

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

School: Westernport Elementary

Principal: Alexa Fazenbaker

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I. INTEGRATED EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

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

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.

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- 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.

A. VISION, MISSION, CORE VALUES, AND 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 in 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 also collects, monitors, and analyzes school data to ensure that all academic goals are met or exceeded. They also monitor the implementation of school-wide events.
3. Does your school improvement team (SIT) represent your entire school community, including parents/guardians?
Yes, there is a parent member, a community member and a teacher representative from primary and intermediate grade levels involved in the SIT process. There also is the guidance counselor, a special education teacher, an IA and a resource teacher on the team as well.
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/Community member on SIT
 - Surveys sent home

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- SIP is shared on the school website (and a copy is available in the office, which includes a page for comments and suggestions)
 - Title I Parent Planning Meeting in the Spring
5. 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 mission and vision. They are posted in all classrooms, in locations throughout the school where visitors can see it, and is published in our school newsletter each month. School motto is also posted at the bottom of all correspondence sent home to parents.
6. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur?
The mission and vision was last reviewed by staff at the beginning of the 2018-2019 school year.
7. 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/mission for Westernport Elementary has been modified this year to provide more focus for our school community.

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. It refers to but is not limited to how the school makes people feel. Examples: Do they feel safe, welcomed, and connected?

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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.

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.

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.

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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.

The students and staff feel safe at Westernport Elementary. Students receive guidance lessons from the school counselor and the staff receive training 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 how to get along with others.

Westernport Elementary School's mission and vision was written as a collaborative effort. It was revisited this school year and some changes were made. 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. Student and/or Staff Engagement Action Plan

<i>Student and/or Staff Engagement Action Plan</i>	
Identify areas of needed improvement: What is/are the issue (s) that needs addressed?	Lack of mutual respect among parents and staff.

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Key Activities: What steps will be taken in order to obtain the desired outcome(s).	Parent survey (mandatory, beginning of the year, electronic) will ask about involvement opportunities, motivators, activity ideas and times.
Initiative leader and team: Who is responsible and involved in the work?	Tiffany Moran and Brittany McMahon/SIT team
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Parent Incentives (money, gift cards, recognition), snacks, a prize/reward for the classroom with the most parent/family involvement.
Milestones: What are the major events and/or accomplishments for this?	Events have been determined based on survey results. Events will include holiday activities, 5th grade program, Grandparents Day Books and Bingo, STEM Night, Books Before Bedtime, game nights, and class visitation.

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Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Survey completion and attendance of events.
Timeline: Include dates for implementation of action steps.	September 2018 - Parent Survey October 26, 2018 - Halloween Parade November 2018 - Grandparents Day, Veterans Day Program December 2018 - Books Before Bedtime, Christmas Program March 2018 - STEM Night May 2018 - Parent Engagement Survey

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers	3	16	19
Itinerant staff	9	0	9
Paraprofessionals	2	7	9
Support Staff	1	3	4
Other		11	11

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Total Staff	21	38	53
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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	2018-2019 Official Data
Percentage of faculty who are: <ul style="list-style-type: none"> • Certified to teach in assigned area(s) • Not certified to teach in assigned area(s) 	100%	100%	100%	100%	100%
For those not certified, list name, grade level course	N/A	N/A	N/A	N/A	N/A
Number of years principal has been in the building	3	4	5	6	7
Teacher Average Daily Attendance	94.7%	93.6%	93.4%	92%	

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B. Student Demographics

Table 3				
SUBGROUP DATA				
SUBGROUP	2015-2016 TOTAL	2016-2017 TOTAL	2017-2018 TOTAL	2018-2019 TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	≤10	≤10	≤10
African American	≤10	≤10	≤10	≤10
White	272	260	248	234
Asian	0	≤10	N/A	0
Two or More Races	≤10	15	15	17
Special Education	45	54	42	47
LEP	N/A	N/A	N/A	N/A

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Males	150	148	123	123
Females	123	133	142	139
Total Enrollment (Males + Females)	273	281	265	262
Farms (Oct 31 data)	69.45%	71.99%	73.28%	

C. Special Education Data 2018-2019 School Year (As of September 30, 2018)

Table 4					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	≤10	06 Emotional Disturbance	N/A	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	22	09 Specific Learning Disability	≤10	15 Developmental Delay	≤10
05 Visual Impairment	N/A	10 Multiple Disabilities	N/A		

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III. ATTENDANCE

Table 5	2017-2018	
School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	93.8%	N
Grade 1	93.5%	N
Grade 2	93%	N
Grade 3	94.1%	Y
Grade 4	94.2%	Y
Grade 5	94.2%	Y

Complete the table and then calculate the annual change by taking difference of 2016-17 and 2017-18 and dividing by 2016-2017. Represent as + or - based on increase or decrease of data.

Table 6					
Attendance Rate					
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017	2017-2018	Percent of Change
All Students	94.4%	94.2%	94%	93.1%	-0.9%
Hispanic/Latino of any race	N/A	96.9%	96.8%	93.8%	-3%

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American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	93.5%	N/A	72.2%	N/A
Native Hawaiian or Other Pacific Islander	N/A	94.4%	N/A	0	N/A
White	94.1%	92.2%	94%	93%	-1%
Two or more races	N/A	92.9%	93.9%	94.3%	+0.4%
Special Education	N/A	N/A	93.2%	91.1%	-2.25%
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A
Free/Reduced Meals (FARMS)	N/A	N/A	93.3%	92.2%	-1.2%

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

ALL students and Grades 1 and 2 did not meet the attendance goal.

Subgroups that did not meet the 94% goal are Hispanic/Latino, White, Special Education, and FARMS

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 for 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.

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IV. 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.

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

How many students were identified as habitual truants? N/A

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

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

N/A

V. GRADUATION AND DROPOUT RATE – High Schools Only

Goal: All students will graduate from high school.

VI. SCHOOL SAFETY/ SUSPENSIONS

Suspension – In school and out of school suspensions

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

Complete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses of bullying/ harassment. Calculate the annual change by taking difference of 2016-17 and 2017-18 and dividing by 2016-2017.

Represent as + or - based on increase or decrease of data.

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Table 9				
SUSPENSIONS				
Subgroup	All Students			
	2015-2016	2016-2017	2017-2018	Percent Change from 2017 to 2018
Total Referrals	153	135	132	-0.02%
All Suspensions	5	8	7	-0.13%
In School	0	5	4	-0.2%
Out of School	5	3	3	0%
Sexual Harassment Offenses	0	2	3	0.5%
Harassment/Bullying Offenses	0	1	6	5%

Comment on the number of suspensions for your school related to these incidents and provide a plan to reduce that number, if applicable.

Plans to reduce suspensions:

- Pupil Services Meetings
- Guidance Lessons with counselor
- LAP and
- Lessons with Learning Assistance Program (LAP) personnel and time spent in the LAP room

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- Parent Meetings
- Administrative Conferences with Students
- 3 of these students have repeat offenses

VII. EARLY LEARNING

A. Complete the chart with KRA results.

Table 10								
Kindergarten Readiness Assessment								
	2015-2016		2016-2017		2017-2018		2018-2019	
	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated

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Language & Literature	15	40.5%	12	30.8%	9	25.7%	8	21.1%
Mathematics	10	27%	11	28.2%	10	28.6%	12	31.6%
Social Foundations	16	43.2%	18	46.2%	11	31.4%	15	39.5%
Physical Development	11	29.7%	12	30.8%	13	37.1%	22	57.9%

- B. Complete the chart for composite scores of KRA. Complete the percent of change by subtracting 2017-2018 from 2018-2019. Indicate the percent as a gain (+) or a loss (-).

Table 11									
Composite Score Results									
	2015-2016		2016-2017		2017-2018		2018-2019		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Change in %

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Demonstrated	12	32%	10	25.6%	7	20%	13	34.2%	71%
Approaching	21	56.7%	27	69.2%	19	54.3%	14	36.8%	-32.2%
Emerging	4	10.8%	2	.05%	7	20%	11	28.9%	44.5%

Based on the examination of the 2018-2019 R4K Kindergarten Readiness Assessment Data:

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 28.9% or 11 out of 38 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 to provide additional readiness skills practice such rhyming, phoneme deletion, phoneme addition, and letter identification.

The 36.8% 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 students needs for extra practice in order to help these students achieve full readiness for Kindergarten and Grade 1.

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Describe how the school is working in collaboration with their local preschool partners (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 yearly articulation meetings in which the Head Start teacher discusses students that are currently 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 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.

VIII. 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. ENGLISH LANGUAGE ARTS

1. Reading/ELA Data Overview

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

Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.

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

Complete data charts using 2015, 2016, 2017, 2018 Data Results.

