Status for the last four 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 activities throughout the year are also held and students earn the opportunity to take part. They include a hayride, a winter movie and dance. Last year we held our second annual luau at the end of the year.

Students are also rewarded for academic achievement. Every nine weeks, we hold 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.

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

Westernport Elementary School’s mission 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.”

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

1. How are paraeducators (IAs) utilized in your school?

IAs work with all students in their assigned classrooms. They provide physical, mental, emotional, and academic support to a wide range of students on a daily basis. Close Adult Support IAs work with specific students in small group and one-on-one settings. IAs meet the individual needs of students with disabilities while also supporting general education students. They assist classroom teachers with daily duties and instructional routines. How do IAs provide support for students with and without disabilities?

What are IA responsibilities at your school?

- Work under direct supervision of a highly qualified teacher
- Work in close proximity of a highly qualified teacher
- Provide 1:1 assistance for students
- Work with small groups of students to reinforce skills taught by the classroom teacher

Have you created a schedule that allows IA collaboration with teachers?

Pre-K and Kindergarten IAs are available during the classroom teacher's planning time. IAs are able to meet with teachers before or after school during their non-duty times.

3. Are your general and special education teachers able to collaborate and plan together on behalf of the students for whom they share instructional and learning responsibilities? If so, how often and when? If not, what challenges are preventing the collaboration and planning?

Collaborative Team Planning occurs during classroom teacher's planning time. Grades K/1 meet on Tuesdays, Grade 2 on Thursdays, Grade 3 on Wednesdays, and Grade 4 & 5 on Fridays. They are able to share instructional ideas and academic concerns.

4. Provide an example (s) of how your school engages students of all abilities with each other.

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

Students of all abilities work together on a daily basis. They are included in all classroom activities such as flexible groupings, small group and whole group activities, and special programs. This gives them the opportunity to learn in the least restrictive environment. All students benefit from additional resources and supportive techniques used in an inclusive classroom. The classroom teachers along with the special education teachers work together to meet the needs of all students.

5. What professional learning and/or training needs, if applicable, do your faculty/staff have regarding making your school a more inclusive environment for students?

Westernport Elementary School is an MCIE School. The team met monthly in 2016-2017 and created 3 goals for our school.

Goal I: Effective Schoolwide Practices - Westernport Elementary School will allow common planning time for general and special educators and teachers will expand their vision for how students with or without IEPs can be successful in the general education classes across the curriculum.

Goal II: Effective Classroom Practices - Westernport Elementary School will use strategies from the UDL framework and GRR in their lessons. Teachers will provide a variety of supports for readers of all levels and will provide a variety of supports in math lessons.

Goal III: Students with IEPs will receive individualized supports designed to improve their performance/test scores while decreasing the achievement gap.

**SECTION II  
SCHOOL DEMOGRAPHICS**

**A. Staff Demographics**

**STAFF DATA 2017-2018 School Year**

**Table 1**

School-based Personnel	Part Time	Full Time	Total
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**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

Administrators		1	1
Teachers	4	17	21
Itinerant staff	7	0	7
Paraprofessionals	0	8	8
Support Staff	1	3	4
Other	10	3	13
Total Staff	22	32	54

**Table 2**

Under each year, indicate the percent as indicated of individual in each category.	2014 – 2015 Official Data	2015 – 2016 Official Data	2016 – 2017 Official Data	2017 – 2018 Official Data
<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	-	-	-	-
Number of years principal has been in the building	3	4	5	6
Teacher Average Daily Attendance	94.7%	93.6%	93.4%	

**B. Student Demographics**

<b>Table 3: SUBGROUP DATA</b>			
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

Hawaiian/Pacific Islander	≤10	≤10	≤10
African American	≤10	≤10	≤10
White	272	260	248
Asian	0	≤10	N/A
Two or More Races	≤10	15	15
Special Education	45	54	42
LEP	N/A	N/A	N/A
Males	150	148	123
Females	123	133	142
Total Enrollment (Males + Females)	273	281	265

<b>FARMS RATE Used for School Year</b>	<b>2015-2016</b>	<b>2016 – 2017</b>	<b>2017-2018</b>
<b>Percentage as of October 31 of Previous School year</b>	<b>69.55%</b>	<b>69.45%</b>	<b>71.99%</b>

**C. Special Education Data 2017-2018 School Year (As of September 30, 2017)**

**Table 4**

<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>
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**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

01 Intellectual Disability	≤10	06 Emotional Disturbance	≤10	12 Deaf-Blindness	N/A
02 Hard of Hearing	N/A	07 Orthopedic Impairment	N/A	13 Traumatic Brain Injury	N/A
03 Deaf	N/A	08 Other Health Impaired	≤10	14 Autism	≤10
04 Speech/Language Impaired	24	09 Specific Learning Disability	≤10	15 Developmental Delay	≤10
05 Visual Impairment	N/A	10 Multiple Disabilities	N/A		

**SECTION III  
ADMINISTRATIVE LEADERSHIP**

1. What is the role of the principal in the School Improvement Process at your school?  
Mrs. Fazenbaker oversees the implementation of the SIP. She provides guidance and support in the planning process and creating goals. She collects, monitors, and analyzes all grade level data.
2. What is the purpose of your school leadership team in the School Improvement Process?  
The school leadership team collects, monitors, and analyzes school data to ensure that all academic goals are met or exceeded.
3. Does your school improvement team (SIT) represent your entire school community, including parents/guardians?
  - Yes, we have a parent member, a community member and a teacher representative from each grade involved in the SIT process. We also have the guidance counselor, a special education teacher, an IA and a resource teacher on the team as well.

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

4. What additional opportunities exist for everyone in your school community to meaningfully participate in school decision-making processes?
- Mrs. Fazenbaker has an open door policy
  - PTA
  - Opportunities to volunteer
  - PTA Facebook page that is managed by teachers
  - Parent member on SIT
  - Surveys are sent home
  - SIP is shared on the school website and a copy is available in the office with a page for comments and suggestions.

**PRINCIPAL'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and baseline evidence  
(See SLO rubric)**

PRINCIPAL SLO 1

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

The content focus of this SLO is oral reading fluency. By increasing oral reading fluency, I expect all students to meet or maintain the required number of words on the ORF portion of the DIBELS Assessment in Grades 1-3. Oral reading fluency is a measure that assesses accuracy and fluency with text. Fluency (automaticity) is the ability to read words with no noticeable cognition or mental effort. This ability is a crucial gateway to reading comprehension. Reading fluency and comprehension directly impacts students being college and career ready. The Maryland College and Career Reading Standards in Reading Foundational Skills are a major focus in the primary grades. The skills and concepts found in the standards are a critical component for our students not only in the primary grades but in future grades as well.

Students scoring at or above the benchmark goal have the odds in their favor (approximately 80 to 90%) of achieving later important reading outcomes.

Thirty-seven first grade students, Thirty-eight second grade students and forty-one third grade students will be targeted in this SLO. One student in first grade has an educational IEP in Reading and five students receive speech services. One student in second grade has an educational IEP in

**Allegany County Public Schools**  
**2017 – 2018 School Improvement Plan**

Reading and six students receive speech services. Six students in third grade have an educational IEP in Reading and five students receive speech services.

Twelve students in first grade participate in the Foundations Intervention Program. Fourteen students in second grade participates in the Foundations Intervention Program. Twelve students in third grade participates in the Wilson Intervention Program.

