Allegany County Public Schools
2018 – 2019 School Improvement Plan

School: WEST SIDE   **Principal: Shannon Green**

INTEGRATED EDUCATIONAL FRAMEWORK
Mission, Vision, and Core Values

Mission Statement

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

Vision

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

Core Values

Together we will RESPECT, EXCEL, and INSPIRE.

A.   VISION, MISSION, CORE VALUES, AND LEADERSHIP

1. What is the role of the principal in the School Improvement Process at your school?
    At West Side, the principal is the instructional leader. She develops the leadership team agenda (with input from
    and organizes the resources for each meeting. She acts as a facilitator guiding discussions and maintaining the pac
    meeting.

2. What is the purpose of your school leadership team in the School Improvement Process?
    The school leadership team functions as the School Improvement Team. The fundamental purpose of the school l
    team is to determine the school's educational direction. This includes the school's overall educational vision, its g
    priorities, the strategies that will be used to achieve that vision and the alignment of resources to accomplish thos
    strategies. To be effective, our team had to develop a culture in which there is a shared goal for all children to achi
    levels of learning and a spirit of partnership among all stakeholders to achieve this goal.

3. Does your school improvement team (SIT) represent your entire school community, including parents/gu
    Yes, the LT/SIT encompasses a parent and a community member. Both are invited to all meetings and are able to
    majority of meetings. There is grade level representation from every grade on the School Leadership Team.

4.   What additional opportunities exist for everyone in your school community to meaningfully participate i
    decision-making processes?
    Parents and families have access to the Facebook page which includes announcements, polls, and information rela
    school events and school decisions. All school families are invited to be part of the Family and Community Engage
    Team which meets monthly. Additionally, parents are invited to review the SIP and our Title I plan and make
    comments/suggestions. Parents also serve on the Title I Committee to determine how the 1% of Title I funds are a

    The West Side PTO is an organization open to all parents and works with the LT and school administration to make
    based decisions. The Friends of CHIP parent organization is a group associated with the families of the Chinese Im
    Program students. This group supports the CHIP and gives input into programmatic decisions.

5. What is the process for developing a shared understanding and commitment to the vision, mission, and c
    values within the school and community?
    The West Side Mission, Vision, and Core Values are revisited every year during our opening staff develop
    Staff reviews progress and provides input about revisions and/or adjustment. Staff feedback is reviewed
    Leadership Team Meeting. Parents are given an opportunity to provide input on the vision, mission, and
    values during our annual Title I Back-to-School Meeting. The vision, mission, and core values are commu
    on our West Side Facebook page, school webpage, and at all family events. A parent and community
    representative are members of our Leadership Team and attend regular monthly meetings.

6. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders c
    We specifically revisited the vision, mission, and core values at our opening day staff development in Aug
    and reviewed feedback at our Leadership Team meeting in October.   Our core values, mission, and visior
    statements were reviewed. The process was shared with the total staff and they were given an opportur
    add additional information or thoughts.   Additionally, at the end of last school year, the Leadership Tean
    reviewed our vision, mission, and action plan and began the discussion of what we need to sustain and w
    work needs to occur to continue moving forward.

7. Have you adjusted the school's mission and vision to changing expectations and opportunities for the sch
    changing needs and situations of students? If so, why?
    The staff examined the alignment of our mission/vision/core values with our strategic plan. Each memb
    provided feedback on their vision for curriculum, instruction, assessment, and the environment (the mair
    that impact student learning) at West Side. Our core values, mission, and vision statements were review
    were deemed appropriate for this school as well with minimal changes required. We will do this again ir
    after our SIP is complete to ensure that there is alignment and if any changes need to be made.

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 pa experiences of school life. School climate refers to a school's social, physical, and academic environment. It refers t not limited to how the school makes people feel. Examples: Do they feel safe, welcomed, and connected?

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

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

● 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 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.

rative or bulleted form, address your school's **climate**, **culture, and inclusive community**.

ide Elementary follows the SWIFT school and an MCIE School model. In following this model, we've spent over 6 years working to c
e school climate, culture, and community where ALL students, staff, families and community partners can thrive. Using the SWIFT d
Administrative Leadership, Integrated Instructional Framework, Family and Community Engagement, and Inclusive Policy Structure
e) and features, we are constantly evaluating our practices, planning growth opportunities, and striving to create a collaborative cor
students and their success are the main focus. Through collaboration, we are able to build upon the strengths on one another to ma
vice to students and families. We work diligently to design instruction to allow all students to access Tier I instruction and we are fo
orts on designing systematic, intentional Tier II instruction to serve our at-risk learners. We use Backward Mapping to ensure the al
iculum, instruction, and assessment with a goal to make learning meaningful and connected for students. Ultimately, we view ourse
t leaders charged with creating a safe, positive, engaging learning culture built on collaboration and open communication.

West Side adopts a collaborative team mindset where all staff members play a valuable role. Paraeducators are used t
instruction and to support students in the learning process. They are valued members of our instructional team a
supporting role under the direction of the general or special education teachers. They meet in collaborative teams pl
needed.

At West Side, Monday is collaborative team planning day. Each week, on Monday, all teachers and staff that support
students have a 45-minute planning meeting. Each team uses a version of the Collaborative Team Planning book to
their plans and guide conversation to focus on what strategies or accommodations are needed for ALL students to ac
instruction. Additionally, during collaborative planning, the group plans for intentional, systematic Tier II instruction.

As a fully inclusive school, all students participate in instruction aligned to the MDCCRS. Through differentiated instruct
content pacing adjustments, and varied supports designed for student needs, all students at West Side access the grade
curriculum. A specific example would be the 4th grade classrooms, which have very diverse learners, yet all students ar
working in ELA block on a variety of reading skills associated with the book, Shiloh. Some students are in a small group
and being questioned by the teacher, some are listening to the book on tape, and some more advanced learners are wo

literature circle using the same text. All students are working on the same reading comprehension goals but in a variety to ensure that students are successful and that there is an instructional match. Designing the learning pathway that each student needs to be successful is the main goal of collaborative team planning meetings.

Paraeducators support students by providing instructional, emotional, and behavioral support for students with an disabilities. IAs provide small group instruction on pre-teaching and reteaching content under the direction of the g special educator. Additionally, they provide close adult support based on diagnosed student needs.

IAs support instruction by assisting individual students or small groups of students to enable ALL students to acc instruction. They facilitate small group reading and math groups and provide mentoring for behavioral goals under the of the general and/or special education teacher.

We are committed to continuous learning. We've seen an increase of students with severe learning and behavio enrolling at West Side. The addition of a behavior specialist at West Side has been a positive resource to support behavior needs. She has worked with staff to implement strategies for working with students with autism, anxiety, other behavior concerns. She also worked with staff to design a sensory hallway in which students could be redirec necessary by engaging in sensory activities in the hallway and then returning to class when on-task.

