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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.

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Core Values-

Together we will RESPECT, EXCEL, and INSPIRE.

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

nt and Sign)	Affiliation/Title
uart	Principal
nes	Assistant Principal
erguson	Counselor/ Chair Family Engagement Team
ael	Title I Specialist
wley	Kindergarten
uid	Grade 1
zykowski	Grade 2
	Grades 2/3
Milburn	Grades 4/5, Math Team Chair

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ough	Grades 4/5, Reading Team Chair
ly	Grades 4/5
urg	SPL, SEF, Behavior Team Chair
inkenberry	Special Educator
<	Special Educator
aley	Parent
la	Community Member

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

The West Side Mission, Vision, and Core Values are revisited every year during our opening staff development. Staff progress and provides input about revisions and/or adjustment. Staff feedback is reviewed at the Leadership Team Meeting.

Parents are given an opportunity to provide input on the vision, mission, and core values during our annual Title I Back-to-School Meeting. The vision, mission, and core values are communicated on our West Side Facebook page and at all family events. A parent and community representative are members of our Leadership Team and attend regular monthly meetings.

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

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We specifically revisited the vision, mission, and core values at our opening day staff development in August, 2017 and viewed feedback at our Leadership Team meeting in October. Our core values, mission, and vision statements were reviewed and edited. The process was shared with the total staff and they were given an opportunity to add additional information or thoughts. Our SWIFT/SIT Action Plan includes priorities and practices that align with our core values, mission, and vision statements. Additionally, at the end of last school year, the Leadership Team reviewed our vision, mission, and action plan and began the discussion of what we need to sustain and what new work needs to occur to continue moving forward.

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

The staff examined the alignment of our mission/vision/core values with our strategic plan. Each member provided feedback on their vision for curriculum, instruction, assessment, and the environment (the main things that impact student learning) at the meeting. Our core values, mission, and vision statements were reviewed and edited. We will do this again in January after our plan is complete to ensure that there is alignment.

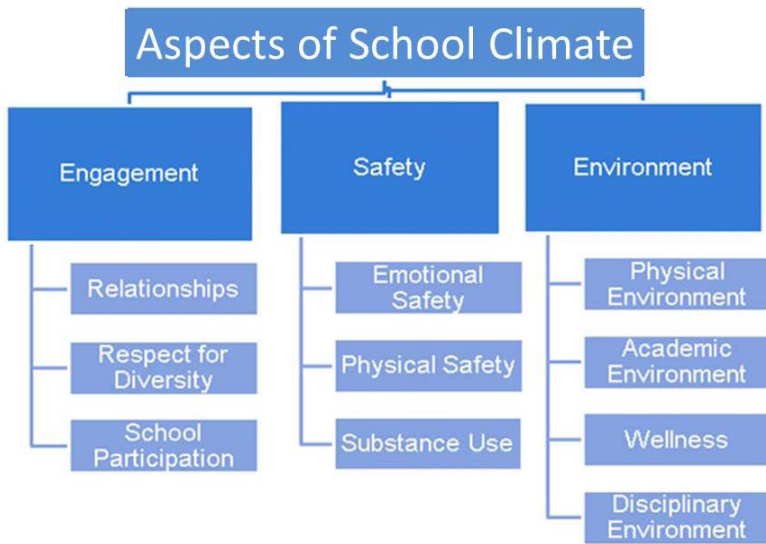
Culture, Climate, and Inclusive Community

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 in school life. School climate refers to a school's social, physical, and academic environment. How does it make people feel? Safe? Welcoming? Connected?

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

School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure. The 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 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.

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- 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, 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 bullet form, address your school's **climate, culture, and inclusive community**. (Refer to Professional Standards for Educators Standards 2, 3 and the graph Aspects of School Climate) Please consider answering the following questions in your response.

Elementary is a SWIFT school and an MCIE School. As such, we've spent over 5 years working to create a positive school climate, culture, and community where ALL students, staff, families and community partners can thrive. Using the SWIFT domains (MTSS, Administrative Leadership, Instructional Framework, Family and Community Engagement, and Inclusive Policy Structures and Practice) and features, we are codifying our practices, planning growth opportunities, and striving to create a collaborative community where students and their success are the focus. Through collaboration, we are able to build upon the strengths of one another to maximize our service to students and families. We work to design instruction to allow all students to access Tier I instruction and we are focusing our efforts on designing systematic, intentional instruction to serve our at-risk learners. We use Backward Mapping to ensure the alignment of curriculum, instruction, and assessment with a common purpose that is meaningful and connected for students. Ultimately, we view ourselves as servant leaders charged with creating a safe, positive, and inclusive 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 to support instruction and to support students in the learning process. They are valued members of our instructional team and play a supporting role under the direction of the general or special education teachers. They meet in collaborative team planning sessions.

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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 organize and guide conversation to focus on what strategies or accommodations are needed for ALL students to access 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 instruction, learning adjustments, and varied supports designed for student needs, all students at West Side access the grade level curriculum. A specific example would be the 4th grade classrooms, which have very diverse learners, yet all students are working in ELA on a variety of reading skills associated with the book, Shiloh. Some students are in a small group reading and being questioned by the teacher, some are listening to the book on tape, and some more advanced learners are working in a literature circle using the text. All students are working on the same reading comprehension goals but in a variety of ways 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 a main goal of collaborative team planning meetings.