All students in first grade who are strategic and intensive are progressed monitored by classroom teachers, Reading Intervention Teacher. All students in second and third grade who are strategic and intensive are progressed monitored on the Dolch Word List/High Frequency Words (11 lists) every 2 weeks by Donna Beeman, County Reading Specialist.

One hundred sixteen students will be included in this SLO or 44% of the total school population. 73.9% of the total population of first, second, and third grade students receive free and reduced lunches.

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

This SLO is targeting all students in grades 1-3 on DIBELS Reading Fluency.

First grade students are tested on Oral Reading Fluency in January and will be assessed again in May. Second grade students were assessed in September, will be assessed again in January with the final assessment in May. Results of the initial assessment show that 18 of the 38 students are "Core", 4 students are "Strategic" and 16 students are "Intensive."

Third grade students were assessed in September, will be assessed again in January with the final assessment in May. Results of the initial assessment show that 21 of the of the 41 students are "Core", 6 students are "Strategic" and 14 students are "Intensive."

Grade 3 PARCC Scores (2017) 14/45 or 31% of the students met or exceeded expectations.

Last year's end of year DIBELS composite data showed 8 kindergarten (this year's first graders) as "intensive" and 9 as "strategic" and 25 students as "core." Last year's end of year DIBELS composite data showed 15 first graders (this year's second graders) as "intensive" and 4 as "strategic" and 19 students as "core." Last year's end of year DIBELS composite data showed 14 second graders (this year's third graders) as "intensive" and 2 as "strategic" and 22 students as "core."

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

**Allegany County Public Schools**  
**2017 – 2018 School Improvement Plan**

This SLO supports the school's goal planning process as we need to improve our ELA Pass rate on the PARCC assessment. In grade 3, 31.11% of the students scored a 4 in ELA. 55.56% of the students in 4th grade scored a 4 or a 5 on the assessment and 38% of the 5th grade students scored a 4 or 5 on the assessment. In comparison with the county, Westernport 3rd grade and 5th grade scores are below the county average.

By increasing oral reading fluency in the primary grades, students scores on the PARCC assessment should increase. Oral reading fluency is a measure that assesses accuracy and fluency with text. Fluency (automaticity) is the ability to read words with no noticeable cognition or mental effort. This ability is a crucial gateway to reading comprehension. Reading fluency and comprehension directly impacts students being college and career ready. The Maryland College and Career Reading Standards in Reading Foundational Skills are a major focus in the primary grades. The skills and concepts found in the standards are a critical component for our students not only in the primary grades but in future grades as well. Students scoring at or above the benchmark goal have the odds in their favor (approximately 80 to 90%) of achieving later important reading outcomes.

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

All students who met the end of year goal at the beginning or mid year assessment, must maintain their highest score. All other "strategic" or "intensive" student's growth will be measured on the growth calculator. If any of the "strategic" or "intensive" students meet their grade level end of year benchmark, they will receive full attainment of the SLO even if they may not have improved by 50%. The goal is for every student to meet the End of Year benchmark goal for their grade level.

SLO full attainment will be met if 80% of the students meet their goal. Partial attainment will be met if 60-79% of the students meet their goal and Insufficient Attainment will be met if 0-59% of the students meet their goal.

**PRINCIPAL SLO 2**

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

The content focus for this SLO is Math. Students in Grades 3 through 5 will improve their problem solving skills, reasoning, communication and inquiry skills. They will learn higher-order thinking strategies and develop critical skills and strategies for success in school, college and the real

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

world. For students to be successful in the middle and high school math courses, students need a firm foundation in all domains and all of the math concepts and skills needed in the domains. Less time would be spent on remediation of concepts in the upper grades, if students were proficient when they left elementary school.

Imagine Math is a rigorous, standards-rich supplemental math curriculum that adapts to the unique needs of each student. Even students with limited success in math can develop the essential foundations and conceptual understanding they need to confidently move to the next level. Because the system is adaptive, students learn in their zone of proximal development with the right degree of challenge. Instruction is always supported by meaningful practice and the application of knowledge at the conceptual level.

Thirty-seven of forty-one 3rd grade students will be included in the SLO. (4 students show far below basic skills. Forty-one of forty-four 4th grade students will be included in the SLO. (3 students show far below basic skills.) Thirty-eight of thirty-eight 5th grade students will be included in the SLO.

A total of one hundred, twenty-three students or 46.7% of the total school population will be included in this SLO. Five students have an IEP in math, which includes four students in 3rd grade, one student in 4th grade and no students in 5th grade. 76.3% of the 3rd, 4th and 5th grade population receive free and reduced lunch.

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

2017 PARCC Scores indicate that 14/45 or 24.44% of 3rd grade students met or exceeded expectations; 22/36 or 61.11% of 4th grade students met or exceeded expectations; and 7/50 or 14% of 5th grade students met or exceeded expectations.

2017 Benchmark 1, Imagine Learning Math data shows that 10.1% of all third grade students were proficient; 8.8% of all fourth grade students were proficient; and 54.7% of all fifth grade students were proficient;

2016-2017 Think Through Math final benchmarks showed that 20/45 or 44.4% of all 3rd grade students were proficient; 23/34 or 67.64% of all 4th grade students were proficient; and 13/49 or 26.53% of all 5th grade students were proficient. 76.3% of the 3rd, 4th and 5th grade population receive free and reduced lunch.

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

This SLO supports the school’s goal planning process as we need to improve our Mathematics Pass rate on the PARCC assessment. In grade 3, 24.44% of the students scored a 4 or 5 in ELA. 61.11% of the students in 4th grade scored a 4 on the assessment and 14% of the 5th grade students scored a 4 on the assessment. In comparison with the county, Westernport’s 3rd grade and 5th grade scores are below the county average.

Becoming proficient in the Imagine Learning Math Program will help students in Grades 3 through 5 improve their problem solving skills, reasoning, communication and inquiry skills. They will learn higher-order thinking strategies and develop critical skills and strategies for success in school, college and the real world. For students to be successful in the middle and high school math courses, students need a firm foundation in all domains and all of the math concepts and skills needed in the domains. Less time would be spent on remediation of concepts in the upper grades, if students were proficient when they left elementary school

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

Students will show growth on this SLO by increasing their score by 105 points from the first assessment to the final one. 105 points is the expected yearly growth for all students using the Imagine Learning Math Program. For SLO attainment, Insufficient Attainment will be scored if 0-59% of students show a 105 point growth; Partial Attainment will be scored if 60-79% of students show a 105 point growth, and Full Attainment will be scored if 80% or more students show a 105 point growth.

**SECTION IV  
ACADEMIC PROGRESS**

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany County are required to do the same.

**A. In your analysis of ELA 3-5 for FARMS, SE and subgroup data, please address the following for students in your school:**



**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

**1. Root Cause Analysis and Goal Planning Process used to address the Achievement Gap.**

- What do you believe are the **Root Cause(s)** (Deepest underlying cause(s) of negative symptoms for your achievement gap)?
  - Lack of consistent and purposeful focus on specialized instruction with pre-teaching and re-teaching vocabulary strategies.
  - Lack of UDL like assignments.
  - Lack of purposeful language used across the curriculum.
  
- Use the ACPS Goal Planning Process
  - What is the Issue?

All students in grades 3, 4, and 5 have a deficit (gap) in ELA (vocabulary and literary) achievement.
  - What data support the need for a resolution to the identified issue?