   C. Student and/or Staff Engagement Action Plan

Student and/or Staff Engagement Action Plan

y areas of needed improvement: is/are the issue (s) that needs ssed?	**There is adequate time for communication in my building.**
ctivities: What steps will be taken er to obtain the desired ne(s).	Quarterly survey, informal check in to see if staff is satisfied (feels like communication tools are working), notes at all team meetings and committee meetings, Sunday emails with reminders and upcoming events/activities
ve leader and team: Who is nsible and involved in the work?	Staff and administration

irces: What investments (people, nent, time, etc) will be needed to put the initiative(s) gies/activities) to achieve the d outcome(s)?	Someone responsible for taking notes and distributing them to staff
ones: What are the major events accomplishments for this?	An informal survey to see if staff is satisfied with communication in the buildin
mance Metrics: What will you ure to gauge progress on your steps and to determine if the ied goal has been met?	Quarterly survey, improvement in district survey

ne: Include dates for
nentation of action steps.

Survey- Quarterly, Minutes shared after weekly meetings, weekly emails

SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		27	27
Itinerant staff	8		8
Paraprofessionals	2	7	9
Support Staff	1	3	4
Other	2	8	10
Total Staff	14	48	60

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	201 O

Percentage of faculty who are:	100%	100%	100%	93%	93%
● Certified to teach in assigned area(s)					
● Not certified to teach in assigned area(s)	0	0	0	2	2
For those not certified, list name, grade level course				Liang Chang, Grades 4 and 5 Math and Science	Lian Char Grad 5 Ma Scie
Number of years principal has been in the building	5	6	7	8	1
Teacher Average Daily Attendance	94.4%	93.2%	95.6%	95.0%	

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	N/A	≤10	≤10	≤10
African American	13	18	≤10	18
White	339≤	314	308	330

Asian	≤10	≤10	≤10	<u><</u>10
Two or More Races	45	60	54	52
Special Education	52	58	65	51
LEP	≤10	≤10	≤10	≤10
Males	197	198	184	198
Females	202	206	200	209
Total Enrollment (Males + Females)	399	404	384	407
Farms (Oct 31 data)	69.7%	62.91%	60.84%	n/a

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

Table 4					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**

01 Intellectual Disability		06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired		14 Autism	≤10
04 Speech/Language Impaired	19	09 Specific Learning Disability	17	15 Developmental Delay	12
05 Visual Impairment		10 Multiple Disabilities	≤10		

ATTENDANCE

A	2017-2018	
School Progress Attendance Rate	**All Students AMO = 94.0%**	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All Students	94.7%	Y
Grade 00	93.8%	N
Grade 1	95.6%	Y
Grade 2	96.0%	Y
Grade 3	94.0%	Y
Grade 4	94.9%	Y
Grade 5	95.2%	Y

Complete the table and then calculate the annual change by taking difference of 2016-17 and 2017-18 and dividing by 2 2017. Represent as + or - based on increase or decrease of data.

Table 6					
Attendance Rate	**95.4 - 94.7 = -.7%**				
Subgroups – School Level Data	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**Percent of Cha**
All Students	≥95.0	94.8	95.4%	94.7%	-.7%
Hispanic/Latino of any race		93.9	95.1%	96.0%	+.9%
American Indian or Alaska Native		94.8	98.9%	93.5%	-5.4%
Asian		93.9	92.2	95.1%	+2.9%
Black or African American	≥**95.0**	93.6	95.7%	92.9%	-2.8%
Native Hawaiian or Other Pacific Islander		N/A	N/A	N/A	
White		≥95.0	95.1%	95.1%	0%
Two or more races		94.3	94.0%	93.3%	-.7%
Special Education		94.9	94.2%	93.8%	-.4%
Limited English Proficient (LEP)		N/A	N/A	N/A	
Free/Reduced Meals (FARMS)	≥95.0	94.0	94.1%	93.7%	-.4%

scribe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, espe
ecial Education, FARMS, ELL and lowest attending.
 grade levels and the aggregate met the 94% attendance goal. However, the Special Education and FARMS subgroups fell
low the target with a 93.8% and 93.7%. In addition, the Black or African American subgroup was lowest with a 92.9% atte
erage.

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scribe 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.
rgeted students will be monitored by the school counselor and parents will be contacted as absences occur. The Pupil Se
am that meets weekly will conference with parents when they reach 5, 8, and 12 unexcused absences.

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 un
absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marki
semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 t
20 days during the school year; (c) The student was in membership in a school for 91 or less days.

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

nany students were identified as habitual truants? 0

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

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
bullying/ harassment. Calculate the annual change by taking difference of 2016-17 and 2017-18 and dividing by 2016-20
Represent as + or - based on increase or decrease of data.

Table 9				
SUSPENSIONS				
	All Students			
Subgroup	**2015-2016**	**2016-2017**	**2017-2018**	**Percent Change from 2017 to 2018**
Total Referrals	160	131	158	+20.6%
All Suspensions	17	14	13	-7.6%
In School	1	4	8	+100%
Out of School	16	10	5	-50%
Sexual Harassment Offenses	1	3	0	-100%
Harassment/Bullying Offenses	9	2	5	+60%

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

To impact the number of bullying/harassment ODR's, West Side staff are providing Project Wisdom lessons monthly bas the 2017-2018 referral data and on character traits from ACPS past calendars. Guidance lessons have started regarding "Kindness" and there have been grade level challenges made for children to achieve. The beginning of the year PBIS ma review focused on respect and on thinking about taking the perspective of another to form one's behavior. As a matter process, referrals are managed through the LAP room before moving to suspension, unless otherwise dictated by ACPS guidelines. Restorative Practices are also implemented.

EARLY LEARNING
   A. Complete the chart with KRA results.

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garten Readiness Assessment

	2015-2016		**2016-2017**		**2017-2018**		**2018-2019**	
	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Perce Demonst
ge & Literature	57	51%	58	26%	61	34.4%	58	29.3%
matics	57	46%	58	38%	61	32.8%	58	34.5%
Foundations	57	74%	58	34%	61	75.4%	58	63.8%

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al Development	57	44%	58	48%	61	60.7%	58	53.4%

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

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osite Score Results

	2015-2016		2016-2017		2017-2018		2018-2019		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Change in
strated	22	52%	20	34%	28	45.9%	22	37.9%	-8.0%
aching	14	33%	23	40%	24	39.3%	22	37.9%	-1.4
ing	6	14%	15	26%	9	14.8%	14	24.1%	+9.3

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 stude begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Re Assessment. Include a discussion of the best practices your school has implemented to address the achievement gaps

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the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have be

effective. **__36_____ or _62__% of West Side's kindergarten students were determined Emerging or Approachi
Readiness by the KRA. These students are currently in one or more of the following intervention programs: Paths to L
Fundations whole group, Fundations small groups, small flex groups in all subject areas, and Tier II strategies impleme
academic and social needs.**

Describe how the school is working in collaboration with their local preschool partners (i.e., Judy Centers, Preschool Spe
Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarte
"demonstrating readiness". **Toward the end of each school year, the Kindergarten teachers meet with Pre-Kindergar
teachers from the school as well as Head Start Pre-Kindergarten teachers to review curriculum and student needs/rea
through Articulation/Transition Meetings.**