TABLE 12a	2015	2016	2017	2018
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ELA Grade 3, 6 or 10	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		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	40	20	50	≤10	17.5	13	33
American Indian or Alaska Native																												
Asian																												
Black or African American								≤10	≤10	100	0	0	0	0								≤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	≤10	0	0	0	0	≤10	100
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	33	17	51.5	≤10	21.2	≤10	27.3
Two or more races																						≤10	≤10	40	0	0	≤10	60
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	≤10	≤10	87.5	0	0	≤10	12.5
Limited English Proficient (LEP)																												
Free/Reduced Meals (FARMS)	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	30	18	60	6	20	6	20
Female	16	≤10	43.8	≤10	12.5	≤10	43.8	21	≤10	23.8	≤10	9	33.3	42.9	26	12	46.2	≤10	31.6	≤10	47.4	18	≤10	22.2	≤10	22.2	≤10	55.6
Male	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	22	16	72.8	≤10	13.6	≤10	13.6

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TABLE 12b: ELA Grade 4 or 7	2015							2016							2017							2018						
	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		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
All Students	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	47	14	30	16	34	17	36.2
American Indian or Alaska Native																												
Asian																												
Black or African American																												
Hispanic/Latino of any race																						≤10	≤10	50	≤10	50	0	0
Native Hawaiian or Other Pacific Islander																												
White	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	42	13	30.9	15	35.7	14	33.4
Two or more races	≤10	0	0	≤10	100	0	0															≤10	0	0	0	0	≤10	100
Special Education	≤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	≤10	≤10	71.5	≤10	14.3	≤10	14.3
Limited English Proficient (LEP)																												
Free/Reduced Meals (FARMS)	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	38	12	31.6	14	36.8	12	32
Female	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	21	≤10	14.3	≤10	42.9	≤10	42.9
Male	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	26	11	42.3	≤10	26.9	≤10	30.8

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TABLE 12c: ELA Grade 5 or 8	2015							2016							2017							2018								
	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		Total #	Level 1 or 2		Level 3		Level 4 or 5			
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	#	%
All Students	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	39	10	25.6	11	28.2	18	46.2		
American Indian or Alaska Native																														
Asian																														
Black or African American																														
Hispanic/Latino of any race																					≤10	0	0	≤10	33.3	≤10	6.7			
Native Hawaiian or Other Pacific Islander																														
White	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	34	≤10	26.4	≤10	29.4	15	44.1		
Two or more races								≤10	≤10	100	0	0	0	0								≤10	≤10	50	0	0	≤10	50		
Special Education	≤10	≤10	80	≤10	20	0	0	≤10	≤10	75	≤10	25	0	0	16	13	81.3	≤10	6.3	≤10	12.5	≤10	≤10	40	≤10	40	≤10	20		
Limited English Proficient (LEP)																														

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Free/Reduced Meals (FARMS)	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	25	≤10	28	≤10	32	≤10	40
Female	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	22	≤10	13.6	≤10	31.8	12	54.5
Male	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	17	≤10	41.2	≤10	23.5	≤10	35.3

**2. Analyze the data results for ELA 3-5; 6-8; 10 to determine underperforming areas.
Include FARMS, SE and other selected focus subgroups in your analysis.**

- a. Analyze Data Results and Strategy Implementation from 2017-2018 SIP. Were the identified goal(s) met? If so, how will the goal be sustained?

According to 2017-2018 PARCC data 23% of All students in Grade 3, 40% of ALL students in Grade 4, 56% of ALL students in Grade 5 met or exceeded expectations in vocabulary achievement. The 2017-2018 PARCC data indicates 23% of All students in Grade 3, 38% of ALL students in Grade 4, 51% of ALL students in Grade 5 met or exceeded expectations in literary achievement.

- Describe the gains made in focus areas.
ALL students in Grade 4 & 5 met the identified goal in literary achievement. Grade 5 met the identified goal in vocabulary achievement. We will continue utilizing vocabulary and the implementation of GRRUDL.
- Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?

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Classroom teachers utilized a variety of strategies to solve problems and used multiple media to support instruction. Students were provided opportunities to demonstrate what they have learned in multiple ways. Students have access to modified text, Big Books, peer buddies, schedule cards, choice boards, adaptive learning technology, and the option to act out problems.

b. Establish Focus Areas

- Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.
- Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.
- Implement data from the DMRS in the Goal Planning Process.
- Use the ACPS Goal Planning Process

Please include the following:

- What is the issue?
Based on 2018 PARCC data, grades 3 and 4 have a deficit/gap in ELA (informational text) achievement.
- What data support the need for a resolution to the identified issue?
PARCC data indicates 75% of ALL students in Grade 3 scored below or nearly met in ELA (informational text). 83% of FARMS students scored below or nearly met. 79% of students in Grade 4 scored below or nearly met in informational text. 79% of FARMS students in Grade 5.
- 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 FARMS at 73.28%.
- What is currently preventing the identified goal from being attained?
While there is an implementation of effective strategies for teaching informational text, 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.
- What outcome(s) will determine the identified goal has been met?
The percentage of students in grades 4 and 5 will decrease in level 1, & 2 and there will be an increase in percentage of ALL students at levels 4 and 5.
- What resources are not currently available to meet the identified goal?

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Additional time to collaborate with Reading Specialist is needed. Continue professional development on utilization of flexible groupings, guided instruction, and productive group work via the GRR.

- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
There are personnel within the ACPS who are modeling teaching, flexible groupings, provide instructional guidance when utilizing UDL principles, guidelines, and checkpoints (reading specialists, reading intervention teachers, special education teachers), specialized instruction, guided instruction, and productive group work. Grades 3-5 are using and integrated schedule. County benchmark assessments are being utilized along with assessments in grades 3-5. Grades 3-5 will be utilizing Readworks online. Each month, the students will read a nonfiction passage and complete the comprehension questions - most are multiple choice, a few are written responses. Readworks passages focus on fluency, comprehension and vocabulary. Grades 1 and 2 will also be utilizing a Readworks article (informational text) and completing comprehension questions based on the article once a month. The ELA specialist will hold a parent workshop on reading strategies for K-2 students in March 2019.
- How will implementation be monitored to reach the identified goal?
Implementation will be monitored by ACPS ELA benchmark assessments, informal classroom assessments, as well as walk through evaluations.

c. To Be Completed when 2019 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?

3. Universal Design for Learning for ELA.

How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies used in last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. 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.

Table 13	
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UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> • Provide descriptions (text or spoken) for all images, graphics, video, or animations (Discovery Education) • Use digital materials and media to provide more auditory and visual opportunities for all students (Readworks). • 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).
<i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge. <ul style="list-style-type: none"> • Solve problems using a variety of strategies for nonfiction text. • Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video. • Allow assessment/project choices to give all students the opportunity to demonstrate what has been learned.
<i>Means for Engagement:</i> <i>tap into learners interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement <ul style="list-style-type: none"> • Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video • Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation • Provide activities that allow students to receive feedback and have access to alternative scaffolds that support understanding.

B. MATHEMATICS

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1. Math 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 other low performing subgroups.

Math – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015, 2016, 2017, 2018 Data Results.

TABLE 14a: MATH Grade 3, 6 or Algebra I	2015							2016							2017							2018						
	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		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	40	22	55	≤ 10	22.5	≤ 10	22.5
American Indian or Alaska Native																												
Asian																												

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Black or African American																												
Hispanic/Latino of any race								≤ 10	≤ 10	100	0	0	0	0								≤ 10	0	0	≤ 10	100	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	33	18	54.5	≤ 10	21.2	≤ 10	24.2
Two or more races																					≤ 10	≤ 10	60	≤ 10	20	≤ 10	20	
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	≤ 10	≤ 10	87.5	≤ 10	12.5	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	30	21	70	≤ 10	16.7	≤ 10	13.3
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	18	≤ 10	33.3	≤ 10	44.4	≤ 10	22.2
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	22	16	72.7	≤ 10	4.5	≤ 10	22.7

TABLE 14b: MATH Grade 4 or 7	2015							2016							2017							2018						
	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		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	47	≤ 10	17	13	27.7	26	55.3

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American Indian or Alaska Native																												
Asian																												
Black or African American																												
Hispanic/Latino of any race															≤ 10	0	0	0	0	≤ 10	100	≤ 10	≤ 10	50	0	0	≤ 10	50
Native Hawaiian or Other Pacific Islander																												
White	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	42	≤ 10	16.7	12	28.6	23	54.8
Two or more races	≤ 10	0	0	≤ 10	50	≤ 10	50								≤ 10	≤ 10	100	0	0	0	0	≤ 10	0	0	≤ 10	33.3	2	66.7
Special Education	≤ 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	≤ 10	≤ 10	57.1	≤ 10	14.3	≤ 10	28.6
Limited English Proficient (LEP)																												
Free/Reduced Meals (FARMS)	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	38	≤ 10	21.1	≤ 10	26.3	20	52.7
Female	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	21	≤ 10	4.8	≤ 10	23.8	15	71.4
Male	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	26	≤ 10	26.9	≤ 10	30.8	11	42.3

[illegible]

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All Students	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	39	≤10	20.5	≤10	20.5	23	59
American Indian or Alaska Native																												
Asian																												
Black or African American																												
Hispanic/Latino of any race																												
Native Hawaiian or Other Pacific Islander																												
White	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	34	≤10	17.6	≤10	23.5	20	58.8
Two or more races								≤10	≤10	100	0	0	0	0								≤10	≤10	100	0	0	0	0
Special Education	≤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	≤10	≤10	20	≤10	60	≤10	20
Limited English Proficient (LEP)																												
Free/Reduced Meals (FARMS)	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	25	≤10	28	≤10	20	13	52
Female	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	22	≤10	13.6	≤10	18.2	15	68.2
Male	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	17	≤10	29.4	≤10	23.5	≤10	47.1

- 2. Analyze the data results for Math 3-5; 6-8; Algebra I to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.**

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a. Analyze Data Results and Strategy Implementation from 2017-2018 SIP.