PARCC data indicates that 67% of students in grade 3, 55% of students in grade 4, and 70% of students in grade 5 scored below or nearly meets in the area of vocabulary.
  - Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?

Yes. An ongoing focus of the ACPS has been to improve the achievement level of all students with a focus on FARMS at 71.99%.
  - What is currently preventing the identified goal from being attained?

While there is an implementation of teaching vocabulary strategies, there is not a consistent and purposeful focus on specialized instruction with pre-teaching and/or re-teaching based on student performance. Assignments are not consistently UDL like. Purposeful language is not consistently used across curriculum.
  - What outcome(s) will determine the identified goal has been met?

The percentage of ALL students taking PARCC will decrease in Level 1, 2, & 3 and there will be an increase in the percentage of ALL students at Level 4 & 5.
  - What resources are needed to meet the identified goal?

Continue professional development on utilization of flexible groupings, critical vocabulary, and guided instruction via the GRR.
  - What resources are currently available to meet the identified goal?

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

**18**

There are personnel within the ACPS who can model teaching, flexible groupings, provide instructional guidance when utilizing UDL principles, guidelines, and checkpoints (reading specialists, reading intervention teachers, special education teachers), specialized instruction, and guided instruction. We are using an integrated schedule that allows us to focus on vocabulary across the curriculum. Teachers have participated in training on Critical Vocabulary. County benchmark assessments are being utilized along with assessments in grades 3-5, word walls, journals, and the use of science vocabulary.

- What resources are not currently available to meet the identified goal?  
Lack of implementation using enriched language in everyday teaching needs to be addressed. All grade levels need more time to collaborate with the reading specialist as she is only at our school one day a week.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?  
Collaborations with personnel within ACPS (Reading specialist, intervention teachers, and special education teachers) who can model teaching, flexible groups, UDL, Critical Vocabulary, and GRR. We will utilize the limited time we have with our Reading Specialist more fully. Westport Elementary will develop a stronger vocabulary background for all students, a vocabulary plan has been implemented school wide. Different academic vocabulary words are shared with students each week. These words are introduced by Mrs. Fazenbaker during morning announcements. Words are displayed in the classrooms each week. Students in grades 1-5 will create and maintain glossaries in their journals. Teachers encourage daily use of academic vocabulary.
- How will implementation be monitored to reach the identified goal?  
Implementation will be monitored by ACPS ELA benchmark assessments, informal classroom assessments, walk through evaluations, classroom teachers will challenge students to use rich vocabulary and will monitor weekly vocabulary assessments.

**To Be Completed when 2018 PARCC data is available**

- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

**2. Universal Design for Learning for ELA. How will UDL be used in the classroom to support attainment of your goals? List 3-5 strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students.**

UDL Principle/Mode	Representation – Process
<b>Means of Representation:</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.</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.</li> </ul>
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- Product</b>
	<ul style="list-style-type: none"> <li>● Solve problems using a variety of strategies</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>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> </ul>

**3. Reading/ELA Data Overview**

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

**Long Term Goal:** To prepare 100% of students to be college and career ready by graduation.

**Short Term Goal:** To reduce the gap for FARMS, Special Education and lowest performing subgroup students.

**Reading – Proficiency Data (Elementary, Middle and High School)**

**Complete data charts using 2015, 2016, 2017 Data Results.**

TABLE 5: ELA Grade 3	2015							2016							2017						
	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	46	21	45.6	11	23	14	30.4	42	15	35.7	14	33.3	13	31	45	16	35.5	15	33.3	14	31.1
American Indian or Alaska Native	n/a	n/a	n/a	n/a																	
Asian																					
Black or African American	-	-	-	-	-	-	-	≤ 10	≤ 10	100	0	0	0	0							
Hispanic/Latino of any race	-	-	-	-	-	-	-	≤ 10	≤ 10	50	0	0	≤ 10	50	≤ 10	0	0	≤ 10	100	0	0
Native Hawaiian or Other Pacific Islander																					
White	46	21	45.6	11	23.9	14	30.4	39	13	33.3	14	39.5	12	30.8	41	16	39	13	31.7	12	29.3
Two or more races																					
Special Education	13	11	84.6	≤ 10	7.7	≤ 10	7.7	≤ 10	≤ 10	62.5	≤ 10	37.5	0	0	≤ 10	≤ 10	80	≤ 10	20	0	0

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

<b>Limited English Proficient (LEP)</b>																						
<b>Free/Reduced Meals (FARMS)</b>	31	14	45.2	10	32.3	≤ 10	22.6	30	14	46.7	≤ 10	30	≤ 10	23.3	35	14	40	12	34.3	≤ 10	25.7	
<b>Female</b>	16	≤ 10	43.8	≤ 10	12.5	≤ 10	43.8	21	≤ 10	23.8	≤ 10	9	33.3	42.9	19	≤ 10	21	≤ 10	31.6	≤ 10	47.4	
<b>Male</b>	30	14	46.7	≤ 10	30	≤ 10	23.3	21	10	47.6	≤ 10	33.3	≤ 10	19	26	12	46.2	≤ 10	34.6	≤ 10	19.2	

TABLE 6: ELA Grade 4	2015							2016							2017						
	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>	39	13	33.3	14	35.9	12	30.8	50	19	38	14	28	17	34	36	≤ 10	16.7	≤ 10	27.8	20	55.6
<b>American Indian or Alaska Native</b>																					
<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	13	35.1	12	32.4	12	32.4	50	19	38	14	28	17	34	33	≤ 10	15.2	≤ 10	27.3	19	57.6
<b>Two or more races</b>	≤ 10	0	0	≤ 10	100	0	0														

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

<b>Special Education</b>	≤ 10	≤ 10	77.8	≤ 10	22.2	0	0	13	≤ 10	77	≤ 10	23.1	0	0	≤ 10	≤ 10	28.6	≤ 10	57.1	≤ 10	14.3
<b>Limited English Proficient (LEP)</b>																					
<b>Free/Reduced Meals (FARMS)</b>	25	11	44	≤ 10	28	≤ 10	28	31	12	38.7	11	35.5	≤ 10	25.8	24	≤ 10	25	≤ 10	29.2	11	45.8
<b>Female</b>	17	≤ 10	5.9	≤ 10	41.2	≤ 10	52.9	18	≤ 10	27.8	≤ 10	27.8	≤ 10	44.4	21	≤ 10	4.8	≤ 10	23.8	15	71.4
<b>Male</b>	22	12	54.6	≤ 10	31.8	≤ 10	13.6	32	14	43.8	≤ 10	28.1	≤ 10	28.1	15	≤ 10	33.3	≤ 10	33.3	≤ 10	33.3

TABLE 7: ELA Grade 5	2015							2016							2017						
	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>	35	16	45.7	11	31.4	≤ 10	22.9	38	≤ 10	18.4	13	34.2	18	47.4	50	19	38	12	24	19	38
<b>American Indian or Alaska Native</b>																					
<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>	35	16	45.7	11	31.4	≤ 10	22.9	37	≤ 10	16.2	13	35.1	18	48.6	49	18	36.7	12	24.5	19	38.8

