

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

School: Westernport Elementary School:

Principal: Alexa Fazenbake

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EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

Mission Statement

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

Vision

Building the Future – One Child at a Time

Core Values-

- We believe that children are the future.
- We believe that students, faculty, staff, and parents share the responsibility for student success and must work together to enhance learning.
- We believe that student success is the result of high expectations and purposeful learning.
- We believe that regular student attendance contributes to student success.

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- We believe that the school environment should be safe, orderly, and promote tolerance and respect for all.

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

nt and Sign)	Affiliation/Title
	Alexa Fazenbaker, Principal
	Kara McDowell, Grade 1, SIT Chair
	Brittany Richards, Grade 2
	Sarah Llewellyn, Grade 3
	Jennifer Hughes, Grade 4
	Erica Swisher, Grade 5
	Julie Kyle, Reading Intervention/Title I
	Beth Weber, Reading Intervention
	Deb Hendrickson, Resource Representative
	Barb Amtower, Guidance
	Tamela Rankin, Special Education

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	Sabrina Ketterman, Parent
	Peggy Boal, Community Rep

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

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

When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur?
The vision was last reviewed by staff at the beginning of the 2017-2018 school year.

Have you adjusted the school's mission and vision to changing expectations and opportunities for the school and changing needs and students? If so, why?
The vision for Westernport Elementary has not changed.

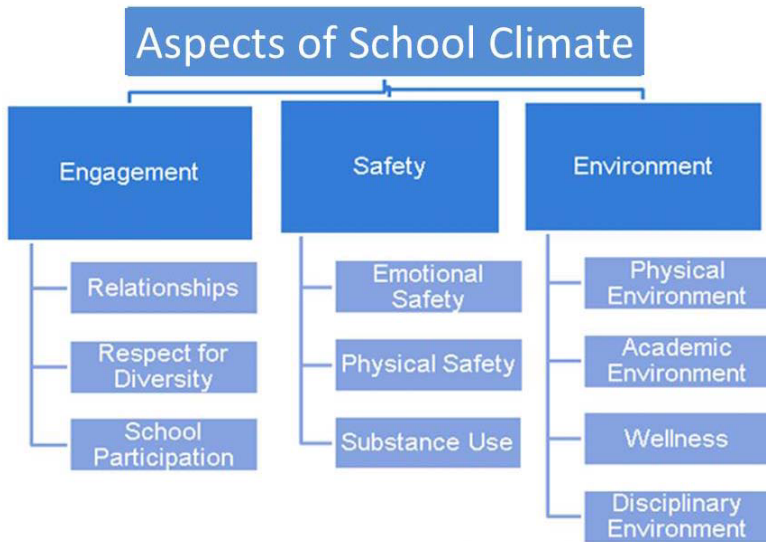
Culture, Climate, and Inclusive Community

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

School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents' experiences of school life. School climate refers to a school's social, physical, and academic environment. How does it make people feel? Safe? 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.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.

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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.

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

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

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

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

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How are paraeducators (IAs) utilized in your school?

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

What are IA responsibilities at your school?

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

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

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

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

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

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

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

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

Westernport Elementary School is an MCIE School. The team met monthly in 2016-2017 and created 3 goals for our effective Schoolwide Practices - Westernport Elementary School will allow common planning time for general and special educators will expand their vision for how students with or without IEPs can be successful in the general education classes across the district.

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

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

**II
DEMOGRAPHICS**

Staff Demographics

STAFF DATA 2017-2018 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
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Administrators		1	1
Teachers	4	17	21
Itinerant staff	7	0	7
Paraprofessionals	0	8	8
Support Staff	1	3	4
Other	10	3	13
Total Staff	22	32	54

Table 2

Under each year, indicate the percent as indicated of individual in each category.	2014 – 2015 Official Data	2015 – 2016 Official Data	2016 – 2017 Official Data	2017 – 2018 Official Data
Percentage of faculty who are: <ul style="list-style-type: none"> • Certified to teach in assigned area(s) • Not certified to teach in assigned area(s) 	100%	100%	100%	100%
For those not certified, list name, grade level course	-	-	-	-
Number of years principal has been in the building	3	4	5	6
Teacher Average Daily Attendance	94.7%	93.6%	93.4%	

Student Demographics

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

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

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

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

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

**II
OPERATIVE LEADERSHIP**

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

Ms. Fazenbaker oversees the implementation of the SIP. She provides guidance and support in the planning process and creating goals. She collects, monitors, and analyzes all grade level data.

What is the purpose of your school leadership team in the School Improvement Process?

The school leadership team collects, monitors, and analyzes school data to ensure that all academic goals are met or exceeded.