- Were the identified goal(s) met? If so, how will the goal be sustained?
- Describe the gains made in focus areas.
- Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?
According to 2017-2018 PARCC Data, 28% of students in Grade 3, 53% of students in Grade 4, and 49% of students in Grade 5 met or exceeded the goal. Grade 5 increased by 35% in major content areas. Although 4th grade scores decreased by 8%, those students grew 24% from Grade 3. We will continue to focus on major content areas and the implementation of GRRUDL. Teachers will continue to implement purposeful re-teaching and flexible groupings.

b. Establish Focus Areas

- Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.
- Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.
- Implement data from the DMRS in the Goal Planning Process.
- Use the ACPS Goal Planning Process
Please include the following:
 - What is the issue?
Students with a focus on FARMS in grades 3, 4, and 5 have a significant deficit (gap) in math achievement in the areas of modeling and reasoning, based on 2018 PARCC data.
 - What data support the need for a resolution to the identified issue?
PARCC data indicates that 87% students in grade 3, 52% of students in grade 4, and 60% of students in grade 5 scored below or approaching in the area of modeling and reasoning.
 - Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?

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The goal is to increase the percentage of students including FARMS who meet or exceed Levels 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 are not consistently used. More time was needed in math instruction to meet the students' needs. Purposeful implementation of Math PARCC Released Tasks (modeling, shared tasks, and independent tasks).

- What outcome(s) will determine the identified goal has been met?

There will be an increase in student achievement in math PARCC scores. The percentage of ALL students will increase at Level 4 or above. The percentage of math PARCC scores of FARMS students will decrease in Levels 1 and 2, and Level 3.

- What resources are not currently available 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 steps will be taken to fully implement the plan in the effort to reach the identified goal?

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. 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 for grades 3-5. Monthly Math PARCC Released Tasks will be utilized in grades 3-5. Teachers in grades 1 and 2 will utilize PARCC like math tasks using the GRR model (I Do, We Do, YOU Do). 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 Epson LightRaise units, Tablets, and digital enhancement using computer (Lenova Yoga Multi-Touch/Computer Cart) and a television will promote engagement for all students. The math specialist will hold a parent workshop on a variety of math strategies that can be utilized at home in the March of 2019.

- How will implementation be monitored to reach 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.

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c. To Be Completed when 2019 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?

3. Universal Design for Learning for MATH.

How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies used in last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. 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.

Table 15	
UDL Principle/Mode	Representation –How the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Provide descriptions (text or spoken) for all images, graphics, video, or animations (Discovery Education) ● Use digital materials and media to provide more auditory and visual opportunities for all students (SMARTboards, SMART Epson LightRaise units, Tablets, and digital enhancement via touchscreen laptops) . ● 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.
<i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- How the students demonstrates their knowledge. <ul style="list-style-type: none"> ● Solve problems using a variety of strategies (manipulatives, base ten blocks, fraction bars, counters, cubes, number lines, 100 charts, etc) ● 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).

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	<ul style="list-style-type: none"> • Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned (touchscreen laptops, tablets)
Means for Engagement: <i>tap into learners interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<ul style="list-style-type: none"> • Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video • Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation. • Provide activities that allow students to receive feedback and have access to alternative scaffolds that support understanding.

C. SCIENCE

The Science section will be omitted for the 2018-2019 year as the transition is made to the NGSS and MISA.

D. SOCIAL STUDIES/GOVERNMENT

1. Government Data Overview

IX. Administrative Leadership

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

A. 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 for this SLO is Math. We will concentrate on modeling and reasoning skills this year in this SLO. 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 world. For students to

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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 to 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.

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

2018 PARCC Scores - 3rd Grade, 9/40 or 22.5% met or exceeded expectations; 4th Grade, 26/47 or 55.3% met or exceeded expectations; 5th grade, 23/39 or 59% met or exceeded expectations.

2017 PARCC Scores - 3rd Grade, 14/45 or 24.4% met or exceeded expectations; 4th Grade, 22/36 or 61% met or exceeded expectations; 5th Grade, 7/50 or 14% met or exceeded expectations.

2018-19 Benchmark 1, Imagine Learning Math Scores - Grade 3 - Proficient Avg. Both Classes, 2/40 or 5%; Grade 4 - Proficient Avg. Both Classes, 1/40 or 2.5%; Grade 5 - Proficient Avg. Both Classes 5/48 or 10%

2017-18 Benchmark 1 to Benchmark 3, Imagine Learning Math Scores - Grade 3 - Growth & Proficient Avg. Both Classes, 31/37 or 83.78%; Grade 4 - Growth & Proficient Avg. Both Classes 42/46 or 91.3%; Grade 5 - Growth & Proficient Avg. Both Classes 30/38 or 78.95%

78% of the 4th and 5th grade students that took the 2018 PARCC as 3rd and 4th graders received free and reduced lunch.

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

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At the beginning of the school year, teams met to determine what would be the focus of instruction for the coming school year based on the data from the 2018 Spring PARCC scores. Modeling and reasoning scores were determined to be a weakness in our math scores. With this SLO in Math, students in grades 3, 4 and 5 will be working on these skills. Teachers/specialists will not only be modeling in the classrooms, but students can have lessons modeled for them on the Imagine Math site. Reasoning will also be a focus as students will need to record their reasoning in determining answers on math problems as they work through the program and as they work in the classroom.

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

Students will show growth by increasing their score by 100 points from the first assessment to the final one. 100 points is the expected yearly growth for all students using the Imagine Learning Math Program. Insufficient Attainment - 0-59% of students show a 100 point growth, Partial Attainment - 60-74% of students show a 100 point growth, Full Attainment - 75% of students show a 100 point growth. The goal is for all students to meet their benchmark: 3rd, 390; 4th, 530; and 5th, 690. Students who have met their grade level goal do not have to increase their scores by 100 points. Students must maintain their highest score if they have achieved their benchmark.

B. 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 will be Reading - Informational Text. Reading informational text allows students to develop sophisticated comprehension skills, build critical content knowledge and vocabulary, and apply higher-order thinking skills. Challenging informational text requires scaffolding and teaching reading strategies so students can access the text. According to the Maryland College and Career Ready Curriculum Framework, students must be able to read closely to determine what the text says explicitly and to make logical inferences from the text. Students must cite specific textual evidence when writing to support conclusions drawn from the text.

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

At the beginning of the school year as we analyzed our data, we determined that a focus for this school year would be to work to improve our scores in informational text.

PARCC 2017-2018 Grade 3 - Met or exceeded expectations - 32.5%

Grade 4 - Met or exceeded expectations - 36.2%

Grade 5 - Met or exceeded expectations - 46.2%

Informational Text was a weakness on PARCC. 25% of 40 (10), 3rd Grade students performed well on informational text. 21% of 47 (10), 4th Grade students performed well on informational text and 46% of 39 (18), 5th grade students performed well on informational text.

PARCC 2016-2017 Grade 3 - Met or exceeded expectations - 31%

Grade 4 - Met or exceeded expectations - 56%

Grade 5 - Met or exceeded expectations - 36%

Informational Text was a weakness on PARCC. 42% of 45 (19), 3rd Grade students performed well on informational text. 39% of 36 (14), 4th Grade students performed well on informational text and 34% of 50 (17), 5th grade students performed well on informational text.