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

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

West Side is committed to continuous learning. We've seen an increase of students with severe learning and behavioral needs at West Side. All staff could benefit from training on working with students with autism, ODD, etc. Also, training is needed on materials that could be used to diagnose student learning difficulties and how to analyze the data to design instructional plans.

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I
DEMOGRAPHICS

Staff Demographics

STAFF DATA 2017-2018 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		27	27
Itinerant staff	8		8
Paraprofessionals	2	8	10
Support Staff	1	3	4
Other	2	8	10
Total Staff	14	48	61

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
Percentage of faculty who are:	100%	100%	100%	93%
<ul style="list-style-type: none"> Certified to teach in assigned area(s) Not certified to teach in assigned area(s) 	0	0	0	2

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For those not certified, list name, grade level course				Wanlin Du, Grades K and 1, Math and Science Liang Chang, Grades 4 and 5, Math and Science
Number of years principal has been in the building	5	6	7	8
Teacher Average Daily Attendance	94.4%	93.2%	95.6%	

Student Demographics

Table 3: SUBGROUP DATA			
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	N/A	≤10	≤10
African American	13	18	≤10
White	339	314	308

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Asian	≤10	≤10	≤10
Two or More Races	45	60	54
Special Education	52	58	65
LEP	≤10	≤10	≤10
Males	197	198	184
Females	202	206	200
Total Enrollment (Males + Females)	399	404	384

FARMS RATE Used for School Year	2015-2016	2016 – 2017	2017-2018
Percentage as of October 31 of Previous School Year	69.7%	66.25%	62.91%

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

Table 4

Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
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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	11	14 Autism	1
04 Speech/Language Impaired	23	09 Specific Learning Disability	17	15 Developmental Delay	12
05 Visual Impairment		10 Multiple Disabilities	1		

II

FRATIVE LEADERSHIP

What is the role of the principal in the School Improvement Process at your school?

West Side, the principal is the chair of the Leadership Team. She develops the agenda (with input from others) and organizes the meeting for each meeting. She acts as a facilitator guiding discussions and maintaining the pace of each meeting.

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 leadership team is to determine the school's educational direction. This includes the school's overall educational vision, its goals and priorities, the strategies used to achieve that vision and the alignment of resources to accomplish those strategies. To be effective, our team had to develop

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which there is a shared goal for all children to achieve high levels of learning and a spirit of partnership among all constituencies to achieve this goal.

Does your school improvement team (SIT) represent your entire school community, including parents/guardians? Yes, the LT/SIT encompasses a parent and a community member. Both are invited to all meetings and are able to attend some but not all.

What additional opportunities exist for everyone in your school community to meaningfully participate in school decision-making processes? Parents and families have access to the Facebook page which includes announcements, polls, and information related to school events and school decisions. All school families are invited to be part of the Family and Community Engagement 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 allocated.

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

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

INCIPAL SLO 1

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

The content for SLO 1 is ELA. We continue to struggle making progress in reading with our most challenging learners. My SLO focuses on the 2 most challenging students in each K- 3 ELA classroom related to reading progress. This SLO will target a total of 24 students in grades K-3.

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

Using the January DIBELS assessment, teachers identified the 2 most at-risk students in their classroom. These students were assessed using the Scholastic Next Step Guided Reading Assessment for their grade level.

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

We continue to have low scores on PARCC in grade 3. This is a reflection of our K-3 ELA instructional program. As we conducted data dive, reflected on the MTSS, and had discussion at LT, it became evident that teachers were struggling with creating intentional instructional Tier II plans for ELA. This SLO is tightly aligned with our SIP goals and strategies and our MTSS Priority.

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

The students in this targeted group will be progress monitored every 3 weeks using DIBELS. Overall growth goals were established the DIBELS composite score from January as baseline and the May DIBELS assessment as a posttest measure.

INCIPAL SLO 2

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

The learning content for this SLO includes 3 grade 5 math standards that are considered foundational to higher level problems.

Standard 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.

Standard 5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Standard 5.NBT.B.7 Multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain reasoning used.

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Poor performance on this content proves to be a barrier as students work on more challenging math concepts. For this SLO, it will be identified using a pre-assessment focusing on this content.

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

Baseline data was taken from the 2017 PARCC scores and the Eureka math end of module assessment for fifth grade multiplication and division. 36% of our students in grade 5 passed the 2017 PARCC assessment. After disaggregating the data and reflecting on instructional approaches, there was a common discussion around the lack of conceptual understanding of multiplication and division, a possible issue when working to solve higher level math problems. The Eureka assessment showed a considerable number of students with a deficit in foundational multiplication and division skills.

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

Our goal planning process unveiled the lack of intentional, differentiated instruction in the K-5 math classroom. Using pre-assessment data related to foundational skills, the 5th grade teachers will work collaboratively with administrators and our math specialist to deliver instruction to be delivered to the targeted students daily during a 30-minute flex group block.

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

The percentage of all students in grade 5 taking PARCC will decrease in Level 1 and Level 2, and there will be an increase in the percentage of all third grade students at Level 3 and above. Additionally, “half the gap” will be used to set individual students goals on the Eureka benchmark.