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

<b>Two or more races</b>								≤ 10	≤ 10	100	0	0	0	0								
<b>Special Education</b>	≤ 10	≤ 10	80	≤ 10	20	0	0	≤ 10	≤ 10	75	≤ 10	25	0	0	16	13	81.3	≤ 10	6.3	≤ 10	12.5	
<b>Limited English Proficient (LEP)</b>																						
<b>Free/Reduced Meals (FARMS)</b>	26	15	57.7	≤ 10	26.9	≤ 10	15.4	28	≤ 10	25	≤ 10	21.4	15	53.6	30	12	40	≤ 10	26.7	≤ 10	33.3	
<b>Female</b>	12	≤ 10	16.6	≤ 10	25	≤ 10	58.3	18	0	0	≤ 10	33.3	12	66.7	19	≤ 10	26.3	≤ 10	26.3	≤ 10	47.4	
<b>Male</b>	23	14	60.8	≤ 10	34.8	≤ 10	4.3	20	≤ 10	35	≤ 10	35	≤ 10	30	31	14	45.2	≤ 10	22.6	≤ 10	32.3	

**B. In your analysis of Math 3-5 for FARMS, SE, and subgroup data, please address the following for students in your school:**

**1. Root Cause Analysis and Goal Planning Process used to address the Achievement Gap.**

- What do you believe are the **Root Cause (s)** (Deepest underlying cause(s) of negative symptoms) for your achievement gap?
  - Lack of consistent and purposeful focus on specialized instruction with re-teaching and flexible groupings.
  - Lack of purposeful focus on specialized instruction in flexible groupings.
  - Lack of time for math instruction to meet the students’ needs.
  
- Use the ACPS Goal Planning Process
  - What is the Issue?  
All students with a focus on FARMS in grades 3-5 have significant deficit (gap) in math achievement in major content areas on PARCC.
  - What data supports the need for a resolution to the identified issue?  
PARCC data indicates that 71% of 3rd grade, 39% of 4th grade, and 86% of 5th grade scored below or approaching on PARCC in major content areas.
  - Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

The goal is to increase the percentage of students including FARMS who meet or exceed Levels 3, 4, and 5. Yes, An ongoing focus of the ACPS has been to improve the achievement level of all students. ACPS also uses Imagine Math in grades 3-5 for additional support.

- What is currently preventing the identified goal from being attained?  
While there is an implementation of teaching practices in math, there is not consistent and purposeful focus on specialized instruction with re-teaching based on student performance. Purposeful and flexible groupings of students is not consistently used. More time was needed in math instruction to meet the students' needs.
- What outcome(s) will determine the identified goal has been met?  
The percentage of all students taking PARCC will decrease in Level 1 and Level 2, and there will be an increase in the percentage of all students at Level 3 or above.
- What resources are needed to meet the identified goal?  
Westernport will need continued PD with the Math Specialist, time to collaborate across grade levels, and continued PD on GRR.
- What resources are currently available to meet the identified goal?  
There are personnel within the ACPS who can model co-teaching, flexible groupings, provide instructional guidance, when utilizing UDL principles, guidelines, and checkpoints, specialized instruction, and guided instruction. Imagine Learning is an intervention program that can be utilized. There is an additional 30 minute period included in the schedule for math intervention/enrichment. Grade level curriculum including leveled transdisciplinary materials will be used to address math concepts. Teachers will continue to implement Math Solution strategies (math talks, engaging math tasks). Supplemental materials include digital/electronic resources. The use of document cameras, SMART Boards, SMART Tables, SMART Epson LightRaise units, Tablets, and digital enhancement using computer (Lenova Yoga Multi-Touch/Computer Cart) and a television will promote engagement for all students.
- What resources are not currently available to meet the identified goal?  
All grade levels are in need of time to collaborate across grade levels and with Math Specialist in order to identify and plan goals.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?  
Time to collaborate with the Math Specialist and across grade levels will be implemented along with additional PD on GRR from ACPS.
- How will implementation be monitored to reach the identified goal?



**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

The implementation will be monitored by walk through evaluations, informal/formal evaluations, ACPS Math Benchmark assessments, Imagine Learning, math tasks developed and given by specialists, and team meetings.

**To Be Completed when 2018 PARCC data is available**

- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?

**2. Universal Design for Learning for Mathematics- How will UDL be used in the classroom to support attainment of your goals? List 3-5 strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students.**

UDL Principle/Mode	Representation – Process
<b>Means of Representation:</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.</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.</li> </ul>
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- Product</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</li> <li>● Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners interests,</i>	<b>Multiple Options for Engagement</b>

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

<i>challenge them appropriately, and motivate them to learn.</i>	<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> </ul>
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**3. Mathematics Data Overview**

**Long Term Goal:** To prepare 100% of students to be college and career ready by graduation.

**Short Term Goal:** To reduce the gap for FARMS, Special Education and lowest performing subgroup students.

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

**Complete data charts using 2015, 2016, 2017 PARCC results.**

TABLE 8: MATH Grade 3	2015							2016							2017						
	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	46	20	43.5	13	28.3	13	28.3	41	15	36.6	13	31.7	13	31.7	45	19	42.2	15	33.3	11	24.4
American Indian or Alaska Native																					
Asian																					
Black or African American																					

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

Hispanic/Latino of any race								≤ 10	≤ 10	100	0	0	0	0								
Native Hawaiian or Other Pacific Islander								≤ 10	0	0	0	0	≤ 10	100	≤ 10	0	0	0	0	≤ 10	100	
White	46	20	43.5	13	28.3	13	28.3	38	14	36.9	13	34.2	11	28.9	41	19	46.3	14	34.1	≤ 10	19.5	
Two or more races																						
Special Education	13	11	84.6	≤ 10	7.7	≤ 10	7.7	≤ 10	≤ 10	75	≤ 10	12.5	≤ 10	12.5	≤ 10	≤ 10	80	≤ 10	20	0	0	
Limited English Proficient (LEP)																						
Free/Reduced Meals (FARMS)	31	15	48.4	≤ 10	29	≤ 10	22.6	30	12	40	≤ 10	30	≤ 10	30	35	17	48.6	11	31.4	≤ 10	20	
Female	16	≤ 10	31.3	≤ 10	37.5	≤ 10	31.3	21	≤ 10	19.1	11	52.4	≤ 10	28.6	19	≤ 10	26.3	≤ 10	36.8	≤ 10	36.8	
Male	30	15	50	≤ 10	23.3	≤ 10	26.7	20	11	55	≤ 10	10	≤ 10	35	26	14	53.8	≤ 10	30.8	≤ 10	15.4	

TABLE 9: Math Grade 4	2015							2016							2017							
	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	39	≤ 10	23.1	16	41	14	35.9	50	15	30	13	26	22	44	36	≤ 10	16.7	≤ 10	22.2	22	61.1	
American Indian or Alaska Native																						
Asian																						
Black or African																						