2018 Beginning Grade 4 Reading Inventory - 21 students Below Basic; 9 students Basic; 10 students Proficient

2018 Beginning Grade 5 Reading Inventory - 17 students Below Basic; 15 students Basic; 12 Proficient; 2 Advanced

2018 Beginning Dibels Data, Grade 3- Daily Oral Reading Fluency/Daze Composite, 14 Intensive; 4 Strategic, 22 Core

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

At the beginning of the school year, teams met to determine what would be the focus of instruction for the coming school year based on the data from the 2018 Spring PARCC scores. Informational text was a weakness at Westernport. Our goal is to increase the use of Informational Text in instruction so students will become proficient in reading, understanding and analyzing informational text.

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

Students will be given an informational text article from Read Works to be used as a Pre-Test. Students will be progress monitored each month on an article and the data will be analyzed and reviewed with teachers at team meetings. The Post-Test will be administered in March. After Pre-test and Post-test data has been analyzed, it will be determined if students have met their individual growth target from the first informational text article to the last one. Students will show a minimum of 50% growth from the pre-assessment to the post-assessment based on the student growth calculator. Students will also be able to score an 80% on the final article to meet the target.

Full Attainment - 70% + of the students in grades 3, 4 and 5 met or exceeded their individualized learning targets. Partial

Attainment - 50-69% of the students in grades 3, 4 and 5 met or exceeded their individualized learning targets. Insufficient

Attainment - 0-49% of the students in grades 3, 4 and 5 met or exceeded their individualized learning targets.

X. 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?

The priority that the MCIE/PBIS Team selected is to look at all of the students that received a high risk score of 9-21 for both the internalizing factors and externalizing factors and to determine what can be done to help these students be successful at Westernport.

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

The data will be analyzed and discussed. Individual student needs will be identified and a strategy will be matched to the behavior. The guidance counselor will work groups that will be determined based on the data. Check In/Check Out will be utilized to make contact with students identified several times throughout the day.

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

The district can continue to give us information on Tier II and Tier III interventions. Check In/Check Out training will be offered for some of our staff to attend. Robin Fochtman can help with analyzing the data of our school and offering her support for our students at high risk and provide management techniques for teachers.

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.

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

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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 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 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.

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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.

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: Non-Title I Schools

Family and Community Engagement

SECTION XIII; 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. Parents attend grade level programs related to reading, math and STEM each year. Last year, 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 night was held on March 14, 2018 with 132 parents attending. The event was supported by Frostburg State University and Potomac State College. Families enjoyed the variety of activities including robotics, making bouncy balls, penny boat activity, and exploring

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the senses. The guidance counselor held a Mindset Matters workshop for parents in January and April 2019. She discussed the importance of a positive mindset to help their child be successful in school. The math and ELA specialists will hold a parent workshop in the spring of 2019. The math specialist will share math strategies with parents. The ELA specialist will teach parents how to help their child in reading at home. Parents attend 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 provide input regarding the 2018-2019 Parent/Family Engagement 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. Last year, two Parent Conference Days were held with 138 and 66 parents attending. 178 persons attended the Veterans Day Program. 59 parents attended the DARE Graduation. Parent volunteers assist teachers by making classroom materials and assisting with classroom projects. Parents and grandparents volunteer in the media center, at the Book Fair, and at other events, as available. Volunteers gave approximately 1,802 hours to Westernport School. Back to School Night was held on August 24, 2018 with 319 parents attending. The Title I Annual Meeting was held on September 11, 2017 with 20 parents attending. The Spring Title I Parent Meeting was held on April 26, 2018 with 6 persons attending. The results of the Title I Parent Survey indicated that parents would like more information on helping their children with reading and attitude/behavior issues. The Westernport staff is grateful for the level of community and parent support that we receive.

Parent Advisory/ Title I Parent Committee 2018-2019

Name	Grade Level Representation	= Position
Carlie Johnson	2/4	PAC Representative
Autumn Wade	3	PAC Alternate
Chandra Wilson	3	Parent Representative
Vickie Fearon	4/5	Parent Representative

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Jessica Spalding	K/3	Parent Representative
Michele Paitsel	1/3	Parent Representative
Sabrina & Kirk Ketterman	2	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.**

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 of the Every Student Succeeds Act of 2015 (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 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 involvement activities

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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 increasing skills to support academics at home, the school will meet all goals on PARCC 2018-2019.

Action Plan

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
I. Shared Decision Making ➤ The School Improvement Plan (SIP) is developed with input from parents ➤ The SIP is available for parent review and input at any time ➤ The Parent/Family Engagement Plan and budget are developed with input from parents.	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.	Fall 2018	Alexa Fazenbaker, Principal
	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.	January 2019	Alexa Fazenbaker, Principal
	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parent	April 2019	Alexa Fazenbaker, Principal
		September	

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<ul style="list-style-type: none"> ➤ The Parent/Family Engagement Plan is distributed to all parents. ➤ With parents, develop a written School Parent Compact supporting instruction that is signed by teachers, parents, and students. 	<p>of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.</p> <p>A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.</p> <p>A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year's School Parent Compact and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval.</p>	<p>2018</p> <p>September 2018</p> <p>April 2019</p>	<p>Alexa Fazenbaker, Principal</p> <p>Alexa Fazenbaker, Principal</p>
<p>II. Annual Meeting</p> <ul style="list-style-type: none"> ➤ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways he school will provide for parental/family engagement. 	<p>The Annual Title I Meeting was held in conjunction with the first PTA meeting. Title I information was shared through the Title I powerpoint. Feedback from parents is welcomed for the Compact, Parent/Family Engagement Plan and budget and the School Improvement Plan. 182 parents attended.</p> <p>Title I Budget: Stipends - \$642.88</p>	<p>September 6, 2018</p>	<p>Alexa Fazenbaker, Principal</p>

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<p>III. Building Parental Capacity</p> <ul style="list-style-type: none"> ➤ Provide assistance to parent in understanding the State’s academic content standards and student academic achievement standards, State and local academic assessments. 	<p>Maryland’s College and Career Ready Standards and grade level expectations were discussed in each classroom during Back to School Night. On Parent Conference Day, parents were given a copy of grade level standards from the National PTA website, called <i>Parents’ Guide to Student Success</i>.</p>	<p>August 23, 2018 October 2, 2018</p>	<p>Alexa Fazenbaker, Principal Federal Office</p>
	<p>The School Parent Compact was distributed on Parent Conference Day to reinforce the school mission to help students be successful and to reinforce the important role that families have in their child’s education.</p>	<p>October 2, 2018</p>	<p>Classroom Teachers</p>
	<p>Parents are able to access their child’s achievement information on ASPEN. Parents are notified how to access this information at the beginning of the year.</p>	<p>September 2018</p>	<p>Alexa Fazenbaker, Principal</p>
	<p>Parent programs are planned to support families in helping students increase their academic achievement. At the spring Title I meeting, the school received positive feedback for the programs that were held during the year. A parent newsletter is sent home monthly with tips for parents on a variety of topics related to student achievement.</p>		<p>Alexa Fazenbaker, Principal</p>
	<p>Title I Budget: Books Before Bedtime - Stipends - \$186.40 Materials - \$743.34 Snacks - \$243.21</p>	<p>Fall 2018</p>	<p>Deb Hendrickson, Media Specialist</p>

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<p>➤ Educate school personnel on how to work with parents as equal partners in their child's education.</p>	<p>STEM Night - Stipends - \$367.36 Materials - \$743.34 Snacks - \$243.21</p> <p>Grade level Math Day activities are planned so that parents can visit classrooms and participate in activities with their children.</p>	Spring 2019	<p>Kara McDowell, Grade 1 Teacher</p>
	<p><i>Home School Connection</i> - Title I Budget - \$269</p> <p>The Parent Advisory Council representatives meets monthly with the Superintendent. Information is shared through online minutes. The Family Engagement Coordinators meet monthly to share strategies and pertinent information. Feedback from parent events is summarized and shared. The Federal Office shares information at the annual summer technical assistance meeting. Information will be shared with staff to support working with parents as equal partners.</p>	Monthly	<p>Alexa Fazenbaker, Principal</p>
	<p>➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept.,</p> <p>The Judy Center offers monthly programs on literacy and math. Other topics such as infant massage, health/wellness activities are offered. Family Newsletters and Infants and Toddlers Programs, and Head Start offer services to families. The Allegany County Health Department provides dental</p>	Ongoing	<p>Alexa Fazenbaker, Principal</p>

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<p>Library, Head Start, etc.</p> <p>➤ Ensure information is presented in a format and/or language parents can understand.</p> <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>screenings, flu shots, health tips, WIC and health screenings to the community.</p> <p>The Lions Club provides vision screening to PreK students.</p> <p>The Allegany County Public Library provides summer reading programs and other activities for children throughout the year.</p> <p>Parent communications are written in parent friendly language. Monthly newsletters are sent home.</p> <p>Weekly folders are sent home containing important communications from the school.</p> <p>Homework books are sent home daily with assignments and serve as a tool for communication with parents.</p> <p>Blackboard is used to communicate with parents via email and phone.</p> <p>Translation is available as needed. The school has an elevator to assist with physical disabilities.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Alexa Fazenbaker, Principal</p> <p>Alexa Fazenbaker, Principal</p>
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IV. Review the Effectiveness ➤ The effectiveness of the school's parental/family engagement activities will be reviewed.	Parents are given the opportunity to give feedback after each parent event. The summaries are shared at SIT meetings. Parents receive surveys in late winter and early spring to give feedback and input regarding school/parent events.	Ongoing	Alexa Fazenbaker, Principal
V. Joyce Epstein's Third Type of Parent Involvement ➤ Volunteering	Parent volunteer Training Outdoor School chaperones Class project activities Weekly Parent Workshops Book Fair and library volunteers	Ongoing	Alexa Fazenbaker, Principal

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: Growth Mindset

Date (s): January 2019

Location and Time: Faculty Meetings

Intended Audience: Pre-K through 5 Teachers

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1. What changes are expected to occur in the classroom as a result of this professional learning?
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.
2. What knowledge and skills will the participants attain in this professional learning to make these changes happen?
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.
3. How will you measure the implementation of the the knowledge and skills in the classroom?
Walk through evaluations will determine how the knowledge and skills are being utilized in the classroom.