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 o
objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany
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.

a / s or 10	2015 Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	2016 Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	2017 Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	Total #	Level 1 or 2 #	%	#
ts	43	17	39.5	13	30.2	13	30.2	71	25	35.2	18	25.4	28	39.4	75	33	44	17	22.7	25	33.3	63	28	44.4	<1
Indian or tive	<10							<10	<10	100					<10							<10			
	<10							<10					<10	100	<10							<10			
frican	<10	<10	50	<10	50			<10	<10	50			<10	50	<10	<10	60	<10	40		0	<10	<10	33.3	
Latino of	<10			<10	100			<10							<10			<10	50	<10	50	<10			
vaiian or fic Islander	<10							<10							<10							<10			

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	35	15	43	<10	22.9	12	34	56	18	32.1	17	30.4	21	37.5	53	21	39.3	12	22.6	20	33.7	51	23	45.1
ore races	<10	<10	20	<10	60	<10	20	11	<10	45.5	<10	9.1	<10	45.4	15	<10	60	<10	13.3	<10	26.7	<10	<10	50
lucation	10	<10	40	<10	30	<10	30	10	<10	40	<10	30	<10	30	12	<10	58.3	<10	33.3	<10	8.3	14	10	71.4
nglish (LEP)	<10							<10							<10							<10		
uced (RMS)	28	14	50	10	35.7	<10	14.3	46	21	45.7	12	26.1	13	28.3	52	24	44.4	12	23.1	16	30.7	43	24	55.8
	24	<10	29.2	<10	37.5	<10	33.3	42	10	23.8	13	31	19	45.2	38	14	36.8	<10	15.8	18	47.4	28	10	35.7
	19	10	52.6	<10	21.1	<10	26.3	29	15	51.8	<10	17.2	<10	31	37	19	51.4	11	29.7	<10	18.9	35	18	51.4

	2015						2016						2017						20		
	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	L
7		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
s	53	26.1	49	14	26.4	13	24.5	46	<10	15.2	11	23.9	28	60.9	66	12	18.2	15	22.7	39	59.1	68	11	16.2	23
dian or ve	<10							<10						<10							<10		
	<10					<10	100	<10						<10					<10	100	<10		

ican	≤10						≤10					≤10	100	≤10			≤10	100		≤10	≤10		≤1			
tino of	≤10						≤10					≤10	100	≤10						≤10	≤10		≤1			
aiian or ic Islander	≤10						≤10							≤10						≤10						
	41	18	43.9	11	26.8	12	29.3	37	≤10	16.2	≤10	21.6	23	62.2	52	≤10	17.3	11	21.2	32	61.5	53	≤10	13.2	17		
e races	11	≤10	72.7	≤10	27.3	≤10	0	≤10	≤10	16.7	≤10	50	≤10	33.3	11	≤10	27.3	≤10	18.2	≤10	54.5	10	≤10	40	≤1		
cation	10	≤10	60	≤10	30	≤10	10	≤10	2	33.2	≤10	≤10	16.≤10	≤1≤10	50	≤10	≤10	50	≤10	≤10	≤10	50	14	≤10	28.6	≤1	
lish .EP)	≤10						≤10							≤10						≤10						
ed Meals	39	19	48.7	11	28.2	≤10	23.1	13	≤10	19.4	≤10	25.8	17	54.8	40	≤10	20	10	25	22	55	45	≤10	20	14		
	28	≤10	25.6	11	39.3	≤10	32.1	25	≤10	16	≤10	16	17	68	38	≤10	5.3	≤10	15.8	30	78.9	36	≤10	13.9	≤1		
	25	18	72	≤10	12	≤10	16	21	≤10	14.3	≤10	33.3	11	52.4	28	≤10	35.7	≤10	32.1	≤10	32.1	≤10	≤10	18.8	14		

	2015				2016				2017				20	
8	Total #	Level 1 or 2	Level 3	Level 4 or 5	Tot	Level 1 or 2	Level 3	Level 4 or 5	Total	Level 1 or 2	Level 3	Level 4 or 5	Tota	Level 1 or 2	L

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		#	%	#	%	#	%	al #	#	%	#	%	#	%	#	#	%	#	%	#	%	l #	#	%	
:s	62	16	25.8	20	32.3	26	41.9	52	26	50	14	26.9	12	23	47	10	21.3	10	21.3	27	57.4	60	≤10	15	11
ndian or ive	≤10							≤10					≤10	100	≤10							≤10			
	≤10							≤10					≤10	100	≤10							≤10			
rican	≤10	≤10	33.3	≤10	50	≤10	16.7	≤10							≤10			≤10	50	≤10	50	≤10	≤10	66.7	≤1
atino of	≤10			≤10	100			≤10							≤10					≤10	100	≤10			
aiian or c	≤10							≤10							≤10							≤10			
	51	13	25.5	16	31.4	22	43.1	51	26	50.9	14	27.5	11	21.6	37	≤10	21.6	≤10	21.6	21	56.8	47	≤10	10.6	≤1
re races	4	≤10	25	≤10	25	≤10	50	51	26	50.9	14	27.5	11	21.6	37	≤10	21.6	≤10	21.6	21	56.8	9	≤10	22.2	
ucation	11	≤10	36.4	≤10	27.3	≤10	63.6	11	≤10	81.8	≤10	≤10	≤10	18.2	≤10	≤10	40	≤10	40	≤10	20	10	≤10	40	≤1
glish (LEP)	≤10							≤10					≤10							≤10			
ced RMS)	11	≤10	36.7	≤10	54.5	≤10	9.1	35	19	54.3	≤10	25.7	≤10	20	31	≤10	32.2	≤10	19.4	15	48.9	36	≤10	16.7	≤1
	29	≤10	13.	≤10	27.	17	58.	28	10	35	≤10	35.7	≤10	28.6	31	≤10	32	≤10	19.	15	48.9	37	≤10	5.4	≤1

	8		6		6			.7							.2		4						30.
33	12	36.4	12	36.4	<10	27.2	24	16	66.7	<10	16.7	<10	16.7	23	<10	26.1	<10	30.4	10	43.5	23	<10	30.4	<1

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
   the goal be sustained?

   Yes, the identified goal was met as grade 3 was a target and grade 3 showed an increase of 7.3% of students achie
   Level 4 or 5. Level 3 scores are currently on a bubble for all grades. With the planned additional targeted instruc
   these scores should improve to 4s or 5s.

   Capacity will be sustained through targeted instruction, flexible grouping and progress monitoring (DIBELS, Rea
   Inventory and Reading Benchmarks.

Describe the gains made in focus areas.