Does your school improvement team (SIT) represent your entire school community, including parents/guardians?

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Yes, we have a parent member, a community member and a teacher representative from each grade involved in the SIT process. We also have the guidance counselor, a special education teacher, an IA and a resource teacher on the team as well.

What additional opportunities exist for everyone in your school community to meaningfully participate in school decision-making processes?

Mrs. Fazenbaker has an open door policy

PTA

Opportunities to volunteer

PTA Facebook page that is managed by teachers

Parent member on SIT

Surveys are sent home

SIP is shared on the school website and a copy is available in the office with a page for comments and suggestions.

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

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

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

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

Students in first grade who are strategic and intensive are progressed monitored by classroom teachers, Reading Intervention Teachers. Students in second and third grade who are strategic and intensive are progressed monitored on the Dolch Word List/High Frequency Words every 2 weeks by Donna Beeman, County Reading Specialist.

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

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

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

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

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

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

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

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

This SLO supports the school's goal planning process as we need to improve our ELA Pass rate on the PARCC assessment. In grade 3, 31% of students scored a 4 in ELA. 55.56% of the students in 4th grade scored a 4 or a 5 on the assessment and 38% of the 5th grade students scored a 4 or 5 on the assessment. In comparison with the county, Westernport 3rd grade and 5th grade scores are below the county average.

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

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

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

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

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INCIPAL SLO 2

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

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

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

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

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

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

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

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

16-2017 Think Through Math final benchmarks showed that 20/45 or 44.4% of all 3rd grade students were proficient; 23/34 or 67.6% of all 4th grade students were proficient; and 13/49 or 26.53% of all 5th grade students were proficient. 76.3% of the 3rd, 4th and 5th grade population receive free and reduced lunch.

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

This SLO supports the school's goal planning process as we need to improve our Mathematics Pass rate on the PARCC assessment. In 2016-2017, 44.4% of the students scored a 4 or 5 in ELA. 61.11% of the students in 4th grade scored a 4 on the assessment and 14% of the 5th grade students scored a 4 on the assessment. In comparison with the county, Westernport's 3rd grade and 5th grade scores are below the county average.

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

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

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

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V

C PROGRESS

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 for FARMS, SE and subgroup data, please address the following for students in your school:

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

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

- Lack of consistent and purposeful focus on specialized instruction with pre-teaching and re-teaching vocabulary strategies.
- Lack of UDL like assignments.
- Lack of purposeful language used across the curriculum.

Describe the ACPS Goal Planning Process

- What is the Issue?
All students in grades 3, 4, and 5 have a deficit (gap) in ELA (vocabulary and literary) achievement.
- What data support the need for a resolution to the identified issue?
PARCC data indicates that 67% of students in grade 3, 55% of students in grade 4, and 70% of students in grade 5 score below or nearly meets in the area of vocabulary.
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
Yes. An ongoing focus of the ACPS has been to improve the achievement level of all students with a focus on FARMS. Current score is 71.99%.

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- What is currently preventing the identified goal from being attained?
While there is an implementation of teaching vocabulary strategies, there is not a consistent and purposeful focus on specialized instruction with pre-teaching and/or re-teaching based on student performance. Assignments are not consistently UDL like. Purposeful language is not consistently used across curriculum.
- What outcome(s) will determine the identified goal has been met?
The percentage of ALL students taking PARCC will decrease in Level 1, 2, & 3 and there will be an increase in the percentage of ALL students at Level 4 & 5.
- What resources are needed to meet the identified goal?
Continue professional development on utilization of flexible groupings, critical vocabulary, and guided instruction via GRR.
- What resources are currently available to meet the identified goal?
There are personnel within the ACPS who can model teaching, flexible groupings, provide instructional guidance while utilizing UDL principles, guidelines, and checkpoints (reading specialists, reading intervention teachers, special education teachers), specialized instruction, and guided instruction. We are using an integrated schedule that allows us to focus on vocabulary across the curriculum. Teachers have participated in training on Critical Vocabulary. County benchmark assessments are being utilized along with assessments in grades 3-5, word walls, journals, and the use of science vocabulary.
- What resources are not currently available to meet the identified goal?
Lack of implementation using enriched language in everyday teaching needs to be addressed. All grade levels need to collaborate with the reading specialist as she is only at our school one day a week.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
Collaborations with personnel within ACPS (Reading specialist, intervention teachers, and special education teachers) model teaching, flexible groups, UDL, Critical Vocabulary, and GRR. We will utilize the limited time we have with Reading Specialist more fully. Westernport Elementary will develop a stronger vocabulary background for all students. A vocabulary plan has been implemented school wide. Different academic vocabulary words are shared with students each week. These words are introduced by Mrs. Fazenbaker during morning announcements. Words are displayed in the classroom.