Professional Learning Title: Summer Planning - see Title I Components Professional Development section

Date (s): July/August 2018-19

Location and Time: Media Center/Classrooms

Intended Audience: Classroom Teachers

1. What changes are expected to occur in the classroom as a result of this professional learning?
2. What knowledge and skills will the participants attain in this professional learning to make these changes happen?
3. How will you measure the implementation of the the knowledge and skills in the classroom?

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Professional Learning Title: Articulation Meeting - see Title I Components Professional Development sections

Date (s): April/May 2019

Location and Time: Conference Room 209, Westernport Elementary

Intended Audience: Classroom and special education teachers

1. What changes are expected to occur in the classroom as a result of this professional learning?
2. What knowledge and skills will the participants attain in this professional learning to make these changes happen?
3. How will you measure the implementation of the the knowledge and skills in the classroom?

Section XV.

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 2019.
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.

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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 distributed in December 2018.
5. How will the initial plan be shared with parents and community members?
 - The plan will be shared with parents and community members during Title I parent meetings. The plan will also be available for review and comments in the school office, and on the school website, when finalized.
6. How will revisions to the SIP be presented to the staff, parents, and community?
 - 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.

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August 27, 2018	October 3/25, 2018	December 5, 2018	February 6, 2019	April 3, 2019
September 6/19, 2018	November 14/28, 2018	January 17, 2019	March 21, 2019	May 22, 2019

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

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Name (Print and Sign)	Affiliation/Title
Alexa Fazenbaker, <i>Alexa Fazenbaker</i>	Alexa Fazenbaker, Principal
Kara McDowell, <i>Kara McDowell</i>	Kara McDowell, Grade 1, SIT Chair
Brittany McMahon, <i>Brittany McMahon</i>	Brittany McMahon, Grade 2
Tiffany Moran, <i>Tiffany Moran</i>	Tiffany Moran, Grade 3
Jennifer Hughes, <i>Jennifer Hughes</i>	Jennifer Hughes, Grade 4
Erica Swisher, <i>Erica Swisher</i>	Erica Swisher, Grade 5
Robin Everline, <i>Robin Everline</i>	Robin Everline, Instructional IA/Title I
Julie Kyle, <i>Julie B. Kyle</i>	Julie Kyle, Reading Intervention/Title I
M. Beth Weber, <i>M. Beth Weber</i>	Beth Weber, Reading Intervention
Deb Hendrickson, <i>Deb Hendrickson</i>	Deb Hendrickson, Resource Representative
Barb Amtower, <i>Barbara K. Amtower</i>	Barb Amtower, Guidance
Tamela Rankin, <i>Tamela Rankin</i>	Tamela Rankin, Special Education
Sabrina Ketterman, <i>Sabrina Ketterman</i>	Sabrina Ketterman, Parent
Julie Hutton, <i>Julie Hutton</i>	Julie Hutton, Community Representative

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Title I Schools – Four Components

The Four Components section is an elaboration of the School Improvement Plan.

Component 1 – COMPREHENSIVE NEEDS ASSESSMENT

There is a heavy emphasis on completing a comprehensive Needs Assessment since this will be the basis for utilization of Title I funds by the school. This section should address the academic achievement of students in relation to meeting the challenging State academic standards. It should specifically address the needs of those children who are failing or who are at-risk of failing to the meet these standards.

Component 2 – SCHOOLWIDE REFORM STRATEGIES

Identify the evidence-based strategies that the school will implement to address school needs. Include a description of:

- how each strategy will provide opportunities for all children including each subgroup to meet the State's challenging academic standards. Strategies are tied to an identified need and have a purpose
- use methods and instructional strategies that strengthen the academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. These *may* include programs, activities, and courses necessary to provide a well-rounded education
- address the needs of all children in the school with activities that *may* include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject area; prepare for and awareness of opportunities for post-secondary education and the workforce; implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services which coordinate with IDEA; professional development and activities for school personnel to improve instruction and use of data from academic assessments; strategies for assisting preschool children in the transition from early childhood programs to local elementary programs

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Component 3 A - PARENT, COMMUNITY AND STAKEHOLDER INVOLVEMENT

The plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the extent feasible, tribes and tribal organizations present in the community and if appropriate, specialized instructional support personnel, technical assistance providers, and school staff.

Component 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Maryland requires Title I schools to include parent and family engagement strategies in the schoolwide plan. Strategies for reaching hard-to-reach parents/families should be included.

Component 4 – COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RESOURCES AND PROGRAMS

If appropriate and applicable, identify programs such as violence prevention, nutrition, housing, Head Start, adult education, career and technical education programs developed in coordination with other Federal, State and local services, resources and programs that are utilized in your school.

ALLEGANY COUNTY PUBLIC SCHOOLS EVERY STUDENT SUCCEEDS ACT	COMPONENT ONE COMPREHENSIVE NEEDS ASSESSMENT
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The Comprehensive Needs Assessment of the entire school takes into account information of the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or who are at-risk of failing, to meet the challenging State academic standards. [1114(b)(6)]

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The Comprehensive Needs Assessment leads schools to consider multiple data sources such as PARCC, benchmark, Imagine Math, attendance, discipline, culture/climate etc. Student, teacher, school and community strengths/weaknesses should also be addressed. A thorough assessment will help schools to identify strategies that will promote academic success for all students.

Please consider:

- What types of qualitative and quantitative data are being collected? (culture/climate, demographics, student performance, student attendance, behavior and family and community involvement) Consider using interviews, focus groups or surveys.
- What are the strengths of students, teachers, school and community? What are their needs?
- What are the contributing factors to academic strengths and needs?
- How is the data being used by administration, teachers and parents to guide decisions and instruction?
- How is data being reviewed in a disaggregated format to look at progress and needs of all student groups?
- How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?

Data Examination identifying areas of strength and areas of need may be found on the following pages:

ELA Needs Assessment	pages 18
Math Needs Assessment	pages 25
Science Needs Assessment	pages N/A
MTSS Practice Profile	pages 36
Early Learning	pages 16
Attendance Needs Assessment	pages 12

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EVERY STUDENT SUCCEEDS ACT

SCHOOLWIDE REFORM STRATEGIES

Schoolwide reform strategies are implemented in order to:

1. Provide opportunities for all children, including each of the subgroups of students as defined in 1111c(2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);
2. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide a well-rounded education; (1114(b)(7)(A)(ii)
3. Address the need of all children in the school, but particularly the needs of those at risk of no meeting the challenging State academic standards. (1114(b)(7)(A)(iii)

Please consider the following:

- How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies?
- How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc?
- What evidence is being collected to demonstrate the effectiveness of reforms?

ELA

Maryland's College and Career Ready Standards for ELA is utilized for ELA instruction. In Fall 2010, the 2011 *Treasure Series* from Macmillan McGraw-Hill was implemented as the core reading program during the 120 minute language arts block. Research based strategies and best practices are the foundation of the instructional program. Include reading intervention programs such as ERI, Read Naturally, SRA, Foundations, Wilson Reading, etc. on the chart. ELA benchmark tests, *DIBELS Next* and the *Scholastic Reading Inventory* are available to use as assessment tools.

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 22. Please complete the chart with additional best practices and strategies that support ELA achievement.