PARCC scores in ELA increased in grades 3 and 5 for all students. Grade 3 had an increase of 7.3% of students achieving
5, while grade 5 had an increase of 9.2% of all students achieve level 4 or 5. An increase for Grade 3 performance on P
specifically noted as a goal on the 2017-2018 SIP. Comparing Grade 3 PARCC scores from 2017 to 2018, the number o
who scored a 4 or 5 school wide increased 7.3%, FARMS increased 4.2%, Special Education increased 6%. There was a
in both male and female student scores, however a performance gap between this sub groups continues to exist. Male
3 showed an improvement of 18.3% but there is a 19.9% differences between females' and males' performance in grad

Special Education students showed a gain of 20% in grade 5 and 6% in grade 3 but an overall gap still exists in perfor
Special Education students compared to Non-Special Education students.

Following the 2017 Grade 3 group into 4th grade an increase in PARCC scores was achieved school wide as well as acros
groups that were targeted. For these students, the number of children who scored a 4 or 5 on PARCC increased 16.7%
scores increased 18.2%, and Special Education increased 30.3%. Male students scoring 4 or 5 increased 18.7% whi
students increased 24.1%, however, the gender gap again remains constant.

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective
  * Small targeted group instruction
  * Posted Lesson goals with goal setting with individual students
  * Building background knowledge with real world connections

  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.
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical pro
in a text, using language that pertains to time, sequence, and cause/effect.
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying wh
version reflects specific descriptions and directions in the text. RL.4.8
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to simi
themes and topics.
Implement data from the DMRS in the Goal Planning Process. Literary Text: Grade 3-37% met or exceeded, Grade 4-59
Grade 5-59%, Informational Text- Grade 3- 40% met or exceeded, Grade 4-49%, Grade 5-60%.
Use the ACPS Goal Planning Process
Please include the following:Describe the gains made in focus areas.
  ● What is the issue?

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A gender gap exists in ELA has females are outperforming males at each grade level.

A gap exists between Spec. Ed. and Non Spec. Ed. students at all grades levels as well.

The goal is for all students to continue to show growth, however Spec. Ed. and Males students will be targeted for increased growth to close the gap.

- What data support the need for a resolution to the identified issue?
  19.9% gap between males and females at Level 4 or 5 in Grade 3, 23.5% gap between males and females at Leve grade 4, and 37.9% gap between males and females at Level 4 or 5 in Grade 5.
  26.3% gap in grade 3 between Spec. Ed. and Non-Spec. Ed. students achieving at Level 4 or 5, 24.4% gap in grad 26.6% gap in grade 5.

- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
  Our identified goal aligns with an initiative of the ACPS to improve the achievement level of all students, includi students with special needs.

- What is currently preventing the identified goal from being attained?
  Instruction occurring at lower level of Bloom's taxonomy for Spec. Ed. students, for example recall of facts and t of basic concepts. Instruction needs to extend to the higher level for these students as well to the evaluation, analy creating level. ELA instruction is often geared toward the interests and learning styles of female students.

- What outcome(s) will determine the identified goal has been met?
  PARCC scores for the Spec. Ed. and Male subgroup will show an increase in performance at Levels 4 and 5, whil showing a decrease in the gap between gender and non special education students.

- What resources are not currently available to meet the identified goal?
  Teachers lack time to thoroughly assess all at-risk students. More resources are needed for small group and flex g instruction that present higher level thinking skills and promote the interests of male students in ELA.

- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
  Mrs. Rollins will work with grade level teams/individual teachers to assist with develop an instructional Tier II pl small group instruction.   Time will given in grade level team meetings to analyze data for special education stude male students in ELA to plan instruction based on formative assessments. Guest readers will be invited into class and will include male role models reading to students to promote reading among male students. Resources will be

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for classroom libraries to include a variety of genres including magazines, how to books, novels by interest, and n
fiction.

- How will implementation be monitored to reach the identified goal?
Teachers will progress monitor students every 3 weeks and data will be analyzed by subgroup. Mrs. Rollins will
data and meet with teachers to make any instructional changes.

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 strategie
   last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strat
   each UDL principle/mode that will be used consistently during instruction to reduce barriers to learnin
   provide positive academic outcomes for all students.

able 13	
DL Principle/Mode	**Representation – This is how the teacher presents the information.**
eans of Representation: oviding the learner rious ways of acquiring formation and knowledge.	● Goal Setting with Individual Students ● Small Group, Targeted Instruction ● Incorporate Technology (Hardware and Software) ● Posted Lesson Goals- Visual Anchor Charts- Progression Ladder ● Equitable Instruction

eans for Expressions: *oviding the learner* *ternatives for* *monstrating their* *owledge and skills (what* *ey know)*	**Expression/Action- This is how the student will demonstrate their knowledge.**
	● Varied Activities Aligned to Common Standard ● Project-Based Assessments ● Multiple Options for Turning in Assignments ● Self Selected Options- Choice Boards
eans for Engagement: *p into learners interests,* *allenge them* *propriately, and motivate* *em to learn.*	**Multiple Options for Engagement**
	● Individual Student Goals- Student Responsible for Learning ● Provide On-going, Relevant Feedback ● Intrinsic Incentives for Achieving Goals ● Collaborative Learning ● Real-World Connections ● Build Background Knowledge Prior to Beginning Instruction ● Incorporate Technology

B. MATHEMATICS

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)

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

or	2015 Total #	2015 Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	2016 Tot al #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	2017 Tota l #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	20 Tot al #	Level 1 or 2 #	%	#
ts	43	15	34.9	16	37.2	12	27.9	71	22	31	17	23.9	32	45.1	75	26	34.7	23	30.7	26	34.7	63	26	41.3	12
ndian or ive	<10							<10			<10	100			0							<10			
	<10							<10					<10	100	0							<10			
frican	<10	<10	50			<10	50	<10	<10	50			<10	50	<10	<10	40	<10	40	<10	20	<10	<10	33.3	
atino of	<10			<10	100			<10							<10	<10	50			<10	50	<10			
aiian or c Islander	<10							<10							<10							<10			
	35	13	37.1	13	37.1	<10	25.8	56	19	33.2	12	21.4	25	44.6	53	13	24.5	18	34	22	41.5	51	21	41.2	<1
re races	<10	<10	0	<10	60	<10	40	11	<10	18.2	<10	27.3	<10	54.6	15	<10	66.7	<10	20	<10	13.3	<10	<10	50	<1
ucation	<10	<10	60	<10	20	<10	20	10	5	50	2	20	3	30	12	8	66.6	2	16.7	2	16.7	14	8	57.2	3

glish (LEP)	<10							<10							<10							<10		
ced (RMS)	<10	<10	60	<10	20	<10	20	46	17	37	14	30.4		15	32.6	52	19	36.5	18	34.6	15	28.8	43	22	51.2	<1
	24	<10	25	<10	33.3	<10	41.7	42	10	23.8	10	23.8	14	52.4	38	<10	21.1	14	36.8	16	42.1	28	11	39.3	<1
	19	<10	47.3	<10	42.1	<10	10.5	29	12	41.4	<10	24.1	<10	34.4	37	18	48.6	<10	24.3	<10	27	35	15	43.4	<1