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

<b>American</b>																						
<b>Hispanic/Latino of any race</b>															≤ 10	0	0	0	0	0	≤ 10	100
<b>Native Hawaiian or Other Pacific Islander</b>																						
<b>White</b>	37	≤ 10	24.3	15	40.5	13	35.1	50	15	30	13	26	22	44	33	≤ 10	15.2	≤ 10	24.2	20	60.6	
<b>Two or more races</b>	≤ 10	0	0	≤ 10	50	≤ 10	50								≤ 10	≤ 10	100	0	0	0	0	
<b>Special Education</b>	≤ 10	≤ 10	88.9	≤ 10	11.1	0	0	13	≤ 10	61.5	≤ 10	30.8	≤ 10	7.7	≤ 10	≤ 10	42.9	≤ 10	28.6	≤ 10	28.6	
<b>Limited English Proficient (LEP)</b>																						
<b>Free/Reduced Meals (FARMS)</b>	25	≤ 10	32	≤ 10	36	≤ 10	32	31	≤ 10	29.1	11	35.5	11	35.5	24	≤ 10	25	≤ 10	29.2	11	45.8	
<b>Female</b>	17	≤ 10	5.9	≤ 10	47.1	≤ 10	47.1	18	≤ 10	27.8	≤ 10	33.3	≤ 10	38.9	21	0	0	≤ 10	23.8	16	76.2	
<b>Male</b>	22	≤ 10	36.3	≤ 10	36.4	≤ 10	27.3	32	≤ 10	31.3	≤ 10	21.9	15	46.9	15	≤ 10	40	≤ 10	20	≤ 10	40	

TABLE 10: Math Grade 5	2015							2016							2017						
	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>	35	19	54.3	≤ 10	25.7	≤ 10	20	38	14	36.9	18	47.4	≤ 10	15.8	50	20	40	23	46	≤ 10	14
<b>American Indian or Alaska Native</b>																					
<b>Asian</b>																					

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

<b>Black or African American</b>																						
<b>Hispanic/Latino of any race</b>															≤ 10	0	0	≤ 10	100	0	0	
<b>Native Hawaiian or Other Pacific Islander</b>																						
<b>White</b>	35	19	54.3	≤ 10	25.7	≤ 10	20	37	13	35.1	18	48.6	≤ 10	16.2	49	19	38.8	23	46.9	≤ 10	14.3	
<b>Two or more races</b>								≤ 10	≤ 10	100	0	0	0	0								
<b>Special Education</b>	≤ 10	≤ 10	100	0	0	0	0	≤ 10	≤ 10	87.5	≤ 10	12.5	0	0	16	≤ 10	62.5	≤ 10	31.3	≤ 10	6.3	
<b>Limited English Proficient (LEP)</b>																						
<b>Free/Reduced Meals (FARMS)</b>	26	16	61.5	≤ 10	23.1	≤ 10	15.4	28	10	35.7	15	53.6	≤ 10	10.7	30	13	43.3	13	43.3	≤ 10	13.3	
<b>Female</b>	12	≤ 10	25	≤ 10	33.3	≤ 10	41.7	18	≤ 10	33.4	≤ 10	44.4	≤ 10	22.2	19	≤ 10	36.8	10	52.6	≤ 10	10.5	
<b>Male</b>	23	16	69.6	≤ 10	21.7	≤ 10	8.7	20	≤ 10	40	10	50	≤ 10	10	31	13	42	13	41.9	≤ 10	16.1	

**C. The Science section will be omitted for the 2017-2018 year as the transition is made to the NGSS and MISA.**

**Allegheny County Public Schools  
2017 – 2018 School Improvement Plan**

**SECTION V  
MULTI-TIERED SYSTEM OF SUPPORT**

**Please include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan. Make sure to review your goal planning process to show the integration and linkage between your goal planning process and your MTSS priorities.**

**1. Based upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected?**

- Priority 1: Progress Monitoring in Grade 3 ELA & Math

**2. a. How will the priority/ priorities be addressed?**

**Priority 1: We will take the following steps:**

- Professional Development during team meetings for staff to gain awareness, understanding, and purpose.
- Administer DIBELS, Phonics screeners (as needed), and DAZE.
- Imagine Learning assessments (September, January, May)
- Analyze data results. (Jan-March 2018)
- Discuss and explore for continued screening and/or scaling up. (Jan-March 2018)
- Examine and analyze the data to determine the alignment of current interventions. (April-May 2018)
- Place dates on the calendar for the 2018-19 school year. (April-May 2018)

**b. What district support is needed to address your priority/priorities?**

- Continued support from ELA and Math Specialist
- Reading intervention teacher will offer support to grade 3 teachers.

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

**SECTION VI**

**EARLY LEARNING**

Based on the examination of the 2017-2018 R4K Kindergarten Readiness Assessment Data:

- A. Describe the school’s plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. Include a discussion of the best practices your school has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have been effective.
- With the KRA results showing that 21.2 % of Westernport Elementary Kindergarten students scored at the emerging level, extra opportunities must be implemented for these children in order 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 teacher assistant when she is assigned to their classroom during the Language Arts block. They also receive additional instruction in phonemic awareness that provides additional readiness skills practice such rhyming, phoneme deletion, phoneme addition, and letter identification.
  - The 56% 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 their needs for extra practice in order to help these students achieve full readiness for Kindergarten and Grade 1.
- A. Describe how the school is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten “demonstrating readiness”.
- Head Start teachers are invited to be a part of our yearly articulation meetings where the Head Start teacher discusses students that they have had in Head Start and who are coming to Westernport. We 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

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

together to ensure that the transition to a new school is smooth for the student. These practices help to prepare our teachers for students who require extra support.

**SECTION VII**

**ATTENDANCE**

<b>Table 12: 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 Students	94.4%	Y
Grade 1	94.2%	Y
Grade 2	94.9%	Y
Grade 3	95.1%	Y
Grade 4	94.6%	Y
Grade 5	93.3%	N

<b>Table 13: Attendance Rate</b>			
<b>Subgroups – School Level Data</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
All Students	94.4%	94.2%	94%
Hispanic/Latino of any race		96.9%	96.8%
American Indian or Alaska Native			N/A
Asian			N/A
Black or African American		93.5%	N/A
Native Hawaiian or Other Pacific Islander		94.4%	N/A
White	94.1%	92.2%	94%
Two or more races		92.9%	93.9%



**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

Special Education			93.2%
Limited English Proficient (LEP)			N/A
Free/Reduced Meals (FARMS)			93.3%

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.
  - Grade 5 did not meet the overall goal of 94% attendance.
  - Subgroups that did not meet the 94% goal were Special Ed., FARMS, and 2 or more races.
2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.
  - Students receive perfect attendance awards every nine weeks. The result of the weekly attendance drawing is highlighted on the Monday announcements. Students with perfect attendance are recognized at the last awards assembly of the year. The names and pictures of students with perfect attendance are placed on the Perfect Attendance bulletin board. This board remains up the entire school year. Students receive a t-shirt, trophy, and certificate. Daily attendance percentage rates and number of students absent are announced for the previous day to increase student awareness and to promote good attendance.
  - We will continue to use the attendance incentives that are currently in place. Attendance incentives as described above have shown to be effective over the years at Westernport Elementary School.
  - Daily attendance phone calls will be placed by ACPS.

**SECTION VIII**

**HABITUAL TRUANCY**

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

1. Based on the Examination of the Habitual Truancy Data, respond to the following:

## Allegany County Public Schools 2017 – 2018 School Improvement Plan

- a. How many students were identified as habitual truants?
  - Westernport Elementary School has one student that qualifies as a habitual truant. We also have several other students who are closely monitored due to attendance concerns.
- b. Describe reasons and specific changes/adjustments in place to reduce the number of habitually truant students.
  - Daily phone calls are made to all students who are not in school. Notes are taken concerning each absence. After 5 unexcused absences are logged, parents are sent a letter to attend an attendance conference with the Pupil Services Team which meets every Monday morning. Home visits are done by the school principal and the pupil personnel worker whenever necessary.
  - Westernport Elementary does several things to encourage good attendance. Students receive perfect attendance awards every nine weeks. The result of the weekly attendance drawing is highlighted on the Monday announcements and students receive a gold dollar for being in school every day the week before with no tardies and no early dismissals. Students with perfect attendance are recognized at the last awards assembly of the year. The names and pictures of students with perfect attendance are placed on the Perfect Attendance bulletin board. This board remains up the entire school year. Students receive a t-shirt, trophy, and certificate. Daily attendance percentage rates and number of students absent are announced for the previous day to increase student awareness and to promote good attendance.