V

C PROGRESS

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

For your analysis of ELA 3-5; 6-8; 10 for FARMS, SE and subgroup data, please address the following for students in your school.

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

What do you believe are the **Root Cause (s)** (Deepest underlying cause(s) of negative symptoms) for your achievement gap?

The Root Cause is that our K-3 ELA program does not meet the instructional needs of our at-risk students.

Describe the ACPS Goal Planning Process

- What is the Issue?

We have an issue with the K-3 ELA program at West Side. Our struggling learners are not making progress, or progress is minimal. This population often includes FARMS, Special Education students, and in our school, males. Last year our focus was to focus on Tier I ELA instruction. This year, we will be focusing on Tier II instruction.

- What data support the need for a resolution to the identified issue?

Our 3rd grade students performed poorly on PARCC. There is a significant gap between Special Education/Non-Special Education and Males/Females, with females significantly outscoring males. Overall, the total aggregate score for grade 3 has a 3-year trend of being lower than the county, state and national average.

- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?

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Our identified goal aligns with an initiative of the ACPS to improve the achievement level of all students, including students with special needs.

- What is currently preventing the identified goal from being attained?
Teachers lack skills in diagnosing the specific needs of challenging students. Additionally, the staff needs support in systematic, effective Tier II instruction for use in small groups.
- What outcome(s) will determine the identified goal has been met?
The composite score for our DIBELS screener in May will be compared to the initial September assessment scores. There will be an increase in the number of students at strategic or benchmark and a decrease in the number of students at the intervention level.
Also, the percentage of all students in third grade taking PARCC will decrease in Level 1 and Level 2, and there will be an increase in the percentage of all third grade students at Level 3 and above.
- What resources are needed to meet the identified goal?
Teachers need training on strategies/tools to assess student needs to ensure an instructional match in the classroom. This will need to be supported with analysis of the data and the development of a systematic Tier II instructional plan.
- What resources are currently available to meet the identified goal?
We have an ELA screener (DIBELS) that will identify at-risk students. We have tools available to assess at-risk students (Next Step Guided Reading Assessment, QPS, Running Records). Krista Trenum, Reading Specialist, is available to provide PD on assessment tools, data analysis, and creating a systematic, student needs based plan for Tier II instruction.
- What resources are not currently available to meet the identified goal?

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The assessment is lengthy (90-120 minutes/student). Teachers lack time to thoroughly assess all at-risk students.

- What steps will be taken to fully implement the plan in the effort to reach the identified goal
 - January 18- Krista Trenum will provide PD on the Next Step Guided Reading Assessment
 - January 24- Krista Trenum will share a sample student to train teachers on analyzing the data.
 - January 25 and 26- All ELA teachers will have a ½ day to assess at-risk students in their classroom.
 - Mrs. Trenum will work with grade level teams/individual teachers to assist with develop an instructional Tier for small group instruction.
- How will implementation be monitored to reach the identified goal?

Teachers will progress monitor students every 3 weeks. Mrs. Trenum will review data and meet with teachers to make instructional changes.

Be Completed when 2018 PARCC data is available

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

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

Principle/Mode	Representation – Process
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ways of Representation: <i>allowing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Goal Setting with Individual Students ● Small Group, Targeted Instruction ● Incorporate Technology (Hardware and Software) ● Posted Lesson Goals- Visual Anchor Charts- Progression Ladder ● Plan Instruction with Multiple Modalities
ways for Expressions: <i>allowing the learner various ways of demonstrating knowledge and skills they know).</i>	Expression/Action- Product <ul style="list-style-type: none"> ● Varied Activities Aligned to Common Standard ● Project-Based Assessments ● Multiple Options for Turning in Assignments ● Self Selected Options- Choice Boards
ways for Engagement: <i>tap into learners interests, engage them appropriately, motivate them to learn.</i>	Multiple Options for Engagement <ul style="list-style-type: none"> ● Individual Student Goals- Student Responsible for Learning ● Provide On-going, Relevant Feedback ● Incentives for Achieving Goals ● Collaborative Learning ● Real-World Connections ● Build Background Knowledge Prior to Beginning Instruction

3. Reading/ELA Data Overview

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

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

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

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

or 10	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Le	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
s	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	
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	35	15	43	8	22.9	12	34	56	18	32.1	17	30.4	21	37.5	53	21	39.3	12	22.6	20
re races	5	1	20	3	60	1	20	11	5	45.4	1	9.1	5	45.4	15	9	60	2	13.3	4
cation	10	4	40	3	30	3	30	10	4	40	3	30	3	30	12	7	58.3	4	33.3	1
glish LEP)	0							0							0					
ed Meals	28	14	50	10	35.7	4	14.3	46	21	45.7	12	26.1	13	28.3	52	24	44.4	12	23.1	16
	24	7	29.2	9	37.5	8	33.3	42	10	23.8	13	31	19	45.2	38	14	36.8	6	15.8	18
	19	10	52.6	4	21.1	5	26.3	29	15	51.8	5	17.2	9	31	37	19	51.4	11	29.7	7