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classrooms each week. Students in grades 1-5 will create and maintain glossaries in their journals. Teachers encourage use of academic vocabulary.

- How will implementation be monitored to reach the identified goal?
Implementation will be monitored by ACPS ELA benchmark assessments, informal classroom assessments, walk through evaluations, classroom teachers will challenge students to use rich vocabulary and will monitor weekly vocabulary assessments.

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 promote positive academic outcomes for all students.

Principle/Mode	Representation – Process
Principle of Representation: <i>Providing the learner various means of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Provide descriptions (text or spoken) for all images, graphics, video, or animations (Discovery Education) ● Use digital materials and media to provide more auditory and visual opportunities for all students. ● Provide hard copies of documents using various fonts, size, background color, and Lexile Measures to provide more opportunities for all students as they acquire information and knowledge.
Principle for Expressions: <i>Providing the learner various means of demonstrating knowledge and skills (what they know).</i>	Expression/Action- Product
	<ul style="list-style-type: none"> ● Solve problems using a variety of strategies ● Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, visual art, sculpture, or video. ● Allow assessment/project choices to give all students the opportunity to demonstrate what has been learned.

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Options for Engagement: tap learners interests, engage them appropriately, motivate them to learn.

Multiple Options for Engagement

- Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video
- Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation
- Provide activities that allow students to receive feedback and have access to alternative scaffolds that support understanding.

3. 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 lowest performing subgroup students.

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

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

	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	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
Students	46	21	45.6	11	23	14	30.4	42	15	35.7	14	33.3	13	31	45	16	35.5	15	33.3	14	
Indian or Native	n/a	n/a	n/a	n/a																	

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frican	-	-	-	-	-	-	-	≤ 10	≤ 10	100	0	0	0	0						
itino of	-	-	-	-	-	-	-	≤ 10	≤ 10	50	0	0	≤ 10	50	≤ 10	0	0	≤ 10	100	0
aiian or ic																				
	46	21	45.6	11	23.9	14	30.4	39	13	33.3	14	39.5	12	30.8	41	16	39	13	31.7	12
re races																				
cation	13	11	84.6	≤ 10	7.7	≤ 10	7.7	≤ 10	≤ 10	62.5	≤ 10	37.5	0	0	≤ 10	≤ 10	80	≤ 10	20	0
glish LEP)																				
ed Meals	31	14	45.2	10	32.3	≤ 10	22.6	30	14	46.7	≤ 10	30	≤ 10	23.3	35	14	40	12	34.3	≤ 10
	16	≤ 10	43.8	≤ 10	12.5	≤ 10	43.8	21	≤ 10	23.8	≤ 10	9	33.3	42.9	19	≤ 10	21	≤ 10	31.6	≤ 10
	30	14	46.7	≤ 10	30	≤ 10	23.3	21	10	47.6	≤ 10	33.3	≤ 10	19	26	12	46.2	≤ 10	34.6	≤ 10

	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	39	13	33.3	14	35.9	12	30.8	50	19	38	14	28	17	34	36	≤ 10	16.7	≤ 10	27.8	20	

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	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	35	16	45.7	11	31.4	≤ 10	22.9	38	≤ 10	18.4	13	34.2	18	47.4	50	19	38	12	24	19
ndian or ve																				
frican																				
itino of																				
raian or ic																				
	35	16	45.7	11	31.4	≤ 10	22.9	37	≤ 10	16.2	13	35.1	18	48.6	49	18	36.7	12	24.5	19
re races								≤ 10	≤ 10	100	0	0	0	0						
cation	≤ 10	≤ 10	80	≤ 10	20	0	0	≤ 10	≤ 10	75	≤ 10	25	0	0	16	13	81.3	≤ 10	6.3	≤ 10
glish (LEP)																				
ed Meals	26	15	57.7	≤ 10	26.9	≤ 10	15.4	28	≤ 10	25	≤ 10	21.4	15	53.6	30	12	40	≤ 10	26.7	≤ 10
	12	≤ 10	16.6	≤ 10	25	≤ 10	58.3	18	0	0	≤ 10	33.3	12	66.7	19	≤ 10	26.3	≤ 10	26.3	≤ 10

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23	14	60.8	≤ 10	34.8	≤ 10	4.3	20	≤ 10	35	≤ 10	35	≤ 10	30	31	14	45.2	≤ 10	22.6	≤
----	----	------	------	------	------	-----	----	------	----	------	----	------	----	----	----	------	------	------	---

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

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

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

- Lack of consistent and purposeful focus on specialized instruction with re-teaching and flexible groupings.
- Lack of purposeful focus on specialized instruction in flexible groupings.
- Lack of time for math instruction to meet the students' needs.