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Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
PARCC data indicates 75% of ALL students in Grade 3 scored below or nearly met in ELA (informational text). 83% of FARMS students scored below or nearly met. 79% of students in Grade 4 scored below or nearly met in informational text. 79% of FARMS students in Grade 5.	UDL - use of technology Hattie effect size .41 Increase student access to informational text	PARCC scores for Grade 3 and 4 students will increase	Laptops - \$2,199 Scholastic Story Works - \$396 Brain Pop Jr - \$195 Go Noodle Plus - \$99 Reading A to Z - \$99 Materials to support ELA- \$1,112

MATH

Maryland's College and Career Ready Standards for Math is utilized for math instruction. The 2012 *enVISION* series by Pearson is utilized as the core program and is based on the NCTM Standards. Teachers utilize this math resource to implement the math pacing guide. Math benchmarks are available for use in grades PreK-5 three times during the year. PreK and Kindergarten also administer an end of year benchmark. PARCC-like tasks created by the math specialists are available for students to use on a monthly basis. Imagine Learning Benchmark tests are administered throughout the year. Please complete the following chart to include the page number of the SIP where the program or practice can be found.

Activities to meet the needs of the targeted subgroups(s) and the identified factors hindering student performance are found on pages 29. Please complete the chart with additional best practices and strategies that support math achievement.

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Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
PARCC data indicates that 87% students in grade 3, 52% of students in grade 4, and 60% of students in grade 5 scored below or approaching in the area of modeling and reasoning.	<p>Grade 1-5 students will complete PARCC-like tasks on a monthly basis. Tasks will be scored and data will be shared at team meetings and feedback will be given to students.</p> <p>Hattie effect size for feedback = .73</p> <p>Computer assisted instruction - effect size Hattie - .37</p> <p>Imagine Math - Evidence for essa: strong rating</p>	PARCC scores in Modeling and Reasoning will increase.	<p>Laptops - \$2,199</p> <p>Materials - \$1,112</p>

ATTENDANCE NEEDS OF STUDENTS

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Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Monitor attendance concerns	Phone calls to parents daily	Pupil Services Team reviews data weekly Attendance meetings with parents set up as needed.	FY 18 Budget

BEHAVIORAL SERVICES

See pages 37 for data and strategies that will be implemented for behavioral support.

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Behavioral Concerns Self- regulation Problem solving skills	Second Step Vendor research shows increased academic scores by 11%. Self-regulation, emotional management and problem solving skills improve. Check-in/Check out	PBIS referral data will improve	FY 18 budget

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EARLY INTERVENTION

Early intervention services to address student needs are provided. Please list these services.

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Readiness activities for PreK and Kindergarten	Head Start is offered at Joint Registration and the program operates at WestMar Middle School	KRA data	
Readiness activities	Orientation meetings and conferences are offered. Summer packets are given to help prepare students.	KRA data	

PROFESSIONAL DEVELOPMENT

Professional development is an ongoing commitment. Supervisors provide county staff development related to the state curriculum, best teaching practices, and differentiated instruction. School level teams continue these professional development initiatives at the school level. In addition, specific high quality professional development activities identified in the needs assessment process are included in the School Improvement Plan. ELA and math benchmark assessments, *DIBELS Next*, Imagine Learning, Scholastic Reading Inventory and unit tests are analyzed to monitor student progress and drive instructional changes. The goal of professional development is to provide teachers with effective instructional strategies that will increase achievement for the identified subgroups.

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Please see School Improvement Plan:

ELA	pages 47
Math	pages 47
Science	pages N/A

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

Professional Development Calendar/Funding Table

Activity	SIP Alignment	What / How Content/Process	Date(s)	Presenters	Funding Source
Articulation Meetings	FARMS Spec. Ed.	Teachers will meet in cross grade level teams to discuss instructional needs of students for the new school year.	May 2019	Classroom Teachers	Title I - Stipends: \$1,162.50 Materials - \$16.46
Summer Planning Meetings	FARMS Spec. Ed.	Grade level teams will meet to plan instruction for the upcoming year.	August 2019	Teachers	Title I Stipends - \$1,125.04 Materials - \$16.46
LEGO Education	FARMS Spec. Ed.	Teachers received training on how to use Lego kits on simple machines in order to increase collaboration,	October 23-25, 2018	LEGO Education	Title I District Wide initiative

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		communication, creativity and critical thinking.			
Boxcars and One Eyed Jacks Foldable Rulers	FARMS Spec. Ed.	Teachers received a book of games to use in math using foldable rulers, dice, etc. to increase opportunities for differentiation for small groups.	October 25, 2018	Title I staff	Title I District Wide initiative

STRATEGIES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS

PROGRAM	DATE/TIMELINE
Meetings with Head Start and PreK Teachers	May 2019
Transition reports provided by Head Start for entering Kindergarten students	May 2019
Pre-K and Kindergarten Parent interviews	August 2018
KRA Screening	September 2019
IEP meetings	Ongoing
Pre-K and Kindergarten Orientation Meetings	May 2019
Joint registration with Head Start and Pre-K	April 4-5, 2019
Transportation between Head Start and Pre-K	Ongoing
Buster the Bus	Fall 2018

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Open House	August 23, 2018
Articulation meetings between Pre-K and K	May 2019
Articulation meetings between K and Grade 1	May 2019
Articulation meetings between Grades 1-5	May 2019
Articulation meetings with middle school staff	April 2019
Data analysis meetings	Quarterly
Grade 5 middle school visitation	May 2019
Annual Title I Meeting	September 6, 2018

**ALLEGANY COUNTY PUBLIC SCHOOLS
EVERY STUDENT SUCCEEDS ACT**

**COMPONENT 3 A
PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT**

The involvement of parents, families, community members and stakeholders is an important factor in providing for the success of students. 1114(b)(2)

The following persons were involved in planning the parent and family program for the 2018-2019 school year. Representatives should include: parents/family members; teachers; paraprofessionals; special educator; school staff; administrators; tribal representatives, if applicable; community members; stakeholders; LEA representative; and technical assistance providers.

Name	Role
Carlie Johnson	Grade 2/4 parent representative

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Autumn Wade	Grade 3 parent representative
Chandra Wilson	Grade 3 parent representative
Vickie Fearon	Grade 4/5 parent representative
Jessica Spalding	Grade K/3 parent representative
Michele Paitsel	Grade 1/3 parent representative
Sabrina & Kirk Ketterman	Grade 2 parent representative
Delsie Fazenbaker	Family Engagement Coordinator

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EVERY STUDENT SUCCEEDS ACT**

**COMPONENT 3 B
STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

Educators in the school recognize the importance of the home-school connection. Involving parents/families in the school is a crucial step toward enhancing student performance. The Allegany County Public Schools' Parent/Family Engagement Policy is published and distributed in September to each family in all Title I schools. Title I schools also post a copy of the policy on their Title I bulletin boards or in their parent resource centers. Each school, in conjunction with the Title I Parent Committee, develops its own parent involvement plan. This plan is posted and also distributed to parents.

A Family Engagement Coordinator is on-site at Westernport School for one day every other week. In this position, the Family Engagement Coordinator reaches out to parents to build positive relationships between the home and school through individual

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communication, works with school administrators to help build a strong parent program, and builds enthusiasm for parent/family involvement in the school.

Parents are encouraged to be involved in the education of their child(ren) in a variety of ways. ESSA identifies six requirements designed to build parents' capacity to be involved in school. Strategies designed to ensure the implementation of these requirements are found in the school's Parent/Family Engagement Plan. Please include strategies for how to reach parents/families which are hard to reach.

Please consider the following:

- Parent School Compact
- How will parents, families and community members be involved in developing the schoolwide plan?
- How will teachers, principals and other school staff be involved in developing the schoolwide plan?

Please refer to the Parent/Family Engagement section on pages 39-46 for a description of the implementation of these standards.

**ALLEGANY COUNTY PUBLIC SCHOOLS
EVERY STUDENT SUCCEEDS ACT**

**COMPONENT 4
COORDINATION AND INTEGRATION OF
FEDERAL, STATE, AND LOCAL SERVICES AND PROGRAMS**

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

Service	Service Provider	Explanation of Service
Health care	ACPS	School nurse provides health support to students and their families.

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Head Start Program	Head Start	Students attending PreK class may also attend Head Start. Transportation is provided. Joint registration occurs.
Social, personal, or academic support	School Counselor	School counselor meets with individuals and small groups to work on skills as needed. The counselor teaches weekly lessons on social skills and character traits to all classes. The Second Step Program is being used. The counselor is initiating a plan to work with parents on a variety of strategies to help parents work with their children. The counselor is co-chair of the PBIS team which meets monthly.
Differentiated instruction	Classroom teachers	Teachers provide differentiated instruction through small group and computer assisted instruction.
Small group instruction	Special education teachers and IAs	Instructional assistants and the special education teacher work with students as identified in IEPs.
Inclusion in general education classes	Special education teachers, classroom teachers and IAs	Instructional assistants and the special education/ classroom teachers work with students as identified in the IEP.
Extended learning time for identified special education students	ACPS	Summer school program is offered to students at regional sites as specified in the IEP.
Assistance to families based on identified needs	ACPS	Pupil Services Team meets weekly to identify students/families with unmet needs.
Dental screening	Allegany County Health Department	Students are provided with a dental screening and sealants.
Vision screening	Lions Club	Lions Club screens early childhood students.
Social and emotional support	Allegany County Health Department	Mental health counselors work with identified students during the school day to provide support.