7	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Le	
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Latino of	0							1					1	100	0					
African or Hispanic	0							0							0					
	41	18	43.9	11	26.8	12	29.3	37	6	16.2	8	21.6	23	62.2	52	9	17.3	11	21.2	32
Free lunches	11	8	72.7	3	27.3	0	0	6	1	16.7	3	50	2	33.3	11	3	27.3	2	18.2	6
Education	10	6	60	3	30	1	10	6	2	33.3	1	16.7	3	50	8	4	50	0	0	4
English (LEP)	0							0							0					
Reduced Meals	39	19	48.7	11	28.2	9	23.1	31	6	19.4	8	25.8	17	54.8	40	8	20	10	25	22
	28	8	25.6	11	39.3	9	32.1	25	4	16	4	16	17	68	38	2	5.3	6	15.8	30
	25	18	72	3	12	4	16	21	3	14.3	7	33.3	11	52.4	28	10	35.7	9	32.1	9
	2015							2016							2017					

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8	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		Le
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	
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
ndian or ve	0							0							0					
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rican	6	2	33.3	3	50	1	16.7	0							2			1	50	1
itino of	1					1	100	0							1					1
raiiian or ic	0							0							0					
	51	13	25.5	16	31.4	22	43.1	51	26	50.9	14	27.5	11	21.6	37	8	21.6	8	21.6	21
re races	4	1	25	1	25	2	50	0							7	2	28.6	1	14.3	4
cation	11	4	36.4	3	27.3	7	63.6	11	9	81.8	0	0	2	18.2	5	2	40	2	40	1
glish LEP)	0							0							0					

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ed Meals	11	4	36.7	6	54.5	1	9.1	35	19	54.3	9	25.7	7	20	31	10	32.2	6	19.4	15
	29	4	13.8	8	27.6	17	58.6	28	10	35.7	10	35.7	8	28.6	24	4	16.7	2	12.5	17
	33	12	36.4	12	36.4	9	27.2	24	16	66.7	4	16.7	4	16.7	23	6	26.1	7	30.4	10

our analysis of Math 3-5; 6-8; Alg I for FARMS, SE, and subgroup data, please address the following for students in you

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

What do you believe are the **Root Cause (s)** (Deepest underlying cause(s) of negative symptoms) for your achievement gap?

We believe the root cause of the underlying negative symptom for our achievement gap is a lack of purposeful, consistent focus differentiating instruction.

ie the ACPS Goal Planning Process

- What is the Issue?
The issue is the lack of purposeful, consistent differentiated instruction.
- What data support the need for a resolution to the identified issue?
PARCC data reveals that we have a gap between FARMS/Non-FARMS, Special Education/Non-Special Education, & males/females in grades 3-5. Additionally, our 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, including s with special needs.
- What is currently preventing the identified goal from being attained?

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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 flexible groupings of students are consistently used.

- 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 will be an increase in the percentage of all third grade students at Level 3 and above.
- What resources are needed to meet the identified goal?
Professional learning on specialized instruction, utilization of flexible groupings, and guided instruction via the GRR. Grade level professional development to understand the progressions of math content between grades.
- What resources are currently available to meet the identified goal?
There are personnel within the ACPS who can model flexible groupings, provide instructional guidance when UDL principles, guidelines, and checkpoints (special education coaches, elementary math specialists, etc.), specialized instruction, and guided instruction. Professional development money is currently available. Personnel within ACPS are trained in peer coaching.
- What resources are not currently available to meet the identified goal?
Time for teachers to meet with personnel. Time for grade levels to meet to look at progressions.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
Prior to November 30, 2017, professional development will occur for the grade level progressions.
Within two weeks, at Thursday data meetings, teachers will have a plan for differentiation of math groups. Ecoburn, Hampton, Eureka Math, will be at West Side 8 hours/month. One of his goals will be to work with K-3 staff on developing small group instruction.

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- 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 be used and math benchmarks will be analyzed at quarterly data meetings.

Completed when 2018 PARCC data is available

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

2. Universal Design for Learning for Mathematics- How will UDL be used in the classroom to support attainment of your goals? 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.

Principle/Mode	Representation – Process
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is of Representation: <i>ding the learner various of acquiring information knowledge.</i>	1.3 Offer alternatives for visual information - Google slides, manipulatives, speaking during focused instr 2.1 Clarify vocabulary and symbols - utilize math vocabulary word cards with visuals and explanations 3.3 Guide information processing, visualization, and manipulation - GRR model of teaching
is for Expressions: <i>ding the learner atives for demonstrating knowledge and skills they know).</i>	Expression/Action- Product 5.2 Use multiple tools for construction and composition - manipulatives, whiteboards, place value chip m 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
is for Engagement: <i>tap earners interests, nge them appropriately, otivate them to learn.</i>	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

3. Mathematics Data Overview

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

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

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

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

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Grade	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
Grades 1-8	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%
American Indian or Alaska Native	0							1			1	100%			0						
Hispanic/Latino	0							1					1	100%	0						
African American	2	1	50%			1	50%	2	1	50%			1	50%	5	2	40%	2	40%	1	20%
Asian/Pacific Islander	1			1	100%			0							2	1	50%			1	50%
Native Hawaiian or Other Pacific Islander	0							0							0						
Two or more races	35	13	37.1%	13	37.1%	9	25.8%	56	19	33.9%	12	21.4%	25	44.6%	53	13	24.5%	18	34%	22	41.5%
Other races	5	0	0%	3	60%	2	40%	11	2	18.2%	3	27.3%	6	54.6%	15	10	66.7%	3	20%	2	13.3%