Describe the ACPS Goal Planning Process

- What is the Issue?
All students with a focus on FARMS in grades 3-5 have significant deficit (gap) in math achievement in major content areas on PARCC.
- What data supports the need for a resolution to the identified issue?
PARCC data indicates that 71% of 3rd grade, 39% of 4th grade, and 86% of 5th grade scored below or approaching or below PARCC in major content areas.
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
The goal is to increase the percentage of students including FARMS who meet or exceed Levels 3, 4, and 5. Yes, A focus of the ACPS has been to improve the achievement level of all students. ACPS also uses Imagine Math in grade 3-5 with additional support.
- What is currently preventing the identified goal from being attained?
While there is an implementation of teaching practices in math, there is not consistent and purposeful focus on specialized instruction with re-teaching based on student performance. Purposeful and flexible groupings of students is not consistently used. More time was needed in math instruction to meet the students' needs.
- What outcome(s) will determine the identified goal has been met?
The percentage of all students taking PARCC will decrease in Level 1 and Level 2, and there will be an increase in the percentage of all students at Level 3 or above.
- What resources are needed to meet the identified goal?

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Westernport will need continued PD with the Math Specialist, time to collaborate across grade levels, and continued I GRR.

- What resources are currently available to meet the identified goal?
There are personnel within the ACPS who can model co-teaching, flexible groupings, provide instructional guidance, utilizing UDL principles, guidelines, and checkpoints, specialized instruction, and guided instruction. Imagine Learn intervention program that can be utilized. There is an additional 30 minute period included in the schedule for math intervention/enrichment. Grade level curriculum including leveled transdisciplinary materials will be used to address concepts. Teachers will continue to implement Math Solution strategies (math talks, engaging math tasks). Supplemental materials include digital/electronic resources. The use of document cameras, SMART Boards, SMART Tables, SMART Epson LightRaise units, Tablets, and digital enhancement using computer (Lenova Yoga Multi-Touch/Computer Cart television will promote engagement for all students.
- What resources are not currently available to meet the identified goal?
All grade levels are in need of time to collaborate across grade levels and with Math Specialist in order to identify and goals.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
Time to collaborate with the Math Specialist and across grade levels will be implemented along with additional PD or from ACPS.
- How will implementation be monitored to reach the identified goal?
The implementation will be monitored by walk through evaluations, informal/formal evaluations, ACPS Math Bench assessments, Imagine Learning, math tasks developed and given by specialists, and team 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?

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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
Principle of Representation: <i>Providing the learner various options of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Provide descriptions (text or spoken) for all images, graphics, video, or animations (Discovery Education) ● Use digital materials and media to provide more auditory and visual opportunities for all students. ● Provide hard copies of documents using various fonts, size, background color, and Lexile Measures to provide more opportunities for all students as they acquire information and knowledge.
Principle for Expressions: <i>Providing the learner various options for demonstrating knowledge and skills they know).</i>	Expression/Action- Product
	<ul style="list-style-type: none"> ● Solve problems using a variety of strategies (manipulatives, base ten blocks, fraction bars, counters, calculators, number lines, 100 charts, etc) ● Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, visual art, sculpture, or video ● Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned
Principle for Engagement: <i>Engaging learners interests, activating them appropriately, and motivating them to learn.</i>	Multiple Options for Engagement
	<ul style="list-style-type: none"> ● Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video ● Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation. ● Provide activities that allow students to receive feedback and have access to alternative scaffolds that support understanding.

3. Mathematics 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 PARCC results.

	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	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
Students	46	20	43.5	13	28.3	13	28.3	41	15	36.6	13	31.7	13	31.7	45	19	42.2	15	33.3	11	
Hispanic or Latino																					
African American																					
White																					
Other								< 10	< 10	100	0	0	0	0							
Special Education								< 10	0	0	0	0	< 10	100	< 10	0	0	0	0	< 10	
English Language Learners	46	20	43.5	13	28.3	13	28.3	38	14	36.9	13	34.2	11	28.9	41	19	46.3	14	34.1	< 10	
Other races																					