	2015						2016						2017						201		
	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	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#
	53	30	56.6	18	34	5	9.4	46	7	15.2	11	23.9	28	60.9	66	21	32.8	16	24.2	29	44	68	16	23.5	19	9
dian or e	<10							<10							<10							<10		
	<10					<10	100	0							<10					<10	100	<10		
can	<10							<10	<10	50			<10	50	<10			<10	100			<10	<10	33.3	2	6	7
:ino of	<10							<10					<10	100	<10							<10	<10	50

aiian or c Islander	<10							<10							<10							<10			
	41	20	48.8	17	41.5	<10	9.8	37	<10	13.5	11	29.7	21	56.8	52	18	34.7	9	17.3	25	48.1	53	11	20.8	12	2 6
e races	11	<10	90.9	<10	9.1			<10	<10	16.7			<10	83.3	11	<10	27.3	<10	45.5	<10	27.3	10	<10	30	<10	5
ation	<10	<10	70	<10	30			<10	<10	33.3	<10	33.3	<10	33.3	8	5	62.5	<10	12.5	<10	25	14	<10	50	<10	4
ish (EP)	<10							<10							<10							<10			
ed Meals	39	23	58.9	13	33.3	<10	7.7	31	<10	19.4	<10	25.8	17	54.8	40	16	40	12	30	12	30	45	11	24.4	13	2 9
	28	13	46.4	12	42.9	<10	10.7	25	<10	12	<10	20	17	68	38	8	21.1	<10	23.7	21	55.3	36	<10	22.2	11	3 6
	25	17	68	<10	24	<10	<10	21	<10	19	<10	28.6	11	52.4	28	13	46.4	<10	25	<10	28.5	32	<10	25	<10	2

		2015							2016							2017							201		
			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Le
3	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Tota l #	#	%	#

30

s	62	29	46.8	23	37.1	10	16.1	51	24	47.1	18	35.3	<10	17.7	47	14	29.8	16	34	17	36.1	60	15	25	13	2 7
dian or ve	<10							<10							<10							<10				
	<10							<10					<10	100	<10							<10				
ican	<10	<10	66.7	<10	33.3			<10							<10	<10	50	<10	50			<10	<10	33.3	<10	3 3
tino of	<10			<10	100			<10							<10					<10	100	<10				
aiian or ic Islander	<10							<10							<10							<10				
	51	23	45.1	19	37.3	<10	27.7	50	24	48	18	36	<10	16	37	10	27	15	40.5	12	32.4	47	12	25.6	11	2 4
e races	<10	<10	50	<10	25	<10	25	<10							<10	<10	42.9			<10	57.1	<10	<10	22.2	<10	1 1
cation	11	<10	63.6	<10	27.3	<10	9.1	11	<10	72.8	<10	18.2	<10	9.1	<10	<10	100					<10	<10	60	<10	2
lish .EP)	<10							<10							<10							<10				
ed Meals	42	21	60	17	40.5	<10	9.6	35	19	54.3	11	31.4	<10	14.3	31	12	38.7	<10	29	<10	32.2	36	<10	27.8	<10	2
	29	14	48.2	11	37.9	<10	13.7	28	11	39.3	11	39.3	<10	21.5	24	<10	25	<10	29.2	11	45.8	37	<10	18.9	<10	2 3
	33	15	45.5	12	36.4	<10	18.2	23	13	56.5	<10	30.4	<10	13	23	<10	34.7	<10	39.1	<10	26	23	<10	34.7	<10	1 4

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.**

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

Were the identified goal(s) met? If so, how will the goal be sustained?
 ○ The identified goal to decrease PARCC scores in levels 1 and 2 for grades 3-5 was met in grades 4 and 5 and ɪ grade 3.
 ○ The identified goal to improve PARCC scores for third grade to increase their level 3, 4, and 5s was not met 2016/2017 PARCC scores showed 64% of students with a level 3, 4. Or 5. PARCC data from 2017/2018 show students with a level 3, 4. or 5.
 ○ Continue to utilize flex grouping during math instruction.
 ○ Use formal and informal data to determine flex groupings on a continual basis.
 ○ Consistently use Imagine Math data to determine individualized support needed on a continual basis.

Describe the gains made in focus areas.
 ○ The identified goal to improve PARCC scores on levels 1 and 2 in grades 4 and 5 was improved by a decrease i performing at those levels. Grade 4 students had 32.8% of students at a level 1 or 2 on the 2016/2017 PARCC te 2017/2018 PARCC test, grade 4 had 23.5% of students at a level 1 or 2. Grade 5 students had 29.8% of students a or 2 on the 2016/2017 PARCC test. On the 2017/2018 PARCC test, grade 5 had 25% of students at a level 1 or 2.

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?
 ○ 6.1 Guide appropriate goal-setting - differentiating instruction during flex groupings
 ○ 6.4 Enhance capacity for monitoring progress - variety of formal/informal assessments

Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.
  ○ We believe the root cause of the underlying negative symptom for our achievement gap is a lack of purposeful, co
    focus on differentiating instruction based on student assessments.
Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.
  ○ Grade 3 - **3.OA.A.1** - Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects i
    groups of 7 objects each; **3.OA.A.3** - Use multiplication and division within 100 to solve word problems in si
    involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a syr
    the unknown number to represent the problem; **3.OA.C.7 -** Fluently multiply and divide within 100, using str
    such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5$
    properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers
  ○ Grade 4 - **4.NF.4c** - Solve word problems involving multiplication of a fraction by a whole number, e.g., by u
    visual fraction models and equations to represent the problem; **4.OA.1-1**- Interpret a multiplication equation a
    comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.
    Represent verbal statements of multiplicative comparisons as multiplication equations.
  ○ Grade 5 - **5.G.3** - Understand that attributes belonging to a category of two-dimensional figures also belong to
    subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, s
    squares have four right angles; **5.NBT.5** - Fluently multiply multi-digit whole numbers using the standard alg

Implement data from the DMRS in the Goal Planning Process.
  ○ Grade 3 (63 students) - 42% at Level 1 or 2; 19% at Level 3; 39% at Level 4 or 5
    ■ Average score 740
  ○ Grade 4 (68 students) - 24% at Level 1 or 2; 28% at Level 3; 44% at Level 4 or 5
    ■ Average score 744
  ○ Grade 5 (60 students) - 25% at Level 1 or 2; 22% at Level 3; 53% at Level 4 or 5
    ■ Average score 749
Use the ACPS Goal Planning Process
Please include the following:
  ● What is the issue?