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ation	10	6	60%	2	20%	2	20%	10	5	50%	2	20%	3	30%	12	8	66.6%	2	16.7%	2	16.7%
lish (LEP)	0							0							0						
ed (MS)	10	6	60%	2	20%	2	20%	46	17	37%	14	30.4%	15	32.6%	52	19	36.5%	18	34.6%	15	28.6%
	24	6	25.0%	8	33.3%	10	41.7%	42	10	23.8%	10	23.8%	14	52.4%	38	8	21.1%	14	36.8%	16	44.4%
	19	9	47.3%	8	42.1%	2	10.5%	29	12	41.4%	7	24.1%	10	34.4%	37	18	48.6%	9	24.3%	10	27.0%

7	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
s	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	43.9%
ndian or ve	0							0							0						
	1					1	100%	0							1					1	100%
rican	0							2	1	50%			1	50%	2			2	100%		

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ntino of	0							1					1	100%	0					
raian or ic	0							0							0					
	41	20	48.8%	17	41.5%	4	9.8%	37	5	13.5%	11	29.7%	21	56.8%	52	18	34.7	9	17.3%	25
re races	11	10	90.9%	1	9.1%			6	1	16.7%			5	83.3%	11	3	27.3%	5	45.5%	3
cation	10	7	70%	3	30%			6	2	33.3%	2	33.3%	2	33.3%	8	5	62.5%	1	12.5%	2
glish LEP)	0							0							0					
ed Meals	39	23	58.9%	13	33.3%	3	7.7%	31	6	19.4%	8	25.8%	17	54.8%	40	16	40%	12	30%	12
	28	13	46.4%	12	42.9%	3	10.7%	25	3	12%	5	20%	17	68%	38	8	21.1%	9	23.7%	21
	25	17	68%	6	24%	2	8%	21	4	19%	6	28.6%	11	52.4%	28	13	46.4%	7	25%	8

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8	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Le	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
s	62	29	46.8 %	23	37.1 %	10	16.1 %	51	24	47.1 %	18	35.3 %	9	17.7 %	47	14	29.8 %	16	34%	17	
ndian or ve	0							0							0						
	0							1					1	100 %	0						
frican	6	4	66.7 %	2	33.3 %			0							2	1	50%	1	50%		
itino of	1			1	100 %			0							1					1	
raian or ic	0							0							0						
	51	23	45.1 %	19	37.3 %	9	27.7 %	50	24	48%	18	36%	8	16%	37	10	27%	15	40.5 %	12	
re races	4	2	50%	1	25%	1	25%	0							7	3	42.9 %			4	

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ation	11	7	63.6 %	3	27.3 %	1	9.1%	11	8	72.8 %	2	18.2 %	1	9.1%	5	5	100 %			
lish (LEP)	0							0							0					
ed Meals	42	21	60%	17	40.5 %	4	9.6%	35	19	54.3 %	11	31.4 %	5	14.3 %	31	12	38.7 %	9	29%	10
	29	14	48.2 %	11	37.9 %	4	13.7 %	28	11	39.3 %	11	39.3 %	6	21.5 %	24	6	25%	7	29.2 %	11
	33	15	45.5 %	12	36.4 %	6	18.2 %	23	13	56.5 %	7	30.4 %	3	13%	23	8	34.7 %	9	39.1 %	6

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

V

RED SYSTEM OF SUPPORT

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

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

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Priority at West Side for 2017-18 is to Maintain Tier I Reading Instruction and Identify Systematic Instruction for Tier II Flex
ps.

i. How will the priority/ priorities be addressed?

Goals is to very focuses and systematic as we address the Tier II instruction priority. Teachers will identify 2 challenging, at-risk
ents in their ELA classroom. They will administer the Next Step GRA to both students. Working collaboratively with their team,
nistrators, and Krista Trenum, they will design systematic, intentional, research based Tier II instruction. Teachers will
ress monitor the students every 3 weeks and make instructional adjustments as needed.

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

District will provide support through our Reading Specialist, Krista Trenum. Also, the district provides the DIBELS assessment
ERI assessment.

VI

ARNING

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

scribe 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.

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cussion of the best practices your school has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment and the data that will be collected to show that the best practices have been effective.

or 53% of West Side’s kindergarten students were determined Emerging or Approaching Readiness by the KRA. These students are involved in more of the following intervention programs: Paths to Literacy, Pathways, Foundations, small flex groups in all subject areas, and Tier 1 interventions implemented.

Describe how the school is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure children are entering kindergarten “demonstrating readiness”.

At the conclusion of each school year, the Kindergarten teachers meet with Pre-Kindergarten teachers from the school and Head Start Pre-Kindergarten teachers to review curriculum and student needs/readiness. In addition, our principal, Dr. [Name], sits on the Early Childhood Advisory Board of Allegany County.

VII

NCE

Table 12: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	95.4%	Yes
Grade 1	96.3%	Yes
Grade 2	95.5%	Yes
Grade 3	95.1%	Yes

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Grade 4	95.5%	Yes
Grade 5	94.6%	Yes

Table 13: Attendance Rate			
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017
All Students	≥ 95.0	94.8	94.9%
Hispanic/Latino of any race		93.9	95.1%
American Indian or Alaska Native		94.8	98.9%
Asian		93.9	92.2%
Black or African American	≥ 95.0	93.6	95.7%
Native Hawaiian or Other Pacific Islander		N/A	N/A
White		≥ 95.0	95.1%
Two or more races		94.3	94.0%
Special Education		94.9	94.2%
Limited English Proficient (LEP)		N/A	N/A
Free/Reduced Meals (FARMS)	≥ 95.0	94.0	94.1%

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

All subgroups and the aggregate met the 94% attendance goal.

be 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.