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Behavior and academic support	Special Education	Learning Assistance Program provides in class support as well as pull out support for students experiencing problems in the classroom.
Behavior support	School Allegany County Health Department	PBIS Program provides guidance and support to promote positive behaviors, KIDS Program provides support to identified students.
Nutrition support	Community and faith partners	Weekend Backpack Program provides supplemental food to identified students for the weekend. Holiday food baskets are provided to identified families. Summer Lunch Box Program provides lunches to identified students during June, July and August.
Clothing	Social Services	Safe and Snug Program by Allegany County Social Services provides coats, gloves and scarves to identified students.
School supplies	ACPS Community and faith partners	Schools, through local funding, provide basic school supplies to students. Stuff the Bus Program also provides school supplies and backpacks to identified students. Faith-based partners provide school supplies.
Opportunities to discuss progress of child	School staff	Parent Conference Days are held on October 2, 2018 and March 4, 2019. Conferences are also scheduled upon parent or teacher request throughout the year.
Reading intervention programs	School staff	ERI, Foundations, Read Naturally, SRA, Wilson are provided to students based on DIBELS Next or the Scholastic Reading Inventory data.
Identification of student areas of need	Kindergarten teachers	The KRA is given to kindergarten students to assess readiness and to plan instruction based on needs.
Career and Technical Education Programs	School counselor	Career Day is held to provide students with the opportunity to learn about possible careers.

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Opportunity to address student educational needs	ELA/Math Specialists Classroom Teachers	ICT and data analysis meetings are held regularly in order to assess learning and plan instruction.
Drug awareness	School Resource Officer	D.A.R.E. Program is provided to grade 5 students in order to provide students with information about drugs and drug resistance strategies
Math intervention program	ACPS	Imagine Math, a computer based math program, evaluates student concept attainment and plans a pathway for each child. This program is provided for students in grades 2-5. Imagine Math Clubs encourage students to use the program at school and at home. Small prizes are awarded as students progress through different club levels.
Assistance to families of young children	Judy Center	Judy Center and the Infants and Toddlers Programs provide monthly literacy, math and nutrition programs.
Resources to support homeless students	ACPS	Title I funding provides homeless students with financial assistance to enable students to remain in the home school, educational programs, acceptable “social-school” activities as well as Title I-like academic services.
Adult education programs	Allegany College of Maryland	The GED program is offered for adults.
Violence Prevention Programs	ACPS	Safety drills are held on a regular basis. School Resource Officers are assigned to schools on a daily basis.

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

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

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 19.

FY 19 Coordination of Funding Sources

Activity	Title I Funds	Title II Funds	Local Funds	Judy Center	Other Funding Source	
Professional Development	\$2,304					
Extended Day /School Year						
Materials of Instruction	\$3,311		\$16,983			

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Salaries / Fixed						
Parent / Family Engagement	\$2,432.19					
Equipment			\$3,000			
Operations			\$1,125			
Consumable			\$4,572			
Office			\$2,447			
Other						

Title I Budget 2018 – 2019

Instructional Program: \$4,484.53 (includes FEC)

Materials (includes “equipment” under \$3,000)

\$3,311.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
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ELA/Math/Science	Materials to Support ELA/Math/Science	\$1,112.00	\$1,112.00	FARMS/SPEC. ED
ELA/Math	Lenova Yoga Multi Touch Laptops	3 laptops x \$733.00	\$2,199.00	FARMS/SPEC. ED

FEC Materials

\$384.53

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Materials to support teacher/parent workshops	\$384.53	\$384.53	FARMS/SPEC. ED

Subscriptions

\$396.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need

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ELA	Scholastic Story Works (Grade 5)	48 x \$8.25	\$396.00	FARMS/SPEC. ED
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Web-based

\$393.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Brain Pop Jr	\$195.00	\$195.00	FARMS/SPEC. ED
ELA/Math	Go Noodle Plus	\$99.00	\$99	FARMS/SPEC. ED
ELA	Reading A to Z	\$99.00	\$99	FARMS/SPEC. ED

Title I Budget 2018 – 2019

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Professional Development: \$2,304

Stipends / Substitutes

\$2,287.54

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Articulation Meetings	12.5 substitutes x \$93.00	\$1,162.50	FARMS/SPEC. ED
ELA/Math	Summer Planning Meetings	14 teachers x 3.5 hrs x \$22.96	\$1,125.04	FARMS/SPEC. ED

Hourly Stipends: Teaching- \$24.30

Non-Teaching- \$22.96

Substitutes: 4 Year- \$93.00 2 Year - \$78.00

Materials

\$16.46

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need

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ELA/Math	Articulation Meetings Materials	\$16.46	\$16.46	FARMS/SPEC. ED
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Title I Budget 2018 – 2019

Parent/Family Engagement: \$2,432.19

Stipends

\$1,196.64

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent/Family Engagement	Meet the Teacher	14 teachers x 2 hrs x \$22.96	\$642.88	Building Parent Capacity
Title I Parent/Family Engagement	Books Before Bedtime	4 teachers x 2 hrs x \$24.30	\$186.40	Building Parent Capacity

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Title I Parent/Family Engagement	STEM Night	8 teachers x 2 hrs x \$22.96	\$367.36	Building Parent Capacity
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Hourly Stipends: Teaching- \$24.30

Non-Teaching- \$22.96

Materials

\$986.55

***Food Allowance – 10% = \$243.21 (Per person: Light snack-\$2-\$3, Breakfast-\$3-\$5, Lunch-\$5-\$8, Dinner-\$8-\$11 or less)**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent/Family Engagement	Refreshments for Activities	\$243.21	\$243.21	Building Parent Capacity
Title I Parent/Family Engagement	Materials for STEM Night/Books Before Bedtime	\$743.34	\$743.34	Building Parent Capacity

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Subscriptions

\$249.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent/Family Engagement	Resources for Education (Home School Connection)	\$269.00	\$269.00	Building Parent Capacity

2017-2018 Westernport Elementary School SIP Evaluation

Overview of Annual Evaluation

The contents of this Annual Evaluation should act as a catalyst for discussion of whether the School Improvement Plan/Four Components evidence-based strategies were implemented as identified in the school's plan, as well as whether those strategies were effective in addressing needs that the school identified in its needs assessment.

Academics

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ELA		
List evidence-based strategies that the school implemented.	Was the strategy implemented as planned? If not, explain why.	List the data analyzed to determine the effectiveness.
UDL	Digital materials with descriptions and hard copies of documents were utilized. Problem solving strategies with manipulatives and choices for projects were given.	<p>PARCC</p> <p><u>Grade 3</u> – All students Met or Exceeded Expectations increased from 31.1% in 2017 to % in 2018.</p> <p>FARMS Met or Exceeded Expectations increased from 25.7% in 2017 to % in 2018.</p> <p>Special Education Met or Exceeded Expectations increased from 0% in 2017 to % in 2018.</p> <p><u>Grade 4</u> - All students Met or Exceeded Expectations increased from 55.6% in 2017 to % in 2018.</p> <p>FARMS Met or Exceeded Expectations increased from 14.3% in 2017 to % in 2018.</p> <p>Special Education Met or Exceeded Expectations increased from 45.8% in 2017 to % in 2018.</p> <p><u>Grade 5</u> - All students Met or Exceeded Expectations increased from 38% in 2017 to % in 2018.</p> <p>FARMS Met or Exceeded Expectations increased from 33.3% in 2017 to % in 2018.</p> <p>Special Education Met or Exceeded Expectations increased from 12.5% in 2017 to % in 2018.</p>
Reading of extended texts	Students read longer texts in <i>Storyworks</i> .	
Use of technology	Students had increased opportunities for the use of technology.	
Spiral review of skills	Students in Kindergarten used <i>Brain Pop, Jr</i> to review skills on a regular basis.	