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- ○ The issue is the gap between Spec. Ed. students in grades 3, 4, and 5 as well as a gap between FARMS/No FARMS students in grade 3.
- What data support the need for a resolution to the identified issue?
  - ○ PARCC data reveals that we have a 14.1% gap between FARMS/Non-FARMS in grade 3, Special Educat Special Education in grades 3, 4, and 5, and an 8.8% gap between males/females in grades 5. Additionally math benchmarks show similar performance gaps.
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
  - ○ Our identified goal aligns with an initiative of the ACPS to improve the achievement level of all students, students with special needs.
- What is currently preventing the identified goal from being attained?
  - ○ While there is an implementation of teaching practices and a common curriculum throughout the grades in mathematics, there is not a consistent and purposeful focus on differentiating instruction. Purposeful and groupings of students is not consistently used preventing a deeper understanding of conceptual knowledge
- What outcome(s) will determine the identified goal has been met?
  - ○ The percentage of all students in grades 3-5 taking PARCC will decrease in Level 1 and Level 2, and there an increase in the percentage of all third grade students at Level 3 and above.
  - ○ The percentage of all FARMS students in grade 3 will decrease in levels 1 and 2 in grade 3..
  - ○ The percentage of all Special Education students will decrease in levels 1 and 2 in grades 3, 4, and 5.
  - ○ The percentage of males in grade 5 will decrease in levels 1 and 2.
- What resources are not currently available to meet the identified goal?
  - ○ Time for teachers to meet with personnel to discuss flexible groupings. Time for grade levels to meet with personnel to discuss and understand the progressions.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
  - ○ Prior to November 30, 2018, professional develop will occur with the math specialist to discuss flexible gr During this PD, teachers will have time to look at progressions documents.
    Within two weeks, at Thursday data meetings, teachers will have a plan for differentiation of math groups.
- How will implementation be monitored to reach the identified goal?

The implementation will be monitored by grade level team members and administration. Tier II walk through dat used and math benchmarks will be analyzed at quarterly data meetings.

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 strategie last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strat each UDL principle/mode that will be used consistently during instruction to reduce barriers to learnin provide positive academic outcomes for all students.

able 15	
DL Principle/Mode	**Representation –How the teacher presents the information.**
eans of Representation: oviding the learner rious ways of acquiring formation and knowledge.	1.3 Offer alternatives for visual information - Google slides, manipulatives, speaking during focused i 2.1 Clarify vocabulary and symbols - utilize math vocabulary word cards with visuals and explanation 3.3 Guide information processing, visualization, and manipulation - GRR model of teaching
eans for Expressions: oviding the learner ternatives for monstrating their owledge and skills (what ey know).	**Expression/Action- How the students demonstrates their knowledge.** 5.2 Use multiple tools for construction and composition - manipulatives, whiteboards, place value chi unifix cubes, etc… 6.1 Guide appropriate goal-setting - differentiating instruction during flex groupings 6.4 Enhance capacity for monitoring progress - variety of formal/informal assessments

...eans for Engagement: *...o into learners interests, ...allenge them ...propriately, and motivate ...em to learn.*	**Multiple Options for Engagement**
	7.1 Optimize individual choice and autonomy - student self-selected 8.3 Foster collaboration and community - GRR model of teaching 8.4 Increase mastery-oriented feedback - specific feedback related to the concept

C. SCIENCE

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

Administrative Leadership

PRINCIPAL'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and ba...
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 is to increase the reading proficiency of male students by grade 3. An area of focus continues to be maki... progress towards increasing the academic performance of males as compared to females in ELA. Therefore, male students... primary grades (K-3) indicating an intensive and strategic need on the fall DiBELS reading benchmark will be targeted by thi... a goal of increasing reading proficiency levels for this subgroup of students.

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

PARCC scores in ELA increased in grades 3 and 5 for all students. Grade 3 had an increase of 7.3% of students Level 4 or 5. An increase for Grade 3 performance on PARCC was specifically noted as a goal on the 2017-2018 S was an increase in both male and female student scores, however a performance gap between this sub groups to exist. Males in grade 3 showed an improvement of 18.3% but there is a 19.9% differences between fem males' performance in grade 3 ELA.

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
    This SLO is aligned to the School Improvement Goal of targeting male students in the area of ELA to increase ach by grade 3 and beyond. The School Leadership team used the ACPS goal planning process to determine the need SLO was written based upon this need.

4. Describe what evidence will be used to determine student growth for the SLO.
    DiBELS scores from the September DiBELS assessment will be used to identify the male students in grades K-3 at Intensive and Strategic level according to this initial benchmark. Progress monitoring will occur every 3 weeks a growth will be determined based on the spring DiBELS data collection in May.

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 of this SLO is for students to develop a deeper conceptual knowledge of mathematics in order the achievement gap of all subgroups. This SLO will target students in grades 3, 4, and 5 who have performed at basic achievement on the Imagine Math beginning of the year assessments in order to promote growth to the n achievement level or beyond for these students.

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

Imagine Math assessments have been chosen as a data indicator for this SLO because there is a correlation betw performance levels using Imagine Math and on the PARCC math assessment. PARCC data indicates that Grade 3 students) achieved 42% at Level 1 or 2; 19% at Level 3; 39% at Level 4 or Level 5; Grade 4 (68 students) achieved Level 1 or 2, 28% at Level 3, 44% at Level 4 or 5; and Grade 5 students (60 students) achieved 25% at Level 1 or 2 Level 3, 53% at Level 4 or 5.

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
   The School Leadership team used the ACPS goal planning process to determine the need for deeper conceptual understanding across all subgroups and the SLO was written based upon this need.

4. Describe what evidence will be used to determine student growth for the SLO.
   Imagine Math end of the year assessment scores will be used to determine student growth or progress.

MULTI-TIERED SYSTEM OF SUPPORT

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

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

The priority at West Side for 2018-19 is to maintain tier I reading instruction and identify systematic instruction for tier II f groups.

a. **How will the priority/ priorities be addressed?** Our goal is to vary focuses and systems as we address the tier II instruction priority. Teachers will identify 2 challenging, at risk students in their ELA classroom. They will administe the Next Step GRA to both students. Working collaboratively with their grade level team, administrators, and Jaym Golliday, they will design systematic, intentional, research based tier II instruction. Teachers will progress monitor students every 3 weeks and make instructional adjustment as needed.

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

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

POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS
ding to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-b ns 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.

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

West Side began as a PBIS implementing school in 2000 - 2001. The three school-wide rules are "Be Safe, Be Respectful,
Responsible." These support our school core values of "Respect, Excel, and Inspire." The PBIS team is composed of tea
from each grade level (K - 5), administration, special educator, IA's, school psychologist, and coach. Monthly meetings a
on the 2nd Tuesday of each month. As per PBIS guidelines, behavior matrixes and posters with the three school rules ar
in every classroom and throughout the school building. School began with a school-wide instructional review of all expe
in every area of the building to review the posted matrixes. This same procedure will be repeated in January. Additional
are booster activities planned for each quarter to reinforce the school rules. Children are recognized daily by all staff wh
give verbal acknowledgement for observed positive behavior as well as providing a PAW coupon. These coupons are use
weekly classroom draw, with PAW prizes and PAW Pick buttons given in recognition. A schedule for teaching Project W
lessons on a monthly basis is being implemented all school year. The selected lessons were chosen based on the behav
needs as identified through data analysis with a heavy emphasis on respect. Guidance lessons support the concepts of
and empathy. The latest version of the research based curriculum "Second Step" was purchased for use in grades K - 2.