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Targeted students will be monitored by the guidance counselor and parents will be contacted as absences occur. The Pupil Services team will conference with parents when they reach 5, 8, and 12 unexcused absences.

VIII

L TRUANCY

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 10 or more 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 who meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership 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? 0

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

K

SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

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

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

suspension data for the 2015-16 and 2016-17 school years is as follows:

Year	In-School Suspensions	Out-of-School Suspensions
2015-16	0	16
2016-17	4	10

2015-16 and 2016-17, the majority of the OSS were for fighting during the school day. This is consistent with the breakdown of OSS data with the second most common reason being disrespect. This data led to a re-examination of the classroom management system. The PBIS team determined a need to discontinue the “color” behavior system at West Side and implement a more positive system than the current PBIS model in place school-wide. Additionally, we have implemented weekly collaborative planning meetings with special education teachers and paraprofessionals partnering to ensure an instructional match for students with all academic work, thus reducing frustrations and minimizing disruptive behavior.

2015-16, one OSS was for harassment, one for bullying and in 2016-17 only one OSS was a result of bullying. The guidance counselor will educate students on bullying and harassment and will continue to create a culture at West Side which is free from bullying and harassment.

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KI

BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

- 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
- 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 the PBIS framework for your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

We have had PBIS strategies in place since 2000-2001. The school established three school rules of "Be Safe, Be Respectful, Be Responsible" and core values of "Respect, Excel, and Inspire". There is an established team that includes grade level representatives, special education specialist, guidance, administration and coach. They meet monthly. This school year we had an initial school rule training day for all staff members. Four booster activities are planned for the end of each quarter for specific focus on the three school rules. In addition, the school uses "I Care Cat" curriculum with all Pre-K classes. The purchase of Second Step is planned for this year, to be used with Pre-K and Kindergarten. There are weekly drawings of coupons from each class, with student names to recognize good behavior and they receive buttons which are announced over the PA system. The behavior matrix and school rules are posted throughout the whole school and are used to track progress during the year.

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

As a result of our SRSS data collected in October, there are now students involved in Check-In/Check-out; a modified Check-In/Check-Out program where specific goals are set for each child and there are individual coaches; also some students are paired with mentors. The

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ounselor is using “Seeing Red,” for anger issues, and “Social Skills in Pictures, Stories, and Songs”, and “Why Try”, as curriculums for students or small groups. All staff were trained in mentoring through a webinar produced by ACPS BIT. Also, we plan to use the work materials by Michelle Garcia Winner at socialthinking.com to teach perspective taking, self regulation, social problem solving, social connection, and goal writing.

XIII

MENT/FAMILY ENGAGEMENT

Community Engagement Needs

Describe in a narrative your school’s parental/community engagement. Support with data (i.e. volunteer hours, percent of family 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. *West Side takes great pride in our parental/community engagement program.*

Volunteers: *Last year, we increased the number of volunteers who attended our weekly workshops to an average of 5 people each session. Currently, we have an average of 7 volunteers who attend and will be working to increase that number having workshop on 2 days, instead of 1 week. Our volunteers also: chaperone 5th grade outdoor school, chaperone field trips, facilitate robotics club, participate in holiday events, and assist with family nights and community dinners.*

Family/parent participation: *We held our Annual Title I Meeting on August 24, 2017. 112 adults attended. We also encourage our parents to participate on decision-making teams. Our parent involvement team meets each month on different days and at different locations to accommodate many schedules. We would like to increase participation in our Guest Reader initiative this year. Our partnership with St. John’s Episcopal Church also allows for opportunities for other stakeholders to participate such as: community dinners and Second-Hand Smoke Free Day held this spring.*

Type and Number of Parent Activities: *In 2016-2017, we held very successful math days events for all grade levels. We will hold a similar event this year in January. In February, we will hold a PARCC Night for parents as well. We will also have a Science, Technology, Engineering and Math Showcase in the spring. We will also offer activities to our Chinese Immersion families. In addition to these events to build parent involvement, we will also continue the many “welcoming” events we traditionally have to strengthen home-school relationships such as: Grandparents Day, Fall Dress-Up Day, Veterans Day Activities, Christmas Musical, and other Holiday Events. Our parents and families turn out in great numbers at these events. We will also begin a new activity, 5th Grade Mini-Course, facilitated by a parent volunteer.*

Analysis of Information from Title I Parent Interest Survey: *18/40 people who completed and returned the Title I Parent Interest Survey.*

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licated they would like more support in how to help their students with math at home, so we will be offering parent activities to do the mentioned above. In addition, 9/40 adults indicated they would like more information on drug awareness and 15/40 asked for help in help improve students' attitudes and behaviors at home and at school, so, on October 24, 2017, we held an educational session with our school resource officer and a presentation on kindness with our school counselor during a community dinner. More than 100 people attended.