### SECTION X

#### SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

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

Examine the number of in school and out of school suspensions for the 2015-2016 and 2016-2017 school year. Analyze the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and provide a plan to reduce that number, if applicable.

- $\leq 10$  (2015-2016)
- $\leq 10$  (2016-2017)

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

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

- ≤10

Plans to reduce suspensions:

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

## **SECTION XI**

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

According to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems approach method adopted by the State Board to:

- a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
  - b. Improve the link between research –validated practices and the environments in which teaching and learning occur.
- 
1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

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 behaviors to ensure a healthy learning environment. Our

## **Allegany County Public Schools 2017 – 2018 School Improvement Plan**

school has received recognition from the state of Maryland for our PBIS program. We were awarded Gold Status in the Program for the last four school years.

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

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

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

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

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

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

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

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

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 supports. 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.

**Section XII. (N/A)**

**Family and Community Engagement**

**Parent/Community Involvement Needs**

**Describe in a narrative** your school’s parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.).

**SECTION XIII**

**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. Parents attend grade level programs related to reading, math and STEM each year. Last year, two Build a Book Nights were held. Thirty-six parents in primary grades attended and 15 intermediate parents attended. Books Before Bedtime was held in December. Forty-eight parents and students attended. Math Days were held at each grade level. The total number of parents who attended was 86. STEM days were held and 132 parents attended. Parents attend concerts, assemblies, and programs 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 provide input regarding the 2017-2018 Parent/Family Engagement Plan

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

and budget, the School-Parent Compact, and the ACPS Parent/Family Engagement Plan. Business partners in the community which support students and staff at Westernport Elementary include McDonald’s, Moran Manor Nursing Home, and the Verso Corporation. (McDonald’s and Verso provide incentives and funds to support student achievement.) Students perform at Moran Manor for the residents at Halloween and Christmas. Parent volunteers assist teachers by making classroom materials and assisting with classroom projects (611.5 hours). Parents and grandparents volunteer in the media center, at the Book Fair, and at other events, as available (222 hours). The results of the Title I Parent Survey indicated that parents would like more information on helping their children with math, internet sites, and behavior issues.

**Parent Advisory/ Title I Parent Committee 2017 – 2018**

Name	Grade Level Representation	= Position
Carlie Johnson		PAC Representative
---		PAC Alternate
Michelle Paitsel	PK/1	Parent Representative
Kirk Ketterman	K/4/5	Parent Representative
Chandra Wilson	2	Parent Representative
Jessica Spalding	2	Parent Representative
Vickie Fearon	2/3	Parent Representative
Delsie Fazenbaker	FEC	Family Engagement Coordinator

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.**

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

**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, Part A Section 1116 Every Student Succeeds Act 20151 (ESSA).

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 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 – Opportunities to increase awareness of the available resources offered by Mid Atlantic Equity Consortium, Inc.  
(MAEC)
- VI – Activities that promote a positive environment of high expectations shared by home and school

Westernport Elementary School accepts the Allegany County Public Schools' School-Family-Community Policy and has aligned its school level Parent/Family Engagement Plan with the district's Parent / Family Engagement Plan.

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

**Goal:** By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet all goals on PARCC 2017-2018.

**Action Plan**

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
<p><b>I. Shared Decision Making</b></p> <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> </ul>	<p><b>Parent representatives on SIT and other decision-making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.</b></p> <p><b>A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time. SIP is also available to parents and the community on Westernport’s website.</b></p> <p><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, parent of all students will have an opportunity to</b></p>	<p><b>December 2017/January 2018</b></p> <p><b>February 2018</b></p> <p><b>May 2018</b></p>	<p><b>Alexa Fazenbaker, Principal</b></p> <p><b>Alexa Fazenbaker, Principal</b></p> <p><b>Alexa Fazenbaker, Principal Delsie Fazenbaker, FEC</b></p>





**Allegheny County Public Schools  
2017 – 2018 School Improvement Plan**

<p>academic content standards and student academic achievement standards, State and local academic assessments.</p> <p>➤ Provide materials and parent trainings/workshops to help parent improve their children’s academic achievement.</p>	<p><b>PreK and K orientation meetings are held in May. Students are given a packet of activities to review over the summer before starting the school year.</b></p> <p><b>Student achievement information is available at all times to parents via the ASPEN System. Notification about accessing the system was sent to all parents at the beginning of the year.</b></p> <p><b>Back to School Night - Parents meet with teacher at the beginning of the school year and become aware of grade level expectations (Stipends - \$636.44)</b></p> <p><b>On Parent Conference Days, teachers share the countywide grade level expectation booklet with parents. September DIBEL reports are shared with parents.</b></p> <p><b>The school newsletter provides information to parents regarding upcoming events, grade level curriculum focus, Title I information, and other news. (Materials - Home School Connection - \$249)</b></p>	<p><b>May 2018</b></p> <p><b>Ongoing</b></p> <p><b>August 24, 2017</b></p> <p><b>October 3, 2017 February 14, 2018</b></p> <p><b>Monthly</b></p>	<p><b>PreK/K Teachers Alexa Fazenbaker, Principal Barb Amtower, School Counselor Patti Rounds, Health Nurse Delsie Fazenbaker, FEC</b></p> <p><b>Alexa Fazenbaker, Principal Classroom Teachers</b></p> <p><b>Classroom Teachers</b></p> <p><b>Classroom Teachers</b></p> <p><b>Deb Hendrickson, Media Specialist</b></p>
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**Allegheny County Public Schools  
2017 – 2018 School Improvement Plan**

<p>➤ Educate school personnel on how to work with parents as equal partners in their child's education.</p>	<p><b>Books Before Bedtime for Grades PreK-2:</b> Classroom teachers will model read aloud strategies with students. Parents then read with their children using those strategies. (Stipends - \$192.48, Materials - \$1,049.11)</p>	<p><b>December 5, 2017</b></p>	<p><b>Classroom Teachers</b></p>
	<p><b>STEM Night/Interest Fair:</b> (Stipends - \$384.96, Materials \$1,049.11)</p>	<p><b>2018</b></p>	<p><b>Classroom Teachers</b></p>
	<p><b>The Title I Parent Interest Survey will be shared with teachers and SIT. Teachers will discuss how to meet the requests parents have made for assistance with their children.</b></p>	<p><b>May 2018</b></p>	<p><b>Alexa Fazenbaker, Principal</b></p>
	<p><b>A Title I Survey to evaluate overall satisfaction with the Title I schoolwide program will be distributed in February. Results and concerns will be shared with faculty. Response to concerns will be shared with parents and additional parent input will be requested as needed.</b></p>	<p><b>March 2018</b></p>	<p><b>Alexa Fazenbaker, Principal</b></p>
	<p><b>Parent evaluation surveys are distributed at parent events. Staff evaluate requests and concerns and attempt to meet the them.</b></p>	<p><b>Ongoing</b></p>	<p><b>Alexa Fazenbaker, Principal</b></p>
	<p><b>The principal will share information about the Maryland College and Career Ready Standards, highlights from the previous nine weeks, and</b></p>	<p><b>February 2018</b></p>	<p><b>Alexa Fazenbaker, Principal</b></p>