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

Using the data generated by SRSS behavior screening done 3 times yearly, children are assigned to one of several Ti

options for support as determined by the Tier II team (1) A modified Check In Check Out program where the target g
specific for each child and there is an individual coach assigned and the typical point/smiley face chart is maintained
daily basis. Specific criteria are in place for enrollment and dismissal. (2) ICT referrals in cases where low academics
cited as part of the SRSS data. (3) Referral to social skills groups conducted by the school counselor.

ON XIII; Title I Schools
PARENT/FAMILY ENGAGEMENT

/Community Engagement Needs

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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 infor from the Title I Parent Interest Survey.

West Side celebrates having a strong parent/family and community engagement program! Delsie Fazenbaker, our family engagement coordinator, facilitates volunteer workshops twice weekly, on Tuesdays and Wednesdays. She has a core gr volunteers who attend regularly, and they work to provide support to classroom teachers and to prepare packets for pre-k kindergarten orientation. The school also offers opportunities to volunteer by participating in decision making teams, Ou School, field trips, holiday events, Lego Team, community dinners, and more.

Welcoming activities are very successful at our school. Last year, 112 adults attended our Back to School Open House, more attended our holiday Open House, and 368 attended our Special School Skate! We also offered parent training sess build capacity for parents helping their children with academics at home. 31 adults attended Family Math Day. 6 adults a the PARCC event. We enjoyed a strong partnership with Grace Baptist Church and collaborated with them for Commun Dinners with special presentations (topics selected from parent surveys). Our school resource officer presented informati opioid crisis at the October dinner, and Health, Safety, and Education community resources were offered at the May mee and 65 people signed up to attend these events.

In 2018-2019, we are looking forward to improving our parent, family, and community plan even more! In addition to co our successful partnership with Grace Baptist, we will be collaborating more with the Allegany County Library on Washi Street, as suggested by parent/library employee, Jennifer Howell, at the Title I Spring Meeting. Together, we held "Supe READ Night" in October and will offer "Books at Bedtime" in November. The school, library, and church will be planni implementing activities to benefit all 3! For example, in response to parent interest, we are bringing back a science fair ev improving it by incorporating STEM, ASPEN training for parents and community connections such as makerspaces from library and dinner with the church. We are thrilled with these initiatives! Also, we will be offering monthly parent suppo meetings which will be facilitated by our school counselor.

Our Friends of CHIP (Chinese Immersion Program) will be inviting parents and families of all West Side students to cele Chinese New Year! This will allow for cross-cultural experiences with multiple stations and performances for all!

Great things are happening at West Side!

Parent Advisory/ Title I Parent Committee 2018-2019

	Grade Level	

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Allegany County Public Schools
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Name	Representation	Position
Tammy Fraley	3	PAC Representative
		PAC Alternate
Sydney Sibley		School Counselor, Family Involvement Team Chair
Erica Weedon	1	Parent
Tammy Fraley	3	Parent, Chinese Immersion Program
Kimberly Hayes	4	IA, Grandparent
Jennifer Howell	1 & 4	Parent, Community Representative, Allegany County Library
Heather Meager	4	Parent
Kim McKay	Prek, k, 3, 4	Parent
Sharon Marshall	4	Parent
Wendy Jones	2	Parent
Kimberly Hayes	5	Parent
Rev. Keith Aquila		Community Representative, Grace Baptist Church
Joy Aquila		Community Representative, Grace Baptist Church
Shannon Green		Principal

Shannon Imes		Assistant Principal
Delsie Fazenbaker		Family Engagement Coordinator

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

WEST SIDE'S PARENT/FAMILY ENGAGEMENT PLAN

Expectations

hoolwide Title I school, West Side's Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Part A, Ever ds Act (ESSA) of 2015.

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

I   – Shared decision-making opportunities

II   – Annual meeting to explain the schoolwide Title I program

III – Opportunities to build and increase understanding, communication, and support between home and school

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

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

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...ide accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent/Family Engagemen...

...'s Parent/Family Engagement Plan.

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

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

Action Plan

...e I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you ... for more informatio...
Shared Decision Making ➢ The School Improvement Plan (SIP)is developed with input from parents	Parent representatives on SIT and other decision - making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.	Spring Meeting, May 31, 2018 Family Involvement Team Meeting, November 7, 2018	Shannon Green, pri... Shannon Imes, assis... principal Sydney Sibley, scho... counselor
➢ The SIP is available for parent review and input at any time	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.	Seasonal Newsletter, winter Ongoing	Shannon Imes, assis... principal
➢ The Parent Involvement Plan,	A committee that includes at least one parent	Spring	Shannon Green, pri...

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including budget, is developed with input from parents.	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. Parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.	Meeting, May 31, 2018 Annual Meeting, August 27, 2018 Family Involvement Team Meeting, November 7, 2018	Shannon Imes, assis principal Sydney Sibley, scho counselor Laura Michael, Title Support Specialist
➢ The Parent/Family Engagement Plan is distributed to all parents.	A summary of the Parent Involvement Plan is distributed to all families after the Central Office has approved the SIP.	Winter Newsletter	Shannon Imes, assis principal
➢ With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.	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 Parent-School Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. 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.	Spring Meeting, May 31, 2018 Annual Meeting, August 27, 2018	Shannon Green, pri Shannon Imes, assis principal Laura Michael, Title Support Specialist
Annual Meeting ➢ Schools hold parent meetings at least annually to inform parents	The school held its Annual Title I meeting during Back to School Teacher Meet and Greet. A	Monday, August 27,	Shannon Green, pri Shannon Imes, assis

of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental/family engagement.	powerpoint presentation was shared to inform parents/family members of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental/family engagement.	2018	principal Laura Michael, Title Support Specialist
Building Parental Capacity ➢ Provide assistance to parent in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.	● Back to School Teacher Meet and Greet/Annual Title I Meeting ● Super Families READ Night ● Books for Bedtime ● Science Fair/STEM (includes PARCC, ASPEN, and online resources training) ● Chinese New Year Celebration	August 27, 2018 September 26, 2018 November 8, 2018 TBD	Shannon Green, pri Shannon Imes, assis principal Sydney Sible, schoo counselor, Family Involvement Team (Friends of CHIP (Chi Immersion Program
➢ Provide materials and parent trainings/workshops to help parent improve their children's academic achievement.	● Weekly Volunteer Workshop ● Back to School Teacher Meet and Greet/Annual Title I Meeting ● Super Families READ Night ● Books for Bedtime ● Science Fair/STEM (includes PARCC, ASPEN, and online resources training) ● Chinese New Year Celebration	Tuesdays and Wednesdays August 27, 2018 September 26, 2018 November 8, 2018 TBD January 2019 March 2019	Delsie Fazenbaker, f engagement coordi Shannon Green, pri Shannon Imes, assis principal Laura Michael, Title Support Specialist Sydney Sibley, schoo counselor, Family Involvement Team (Friends of CHIP (Chi Immersion Program Laura Michael, Title
➢ Educate school personnel on how to work with parents as equal partners in their child's	Information on working with parents as equal partners will be shared with teachers by email prior to March 4th parent teacher conference day.		Support Specialist Shannon Green, pri Shannon Imes, assis