Parent Advisory/ Title I Parent Committee 2017 – 2018

Name	Grade Level Representation	Position
Tammy Fraley	Grade 2	PAC Representative
Steve Gibson	Grade 5	PAC Alternate
Andy Ferguson	School Counselor	Chairperson, Family Involvement Team
Keith Aguila	Pastor, Grace Baptist Church	Community Member
Anthony Tagliafarro	Grades pre-k and 1	Parent, Community Member
Wendy Jones	Grade 1	Teacher, Parent
Kimberly Hayes	Grade 4	IA, Grandparent
Kaylyn Tinsley	Grade K	Parent
Melissa Buskirk	Grade 3	Parent
Jamie Klink	Grades K-5	Special Educator
Delsie Fazenbaker	Title I	Family Engagement Coordinator
Laura Michael	Title I	Title I School Support Specialist

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Shannon Imes	Pre-K-5th	Assistant Principal
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“Grade Level Representation” column, identify the grade level being represented by this parent. Under the “Position” column, identify the parent 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 representatives from all grade levels.**

WEST SIDE’S PARENT /FAMILY ENGAGEMENT PLAN

Expectations

As a wide Title I school, West Side’s Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Part A Section 1111(b)(2)(B) of the Elementary and Secondary Education Act (ESSA).

West Side recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the school. To promote effective parent/family engagement, the staff at West Side welcomes and encourages parents and community members to participate in the activities identified in the Action Plan as follows:

- Shared decision-making opportunities
- Annual meeting to explain the schoolwide Title I program
- Opportunities to build and increase understanding, communication, and support between home and school
- Formal and informal evaluation of the effectiveness of parent/family engagement activities

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– Opportunities to increase awareness of the available resources offered by Mid Atlantic Equity Consortium, Inc.

IAEC)

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

accepts the Allegany County Public Schools’ School-Family-Community Policy and has aligned its school level Parent / Family Engage
’s Parent / Family Engagement Plan.

ffering opportunities to build parent capacity in school decision making, in understanding academic standards, and in

asing skills to support academics at home, the school will meet all goals on PARCC 2017-2018.

Action Plan

Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you co for more information
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 23, 2017 and ongoing	Molly Stewart, Shann Imes, Leadership Tea
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. Plan is available on school’s website.	Winter newsletter and ongoing	Molly Stewart, Shann Imes

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The Parent/Family Engagement Plan is developed with input from parents.	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parent of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.	Spring 2018 TBD and ongoing	Molly Stewart, Shann Imes
The Parent/Family Engagement Plan is distributed to all parents.	A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.	Winter newsletter	Molly Stewart, Shann Imes
With parents, develop a written School-Parent 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 School-Parent Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval.	August 24, 2017, Spring Meeting 2018 TBD, and ongoing	Molly Stewart, Shann Imes

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Annual Meeting Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental/family engagement.	The Title I Annual Meeting was held in conjunction with Back to School Night on August 24, 2017. Title I information was shared through the Title I powerpoint which was shown. Parent input for the compact, budget, and parent/family plan was gathered.	August 24, 2017	Molly Stewart, Shann Imes
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<p>Building Parental Capacity</p> <p>Provide assistance to parent in understanding the State’s academic content standards and student academic achievement standards, State and local academic assessments.</p> <p>Provide materials and parent trainings/workshops to help parent improve their children’s academic achievement.</p> <p>Educate school personnel on how to work with parents as equal partners in their child’s education.</p> <p>Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After-School Program, Head Start, etc.</p>	<ul style="list-style-type: none"> ● Parent Conference Days ● “Parents’ Guide to Student Success” ● Math Days ● PARCC Night <ul style="list-style-type: none"> ● Drug Awareness/Kindness Presentation ● Science, Technology, Engineering, and Math Events ● Guest Readers <p>Title I Mid-Year Survey Title I Parent Interest Survey Ongoing Parent Evaluations Following Events SWIFT Surveys 5th Grade Mini Course</p> <ul style="list-style-type: none"> ● D.A.R.E. ● Grace Baptist Church ● Health Department ● 21st Century After-School Program ● Head Start ● Lego League Robotics 	<p>Oct. 3 & Feb. 14 Oct. 3, 2017 January TBD February TBD</p> <p>Oct. 24, 2017</p> <p>Spring TBD</p> <p>Ongoing</p> <p>February March Ongoing TBD</p>	<p>Molly Stewart, Shann Imes, Teachers Teachers Leadership Team Leadership Team</p> <p>Parent Involvement T School Resource Offic Leadership Team</p> <p>Delsie Fazenbaker</p> <p>Molly Stewart, Shann Imes, Laura Michael, Leadership Team</p>
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<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>Information is shared in seasonal newsletters from administrators, in family friendly memos, on school Facebook page, etc.</p> <p>We do not have any EL students enrolled at this time. All staff work together with parents to ensure access to all activities. Our guidance counselor and family engagement coordinator reaches out to underserved families.</p>	<p>4 times/year And ongoing</p> <p>ongoing</p>	<p>Molly Stewart, Shann Imes, Tammy Fraley</p> <p>Molly Stewart, Shann Imes, Andy Ferguson, Delsie Fazenbaker</p>
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Review the Effectiveness The effectiveness of the school's parental/family engagement activities will be reviewed.	Parent Evaluations are summarized and shared after each activity to make improvements to future events. The Parent/Family Engagement Plan's effectiveness will also be reviewed at the spring meeting.	Ongoing Spring 2018 TBD	Molly Stewart, Shann Imes, Andy Ferguson
Mid Atlantic Equity Consortium, C) The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org	Information about MAEC was shared at the Annual Meeting and is posted on the Title I bulletin board. It is also shared in administrator's newsletter.	August 24, 2017 and ongoing	Molly Stewart, Shann Imes, Delsie Fazenbaker
Dr. Joyce Epstein's Third Type of Parent Involvement Volunteering	<ul style="list-style-type: none"> ● Weekly workshops ● Guest Readers ● 5th Grade Outdoor School ● Field trips ● Holiday Event ● Robotics Club 	Tuesdays & Wednesdays Ongoing Ongoing Dec. 12, 2017	Delsie Fazenbaker Teachers Andy Ferguson