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

<p>➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After-School Program, Head Start, etc.</p> <p>➤ Ensure information is presented in a format and/or language parents can understand.</p>	<p>address any school-wide parent concerns.</p> <p><b>Provide Parent/Family Engagement information - Set up displays during parent conference days for parents to visit while at school. Programs represented will be the Maryland Child Identification Program (MD CHIP), Westernport Library, Head Start, Rescue Squad, Tri-Towns Food Pantry, Allegany County Health Department and local fire department.</b></p> <p><b>Head Start - Joint registration with Head Start and our school will be held so that parents receive information to assist them in arranging child care for the next school year. Some PreK students attend a half day program at our school and then go to Head Start for the remainder of the day. Communication regarding schedules is maintained throughout the year. At the end of the school year, teachers from Head Start and our school will hold articulation meetings where educational information about each child is shared in order to plan a more effective kindergarten program for the next school year and to assist with the transition.</b></p> <p><b>Written communication to parents will be presented in a friendly, easy to understand way which is free of educational jargon.</b></p>	<p><b>October 3, 2017 February 14, 2018</b></p> <p><b>May 2018</b></p> <p><b>Ongoing</b></p>	<p><b>Barb Amtower, School Counselor</b></p> <p><b>Alexa Fazenbaker, Principal Erin Foutz, Secretary Delsie Fazenbaker, FEC</b></p> <p><b>Alexa Fazenbaker, Principal Erin Foutz, Secretary Classroom Teachers</b></p>
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**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

<p>➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.</p>	<p><b>Home School folders and assignment notebooks will be sent home daily for parents to review and comment.</b></p>	<p><b>Daily</b></p>	<p><b>Classroom Teachers</b></p>
	<p><b>A calendar of school events will be posted in the main lobby.</b></p>	<p><b>Monthly</b></p>	<p><b>Delsie Fazenbaker, FEC</b></p>
	<p><b>The school website will offer a variety of information about Westernport Elementary, the curriculum and contain links to programs to reinforce concepts that are taught in school.</b></p>	<p><b>Ongoing</b></p>	<p><b>Deb Hendrickson, Media Specialist</b></p>
	<p><b>The Student Handbook will convey information about our school in an attractive format using charts, bulleted items and illustrations.</b></p>	<p><b>August 2017</b></p>	<p><b>Alexa Fazenbaker, Principal Erin Foutz, Secretary</b></p>
	<p><b>The Pupil Personnel Worker and other school staff will follow-up with parents through phone calls and surveys.</b></p>	<p><b>Ongoing</b></p>	<p><b>Tracy Dunn-court, PPW Barb Amtower, School Counselor Alexa Fazenbaker, Principal</b></p>
	<p><b>The FEC will call and/or send home special invitations to parents.</b></p>	<p><b>As needed</b></p>	<p><b>Delsie Fazenbaker, FEC</b></p>
	<p><b>The <i>Circle of Friends</i> newsletter will be distributed to special education families.</b></p>	<p><b>Monthly</b></p>	<p><b>Alexa Fazenbaker, Principal</b></p>
	<p><b>Phone calls and home visits will be made by the PPW/Principal to the families of ELL and special education students and other parents to encourage</b></p>	<p><b>Ongoing</b></p>	<p><b>Tracy Dunn-Court, PPW Alexa Fazenbaker, Principal</b></p>

**Allegheny County Public Schools  
2017 – 2018 School Improvement Plan**

	them to participate in school activities.		
<b>IV. Review the Effectiveness</b> ➤ The effectiveness of the school's parental/family engagement activities will be reviewed.	Parents will complete surveys after parent activities to provide feedback and input on the current activity to assist with planning for future events.  Parents will complete a Title I Survey to provide feedback and input on the Title I schoolwide program.	Ongoing  February 2018	Kara McDowell, SIT Chair Alexa Fazenbaker, Principal  Alexa Fazenbaker, Principal
<b>V. Mid Atlantic Equity Consortium, (MAEC)</b> ➤ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org	This resource is available to parent and provides information on how parents can support their children and the school This website will be shared with parents during the Annual Title I Meeting. There will be a link on our school website and an article in the school newsletter.	October 2017	Alexa Fazenbaker, Principal Deb Hendrickson, Media Specialist
<b>IV. Joyce Epstein's Third Type of Parent Involvement</b> ➤ Volunteering	<b>Parent Volunteer Training</b>  Volunteers will assist teachers with classroom holiday activities. Volunteers will assist in media center (yearly). Volunteers will assist at the Book Fair (Nov.) Parents will chaperone field trips. Career Day Surrogate grandparents Grade 5 parents will chaperone students at	Provided as needed  Ongoing	Alexa Fazenbaker, Principal Delsie Fazenbaker, FEC  Classroom Teachers

**Allegheny County Public Schools  
2017 – 2018 School Improvement Plan**

	<b>Outdoor School.</b>		
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**Section XIV.**

**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?

**Professional Learning Title:** Second Step Training

**Date (s):** January 24, 2018

**Location and Time:** Westport Elementary School

**Intended Audience:** Teachers grades Pre-k through Grade 5

1. What changes are expected to occur in the classroom as a result of this professional learning?  
Second Step lessons will be enhanced by classroom teachers and supported by support staff. Teachers will coordinate a time dedicated to the Second Step lesson delivery. Students will learn how to deal with different feelings they may experience (empathy, anger, sadness, etc.).
  
2. What knowledge and skills will the participants attain in this professional learning to make these changes happen?  
Staff will have the opportunity to sign on to the Second Step website, register their account, and do the training module. This will reinforce their knowledge and skills with the Second Step curriculum including helping students to develop:
  - 1) Skills for Learning
  - 2) Empathy

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

- 3) Emotion Management
- 4) Problem Solving

3. How will you measure the implementation of the the knowledge and skills in the classroom?  
Walk through evaluations, formal/informal observations, observation of classroom climate.

**Professional Learning Title:** Guided Instruction/Critical Vocabulary

**Date (s):** August, 2017

**Location and Time:** Westernport Elementary School

**Intended Audience:** All staff

4. What changes are expected to occur in the classroom as a result of this professional learning?

Teachers will continue to implement suggested strategies for Focused and Guided Instruction across all content areas during instructional delivery. They will also implement Critical Vocabulary into their daily routines and encourage students to use academic vocabulary.

5. What knowledge and skills will the participants attain in this professional learning to make these changes happen?

Teachers are continuing to utilize the planning and instructional framework of Focused Instruction “I do”, Guided Instruction “We do”, Collaborative Learning “We do together”, and Independent Learning “You do alone”. Students are able to access knowledge in various ways through focused, guided, and collaborative instruction. Teachers will utilize strategic and intentional questioning to assess student understanding and misconceptions. Students will be required to do more of the cognitive work. They are also able to share their learning in more ways through working collaboratively and independently. Having more options for the demonstration of knowledge encourages student creativity and engagement.