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MATH		
List evidence-based strategies that the school implemented.	Was the strategy implemented as planned? If not, explain why.	List the data analyzed to determine the effectiveness.
UDL	Digital materials with descriptions and hard copies of documents were utilized. Problem solving strategies with manipulatives and choices for projects were given.	PARCC <u>Grade 3</u> – All students Met or Exceeded Expectations increased from 24.4% in 2017 to % in 2018. FARMS Met or Exceeded Expectations increased from 20% in 2017 to % in 2018. Special Education Met or Exceeded Expectations increased from 0% in 2017 to % in 2018. <u>Grade 4</u> - All students Met or Exceeded Expectations increased from 61.1% in 2017 to % in 2018. FARMS Met or Exceeded Expectations increased from 45.8% in 2017 to % in 2018. Special Education Met or Exceeded Expectations increased from 28.6% in 2017 to % in 2018. <u>Grade 5</u> - All students Met or Exceeded Expectations increased from 14% in 2017 to % in 2018. FARMS Met or Exceeded Expectations increased from 13.3% in 2017 to % in 2018.
Materials for instruction	Materials were purchased to meet the needs of students.	
Technology	Students utilized technology resources to increase fact and math skills knowledge.	

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		Special Education Met or Exceeded Expectations increased from 6.3% in 2017 to % in 2018.
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ATTENDANCE		
List evidence-based strategies that the school implemented.	Was the strategy implemented as planned? If not, explain why.	List the data analyzed to determine the effectiveness.
Perfect attendance awards every 9 weeks	All strategies were implemented.	2017 Grade 5 – 93.3% Special Ed – 93.2% FARMS – 93.3% 2018
Perfect attendance bulletin board		
Awards Assembly recognition		
Daily phone calls to absent student families		
Perfect attendance students receive T shirt, trophy and certificate		
Weekly Gold Dollars given to students for perfect attendance and announced on the announcements		

PROFESSIONAL DEVELOPMENT		
List evidence-based strategies that the school implemented.	Was the strategy implemented as planned? If not, explain why.	List the data analyzed to determine the effectiveness.
Box Cars and One Eyed Jacks ELA strategies with manipulatives were presented.	Teachers utilized the strategies during ELA differentiated group instruction.	Walk throughs, informal and formal observations showed that the strategies were utilized during ELA instruction.
Second Step Training	Staff completed the online training module. Classroom teachers will present Second Step	Walk throughs, informal and formal observations, and monitoring of classroom

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	lessons which help student learn how to deal with their feelings.	climate showed that the training improved behaviors.
Guided Instruction/Critical Vocabulary	Teachers were trained in strategies for Focused and Guided instruction and to implement the critical vocabulary.	Content and Language Purposes were displayed for ELA and Math.
Articulation meetings	Meetings were held to share student achievement information about incoming students from one grade level to the next.	The meetings were held and teachers felt prepared to work with the incoming students.
Grade level team meetings	Teachers met with the principal and specialists to discuss student achievement data and to plan instruction.	The meetings were held and teachers utilized the opportunity to examine data and plan instruction to impact student learning.
Book Study	Teacher participated in a study of <i>The Highly Engaged Classroom</i> by Marzano and Pickering.	The book study sessions were held. Teachers implemented some of the strategies into their instruction.

PARENT/FAMILY ENGAGEMENT	
Title I Requirements	Discussion
SHARED DECISION MAKING	
The School Improvement Plan is developed with input from parents.	<ul style="list-style-type: none"> ● Parents participated in the Title I Spring meeting during which the SIP was reviewed and input was gathered. ● During the Title I Annual Meeting, parents were invited to review the SIP and give input. ● Parents are invited to participate as members of the Leadership Team and other decision making teams.
The School Improvement Plan is available for parent review and input at any time.	<ul style="list-style-type: none"> ● The SIP is available in the school office for review and comment at any time. ● The SIP is posted on the school's website for review at any time. ● Parents are invited to comment on the SIP in school communications.

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	<ul style="list-style-type: none"> • A synopsis of the SIP was distributed to all families.
The Parent /Family Engagement Plan is developed with input from parents.	<ul style="list-style-type: none"> • Parents participated in the Title I Spring Meeting during which the Parent/Family Engagement Plan was reviewed and input was gathered. • During the Title I Annual Meeting, parents were invited to review the Parent/Family Engagement Plan and give input. • Parents are invited to participate as members of the Leadership Team and other decision making teams.
The Parent/Family Engagement Plan is distributed to all parents.	<ul style="list-style-type: none"> • A synopsis of the Parent/Family Engagement Plan was distributed to all families.
Parents are involved in decisions regarding the spending of the Parent/Family Engagement funds.	<ul style="list-style-type: none"> • Parents gave input at the Title I Spring Meeting held on April 26, 2018. • Parents gave input at the Title I Annual Meeting held on August 24, 2017. • Parents gave input at Leadership Meetings and/or Family Engagement Team meetings.
The School Parent Compact supporting instruction is developed with parents and signed by teachers, parents and students.	<ul style="list-style-type: none"> • Parents gave input at the Title I Spring Meeting held on April 26, 2018. 4 parents attended. • Parents gave input at the Title I Annual Meeting held on August 24, 2017. 319 parents attended. • Parents gave input at Leadership Meetings and/or Family Engagement Team meetings.
ANNUAL MEETING	
The school holds a meeting at least annually to inform parents of the school's role in implementing Title I, the parents' rights, and ways the school will provide for family/parental engagement.	<ul style="list-style-type: none"> • The school held its Annual Title I Meeting on August 24, 2017. 319 parents attended. The Title I power point was shared and parents were invited to comment.
BUILDING PARENTAL CAPACITY	
Provide assistance to parents in understanding the State's academic content standards and student	<ul style="list-style-type: none"> • National PTA Parent Guides to Student Success for grades K-5 were distributed to all families. • Parent Conference Day was held on October 3, 2017 with 138 parents attending.

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academic achievement standards, State and local academic assessments.	<ul style="list-style-type: none"> ● Parent Conference Day was held on February 14, 2018 with 66 parents attending. ● PARCC and MISA testing information was sent home to parents. ● The School Parent Compact was signed by teachers, parents and students.
Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	<ul style="list-style-type: none"> ● Bi-weekly parent/family volunteer workshops were held under the direction of the Family Engagement Coordinator. An average of 2 parents attended weekly. ● Books Before Bedtime was held on December 5, 2017 with 43 parents attending. ● STEM Night was held on March 14, 2018 with 32 parents and 42 students attending. ● STEM Day was held in Kindergarten on October 31, 2017 with 30 parents attending.
Educate school personnel on how to work with parents as equal partners in their child's education.	<ul style="list-style-type: none"> ● Parents/family members were invited to become members of school decision making teams. ● Parent evaluations were completed after each activity. Results were summarized and shared with staff. ● The Mid Year Parent/Family Survey was distributed and results were shared with staff. ● The Title I Parent/Family Interest Survey was distributed and results were shared with staff and at the Title I Spring Meeting.
Coordinate and integrate programs to increase parent and family engagement such as the Judy Center, and other community resources like the Health Department, Library, and 21 st Century After School Program, Lion's Club, etc.	<ul style="list-style-type: none"> ● The Allegany County Health Department offers dental sealant clinics, screenings for dental health of students, counseling services for identified students, hearing screenings, and provides health nurses at schools. ● The Department of Social Services provides coats, gloves and hats through the Safe and Snug Program. ● The Judy Center offers support to parents and children in a variety of ways including workshops, informational programs and direct services to support families of young children. ● The Lions Club offers vision screening to PreK and Kindergarten students.

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	<ul style="list-style-type: none"> ● The Allegany County Library System provides programs for students and offers library cards to families. ● Local churches provide the weekend Food Backpack Program and the Summer Lunch Box program to students. ● Frostburg State University offers student interns, and opportunities for field trips and cultural experiences. ● Faith-based partnerships offer instructional materials for students. ● Family Support Services provided information through newsletters. ● The Department of Natural Resources provides environmental education programs.
Ensure information is presented in a format and or language parents/families can understand.	<ul style="list-style-type: none"> ● ASPEN is a source for parents to get online grades for their children. ● <i>Home School Connection</i> Newsletter ● Principal monthly newsletters ● Memos, flyers, calendars ● Take Home folders ● Blackboard Connect ● Google Classroom, Class Dojo ● Circle of Friends Newsletter ● School websites ● Facebook pages
Provide full opportunities for participation of parents/families of students from diverse backgrounds.	<ul style="list-style-type: none"> ● The Family Engagement Coordinator reaches out to underserved families to invite families to attend school meetings, events or workshops.
REVIEW THE EFFECTIVENESS	
The effectiveness of the school's parent/family engagement activities will be reviewed.	<ul style="list-style-type: none"> ● Parent evaluations of activities were summarized and shared with staff to improve future events. ● The Title I Spring Meeting provides an opportunity for parents/families to share ideas and feelings about school events and information.

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

Volunteering	<ul style="list-style-type: none">● Parent Volunteer Workshops were held bi-weekly on Mondays. An average of 2 parents attended. The volunteers assisted with making classroom instructional materials and materials for parents to use at home.● Classroom volunteers assisted with Guest Readers, bulletin boards, field trips, Outdoor School for fifth graders, and classroom projects.
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