IV.

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Professional Learning 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 component of the school improvement effort. What school based professional learning will be/has been coordinated this year to address our school's achievement gaps?

Professional Learning Title: Job-Embedded Eureka Math Coaching

Duration (s): 8 hours/month

Location and Time: West Side

Intended Audience: All 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 Eureka Math as well as their ability to design Tier II instruction for students. Student learning will ultimately increase.

What knowledge and skills will the participants attain in this professional learning to make these changes happen? Teachers will gain knowledge of instructional delivery methods/practices and how to use the progressions documents, Eureka Math, and the MDCCRS to design Tier II instruction.

How will you measure the implementation of the the knowledge and skills in the classroom? We will measure the implementation of the the knowledge and skills in the classroom? We will use Eureka Math benchmarks- pre/post, Imagine Math in grades 3-5; PARCC math scores

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Professional Learning Title: Reading and Writing Strategies

October 12, November 1, November 21 (Writing 4:15-5:15 PM)

Location: West Side

Audience: 1 Teacher for Reading from K-5 and 1 teacher for Writing from K-5 for webinar; all ELA teachers for WS work

Use the student data information that identified a need for change in student achievement and/or behavior that this professional development will address (Consider PARCC, benchmark, school based assessments, and other data) After analyzing PARCC ELA data in grades 3-5, it is evident that students are in need of strategies for comprehension of text and strategies for responding to text.

What changes will occur in the classroom as a result of this professional learning activity? Teachers will integrate new strategies and routines including conference routines.

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

Professional Learning is a description of the learning objectives to be met within each session of this series:

Session 1:

Identifying "just right" goals in reading and writing through use of formative assessment
Use of strategies support goals over time and throughout the writing process
Identifying effective strategies from a study of mentor texts and/or our own writing processes

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¶ 2:

porting readers and writers through coaching, prompting and feedback
ial supports as a tool for independence
ategies and prompts in conferences

¶ 3:

ategies and prompts in small group strategy lessons
aging a class with different goals (and different strategies)
eated practice with strategy case studies

activities will occur to provide the required knowledge and skills? One teacher from each grade level will participate in the reading and w
strategies will be shared across grade levels during collaborative team meetings.

will you do to measure the effective implementation of the new knowledge and skills in the classroom. ELA benchmark scores will be an
the year and PARCC data will be examined in the summer.

V.

POLICY STRUCTURE AND PRACTICE

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your school's mission and vision support the district's mission and vision?

side mission and vision reflects the same ideas as the district's as we strive to build knowledge, skills, relationships, and expectations to prepare for their futures in college, career, and society.

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

e in GRR and UDL and hold them as non-negotiables at our school. The attitude of those in leadership (administrators and teacher leaders) is critical for implementation of new initiatives. Taking time to study and understand GRR and UDL and the impact both have on student learning is key to gain buy-in. At the district and school level, we've worked collaboratively to ensure that teachers have the background and the skills for both initiatives.

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

ool level, we continue to identify opportunities for teachers to observe one another and we meet weekly in collaborative team planning. GRR and UDL are often discussed. We will continue to support any needs that arise from these team meetings at the school level. Having district support when we lack the understanding or skill in an area is always appreciated.

I

ent Plan

will the plan be shared with the faculty and staff?

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

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

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

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

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

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

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

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

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

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

stments to instructional activities, groupings, staff scheduling, and other elements of instruction will be made as needed. The SIP is a in progress. SIP revisions will be shared during a faculty meeting and/or grade level team meetings. Revisions will be shared with nts and community members during the monthly Family and Community Engagement meetings.

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

Elementary 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 offer differentiated instruction, to provide input in the math component of the plan, to provide feedback on student work, and to provide staff 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.

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

September-December, 2017: Data Analysis and Plan Development

January 12, 2018- Submit Plan

January 22, 2018- SIP Review

January 23-26, 2018- Complete edits or adjustments to the plan

January 26, 2018- Share SIP at faculty meeting

January 29, 2018- Send home SIP highlights to parents; share on Facebook

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

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to MTSS Action Plan:

https://docs.google.com/document/d/1rMkeLKmAA82japgsxPOWdFBswTw48t_yF6LOQ8HakWM/edit?usp=sharing

to Four Components of Title I:

https://docs.google.com/document/d/1fV_GdF1BlbHlvzZJulpgxMYcL1r2qhPXrCk-XYjy934/edit?usp=sharing

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