**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

6. How will you measure the implementation of the the knowledge and skills in the classroom?

All classroom teachers are required to display the Content and Language Purpose for Mathematics and English Language Arts in their classrooms and in their lesson plans. These purposes are displayed in order to ensure student understanding and retention of content and language verbiage and knowledge. With the purposes displayed in the classroom, teachers refer to them throughout the lesson as they reinforce them with their students. The implementation will be measured by walk through evaluations, informal and formal observations.

**Section XV.**

**INCLUSIVE POLICY STRUCTURE AND PRACTICE**

How does your school’s mission and vision support the district’s mission and vision?

In order to meet the three Principles/Modes of UDL (Representation, Expressions, and Engagement), Westernport Elementary School is embracing the Gradual Release of Responsibility Instructional Framework for planning and instruction. Teachers are continuing to utilize the planning and instructional framework of Focused Instruction “I do”, Guided Instruction “We do”, Collaborative Learning “We do together”, and Independent Learning “You do alone”. By following this model of planning and instruction, teachers are able to better integrate the important checkpoints of UDL. Using the four part GRR model, teachers are able to include more opportunities for multiple means of representation, expression, and engagement. Students are able to access knowledge in various ways through focused, guided, and collaborative instruction. They are also able to share their learning in more ways through working collaboratively and independently. Having more options for the demonstration of knowledge encourages student creativity and engagement.

What are some ways your school and district can jointly establish buy in with teachers for the GRR and UDL?

All classroom teachers are required to display the Content and Language Purpose for Mathematics and English Language Arts in their classrooms and in their lesson plans. These purposes are displayed in order to ensure student understanding and retention of content and language verbiage and knowledge. With the purposes displayed in the classroom, teachers refer to them throughout the lesson as they reinforce them with

## Allegany County Public Schools 2017 – 2018 School Improvement Plan

their students. Teachers also utilize various UDL checkpoints in each of the four GRR sections. UDL checkpoints are listed below, but this list is not conclusive.

- **Focused Instruction**
  - UDLPI.2.1: Clarify vocabulary and symbols
  - UDLPI.3.1: Activate or supply background knowledge
  - UDLPIII.7.2: Optimize relevance, value, and authenticity
- **Guided Instruction**
  - UDLPI.1.3: Offer alternatives for visual information
  - UDLPI.3.3: Guide information processing, visualization, and manipulation
  - UDLPII.5.3: Build fluencies with graduated levels of support for practice and performance
- **Collaborative Learning**
  - UDLPIII.7.3: Minimize threats and distractions
  - UDLPIII.8.2: Vary demands and resources to optimize challenge
  - UDLPIII.8.3: Foster collaboration and community
- **Independent Learning**
  - UDLPII.4.1: Vary the methods for response and navigation
  - UDLPII.6.3: Facilitate managing information and resources
  - UDLPIII.9.1: Promote expectations and beliefs that optimize motivation

By adhering to the Gradual Release of Responsibility Framework, in conjunction with UDL principles and checkpoints, teachers of Westernport Elementary School are providing the highest level of instruction based on the individual needs of their students. Students will achieve, due to the rigorous expectations teachers at Westernport hold for every child.

What additional professional learning, if any, is needed at your school to support GRR and UDL within the classroom?

- Continued support at the county level.

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

**Section XVI  
Management Plan**

1. How will the plan be shared with the faculty and staff?
  - The plan will be shared at a faculty meeting. Handouts of key points of the final draft of the plan, which will simplify our focus in all appropriate areas, will be distributed in February 2018.
2. How will student progress data be collected, reported to, and evaluated by the SIT?
  - Student progress data will be collected through the continuing implementation of Engrade assessments by classroom teachers. This benchmark data will be reviewed during grade level team meetings.
3. How will the SIP be revised based on student progress and the method(s) used to measure student progress?
  - The SIP will be revised as needed based on input from SIT, CAT, PAT, and the Title I Parent Involvement Committee. Data will be collected from benchmarks, surveys, and grade level team meetings to identify the need for necessary revisions. The School Improvement Team will make any necessary revisions.
4. What role will classroom teachers and/or departments have in implementing and monitoring the plan?
  - Classroom teachers will be responsible for implementing the plan with fidelity and following the guidelines set forth within the plan. Teachers will monitor their own adherence to the plan using the key points document given in February 2018.
5. How will the initial plan be shared with parents and community members?

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

- The plan will be shared with parents and community members during Title I parent meetings. The plan will also be available for review and comments in the school office, and on the school website, when finalized.
6. How will revisions to the SIP be presented to the staff, parents, and community?
- Revisions to the plan will be shared during faculty meetings, Title I parent meetings, and newsletters, and on the school website.
7. 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.
8. List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.

<b>September 6/21, 2017</b>	<b>November 1/15, 2017</b>	<b>January 10, 2018</b>	<b>March 14, 2018</b>	<b>May 9, 2018</b>
<b>October 11/25, 2017</b>	<b>December 13, 2017</b>	<b>February 7, 2018</b>	<b>April 18, 2018</b>	

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

MTSS Multi-tiered System of Support Action Plan

<b>PRIORITY: #1 Progress Monitoring in Grade 3 ELA and Math to better determine Tier II interventions</b>			
<b>PRACTICE: Trained school personnel will meet to ensure ongoing and frequent monitoring using grade level (3) assessments for academics</b>			
<b>Action Step</b>	<b>Who</b>	<b>By When</b>	<b>Status Update / Next Steps</b>
<b>LAYING THE FOUNDATION</b>			
<ul style="list-style-type: none"> <li>• Survey staff for understanding and skill of progress monitoring</li> <li>• Provide Professional Development during team meetings for staff to gain awareness, understanding and purpose</li> </ul>	Admin, Grade 3 gen and sp ed teachers, ELA and Math Specialists, school based reading intervention teacher	<p>December 13, 2017</p> <p>Ongoing</p>	We are not a pilot school, so we are not able to focus on behaviors on the profile as were addressed on last year’s profile. Our focus will be on screening and progress monitoring for Math and ELA in Grade 3.
<b>INSTALLING</b>			

**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

<ul style="list-style-type: none"> <li>● Administer DIBELS, phonics screeners and DAZE</li> <li>● Administer Imagine Learning</li> <li>● Analyze results</li> </ul>	<p>Intervention, ELA and Math Specialists, and classroom teachers</p>	<p>September, January, and March 2017-2018</p> <p>September, January, and May 2017-2018</p> <p>Ongoing</p>	<p>September Dibels administration has taken place and January Dibles will be finished by January 22nd. Data will be analyzed and discussed at Dibels Data Analysis Meeting on January 30th.</p> <p>Imagine Learning Benchmark I and II have taken place (1/12/18). Data analysis will take place on January 17th.</p>
<p><b>IMPLEMENTING</b></p>			
<ul style="list-style-type: none"> <li>● Discuss and explore for continued screening and/or scaling up</li> <li>● Examine and analyze the data to determine the alignment of current interventions</li> </ul>	<p>Intervention and classroom teachers</p>	<p>Jan-March 2018, April-May 2018</p>	
<p><b>SUSTAINING SCHOOLWIDE IMPLEMENTATION</b></p>			
<ul style="list-style-type: none"> <li>● Schedule upcoming Staff Developments for the 18-19 school year</li> <li>● At the end of the school year, we will determine what grade level and area will be targeted during the 18-19 school year.</li> </ul>	<p>Principal, Mrs. Fazenbaker</p>		<p>Review success' and barriers</p>

**Allegheny County Public Schools  
2017 – 2018 School Improvement Plan**