education.			principal
➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After-School Program, Head Start, etc.	Allegany County Library partners with West Side for "Super Families READ" and Holiday Events. The Allegany County Health Department provides clinics for flu mist and dental sealants. Head Start teachers meet with prek teachers for transition meetings. Chinese Immersion Program collaborates in all areas of the school.	September 26, 2018, TBD November 2018 Spring Ongoing	Jennifer Howell, Lib Shannon Green, prir Shannon Imes, assis principal Sydney Sibley, scho counselor, family involvement team c
➤ Ensure information is presented in a format and/or language parents can understand.	Memos, school newsletters, fliers, calendars, Recipes for Success newsletters, Parent Facebook page	School newsletters-seasonal	Shannon Green, pri Shannon Imes, assis principal Morgan Moorehead secretary Tammy Fraley, pare volunteer
➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.	Staff work to address accessibility barriers in the school by thoughtfully planning events so all parents and family members can attend.	ongoing	All staff
Review the Effectiveness ➤ The effectiveness of the school's parental/family engagement activities will be reviewed.	The effectiveness of the school's parental/family engagement activities is reviewed at Family Involvement Team Meetings using information from parent evaluation summaries. The plan is also reviewed during spring Title I meeting, and Title I Mid-Year and Parent Interest Surveys are used to	Ongoing November 7, 2018 May 31, 2018 Mid-Year Spring	Shannon Green, pri Shannon Imes, assis principal Sydney Sibley, scho counselor, family involvement team c

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	gather parent input on the plan.		Laura Michael, Title support specialist
Joyce Epstein's Third Type of ent Involvement ➢ Volunteering	● Weekly volunteer workshops ● Decision-making teams ● Grade 5 Outdoor School ● Guest Readers	ongoing	Delsie Fazenbaker, f engagement coordir Sydney Sibley, schoc counselor, family involvement team c Grade 5 teachers

n XIV.

ssional Community for Teachers and Staff- Standard 7

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

Professional Learning Title: Growth Mindset- Book Study, *"The Growth Mindset Coach: A Teacher's Month by Month Handbook for Empoweri*
to Achieve by Annie Brock

Date (s): August 2018-May 2019

Location and Time: Grade level planning times- Conference Room, faculty meetings

Intended Audience: Pre-K through 5th grade teachers/full staff

What changes are expected to occur in the classroom as a result of this professional learning? Strategies to instill the concept of perse and determination in the minds of students will occur as a result of this professional learning. Teachers will motivate students that anyo achieve academic success with hard work over time and the "not yet" mindset to work toward the goal of mastery of concepts at a dee

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
Participants will attain strategies for activities that foster a positive mindset especially when concepts become more difficult for student give up and to keep working toward meeting their goals.

How will you measure the implementation of the the knowledge and skills in the classroom?
Implementation will be measured by classroom observations and walk throughs.

Professional Learning Title: Differentiated/Small Group instruction

Date (s):   Monthly- September 2018-June 2019

Location and Time: Grade level team meeting times, Conference room

Intended Audience: K-5 Teachers

What changes are expected to occur in the classroom as a result of this professional learning?
Methods for developing purposeful, differentiated instruction during flexible groups will be presented and explored so that data is used frequently to drive instruction.

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

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Participants will be given support in using DiBELS data, benchmark data, and other formative assessments to form flexible groupings.
Strategies for guided, collaborative, and independent instruction will also be reviewed.

How will you measure the implementation of the the knowledge and skills in the classroom?
Progress on DiBELS assessments, benchmarks, and other assessments will be used to measure implementation of differentiated sma
instruction.

Professional Learning Title: Imagine Math Coaching and Support

Date (s): 8 hours/month   Consultant Follow-Up/Support on Nov. 14th from 12:15-2:15

Location and Time: West Side, Weekly

Intended Audience: Grades 3, 4, and 5 math teachers

What changes are expected to occur in the classroom as a result of this professional learning?
Teachers will improve their instructional delivery of Imagine Math as well as their ability to design Tier II instruction for students. Stude
learning will ultimately increase.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
How to utilize Imagine Math for small group and individualized instruction as well as formative assessment pieces of the program.

How will you measure the implementation of the the knowledge and skills in the classroom?
Math benchmarks and Imagine Math progress reports, PARCC math scores

ₐ XV.
₃ement Plan

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How will the plan be shared with the faculty and staff?

Once approved, the plan will be shared during a faculty meeting with the entire staff. Additionally, the staff has had input via their LT during the development of the plan.

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

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

How will the SIP be revised based on student progress and the method(s) used to measure student progress?

The LT will use all data sources as measures of student learning success. Progress monitoring data will be reviewed every 3 weeks to ensure that student progress is on target to meet or exceed the goal. If progress is not on target, the instructional plan will be revised. Data sources will inform instruction as often as possible. Our goal is to have leading data that can provide us with quality indicators of student achievement that can be used to inform instruction.

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

Teachers will be responsible for gathering benchmark and progress monitoring data. Progress monitoring data will be analyzed by teachers and grade level teams every 3 weeks. Data will be used to inform instruction and determine resources. Benchmark data will reviewed.

How will the initial plan be shared with parents and community members?

The plan will be shared at parent activities throughout the school year including the monthly Family and Community Engagement Meeting. Highlights will be shared on the West Side Facebook page and school website. Parents will be invited to review and comment on the SIP.

How will revisions to the SIP be presented to the staff, parents, and community?

Adjustments to instructional activities, groupings, staff scheduling, and other elements of instruction will be made as needed. The SIP

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work in progress. SIP revisions will be shared during a faculty meeting and/or grade level team meetings. Revisions will be shared w parents and community members during the monthly Family and Community Engagement meetings.

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

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

List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.

September-November, 2018: Data Analysis and Plan Development

November 28, 2018- Submit Plan

December 2018- SIP Review

January 3-11, 2019- Complete edits or adjustments to the plan

January 14, 2018- Share SIP at faculty meeting

January 22, 2018- Send home SIP highlights to parents; share on Facebook

The SIP will be monitored at all LT meetings which are held the 3rd Friday of each month. Additionally, the plan will be monitored at quarterly data meetings and various grade level team meetings throughout the year.

Allegany County Public Schools
2018 – 2019 School Improvement Plan

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

(Print and Sign)	Affiliation/Title
on Green	Principal
on Imes	Assistant Principal
e Rowley	Kindergarten Teacher
y Ditto	Grade 1 Teacher
Strozykowski	Grade 2 Teacher
Hughes	Grade 3 Teacher
er	Grade 2 &3 Teacher
Eberly	Grade 4 & 5 ELA Teacher
tte Milburn	Grade 4 & 5 Math Teacher
Kalbaugh	Grade 4 & 5 ELA Teacher
Miller	Media Specialist
y Sibley	Counselor
Klink	Spec. Education Teacher
umburg	Speech Teacher
y Fraley	Parent

| Aguila | Community Member |
| Michael | Title I Specialist |

Components Link: https://docs.google.com/document/d/1u9Mz2B098q3hxcNzszgef8qKBvC1JiMZhpivgj_8sxM/edit