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ation	13	11	84.6	≤ 10	7.7	≤ 10	7.7	≤ 10	≤ 10	75	≤ 10	12.5	≤ 10	12.5	≤ 10	≤ 10	80	≤ 10	20	0
lish LEP)																				
ed Meals																				
	31	15	48.4	≤ 10	29	≤ 10	22.6	30	12	40	≤ 10	30	≤ 10	30	35	17	48.6	11	31.4	≤ 10
	16	≤ 10	31.3	≤ 10	37.5	≤ 10	31.3	21	≤ 10	19.1	11	52.4	≤ 10	28.6	19	≤ 10	26.3	≤ 10	36.8	≤ 10
	30	15	50	≤ 10	23.3	≤ 10	26.7	20	11	55	≤ 10	10	≤ 10	35	26	14	53.8	≤ 10	30.8	≤ 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		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
s	39	≤ 10	23.1	16	41	14	35.9	50	15	30	13	26	22	44	36	≤ 10	16.7	≤ 10	22.2	22	
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itino of															≤ 10	0	0	0	0	≤ 10	
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	37	< 10	24.3	15	40.5	13	35.1	50	15	30	13	26	22	44	33	< 10	15.2	< 10	24.2	20
re races	< 10	0	0	< 10	50	< 10	50								< 10	< 10	100	0	0	0
cation	< 10	< 10	88.9	< 10	11.1	0	0	13	< 10	61.5	< 10	30.8	< 10	7.7	< 10	< 10	42.9	< 10	28.6	< 10
glish LEP)																				
ed Meals	25	< 10	32	< 10	36	< 10	32	31	< 10	29.1	11	35.5	11	35.5	24	< 10	25	< 10	29.2	11
	17	< 10	5.9	< 10	47.1	< 10	47.1	18	< 10	27.8	< 10	33.3	< 10	38.9	21	0	0	< 10	23.8	16
	22	< 10	36.3	< 10	36.4	< 10	27.3	32	< 10	31.3	< 10	21.9	15	46.9	15	< 10	40	< 10	20	< 10

	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	35	19	54.3	< 10	25.7	< 10	20	38	14	36.9	18	47.4	< 10	15.8	50	20	40	23	46	< 10	
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V

IMPLEMENTED 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?

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

ii. How will the priority/ priorities be addressed?

Priority 1: We will take the following steps:

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

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

- Continued support from ELA and Math Specialist

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- Reading intervention teacher will offer support to grade 3 teachers.

VI

WARNING

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

Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. Discussion 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.

With the KRA results showing that 21.2 % of Westernport Elementary Kindergarten students scored at the emerging level, extra opportunities must be implemented for these children in order to help prepare them for first grade. These students will participate in an intervention group and receive an extra half hour of small group instruction in reading and phonics skills. They will also participate in group activities with the teacher on a daily basis and the teacher assistant when she is assigned to their classroom during the Language Arts block. They also receive additional instruction in phonemic awareness that provides additional readiness skills practice such as rhyming, phoneme deletion, phoneme addition, and letter identification.

The 56% of Kindergarten students who scored at the approaching level will also receive daily small group instruction from the teacher during the Language Arts block. They will be assessed and additional support will be provided as needed. Student readiness skills will be assessed and monitored on a bi-weekly basis to determine their needs for extra practice in order to help these students achieve full readiness for Kindergarten and Grade 1.

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".

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

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	94.4%	Y
Grade 1	94.2%	Y
Grade 2	94.9%	Y
Grade 3	95.1%	Y
Grade 4	94.6%	Y
Grade 5	93.3%	N

Table 13: Attendance Rate			
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017
All Students	94.4%	94.2%	94%
Hispanic/Latino of any race		96.9%	96.8%
American Indian or Alaska Native			N/A
Asian			N/A
Black or African American		93.5%	N/A

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Native Hawaiian or Other Pacific Islander		94.4%	N/A
White	94.1%	92.2%	94%
Two or more races		92.9%	93.9%
Special Education			93.2%
Limited English Proficient (LEP)			N/A
Free/Reduced Meals (FARMS)			93.3%

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

Grade 5 did not meet the overall goal of 94% attendance.

Subgroups that did not meet the 94% goal were Special Ed., FARMS, and 2 or more races.

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

Students receive perfect attendance awards every nine weeks. The result of the weekly attendance drawing is highlighted on the Morning announcements. Students with perfect attendance are recognized at the last awards assembly of the year. The names and pictures of each perfect attendance are placed on the Perfect Attendance bulletin board. This board remains up the entire school year. Students receive a certificate, trophy, and certificate. Daily attendance percentage rates and number of students absent are announced for the previous day to increase student awareness and to promote good attendance.

We will continue to use the attendance incentives that are currently in place. Attendance incentives as described above have shown to be effective over the years at Westernport Elementary School.

Daily attendance phone calls will be placed by ACPS.

VIII

TRUANCY

According to 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 may

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

Westernport Elementary School has one student that qualifies as a habitual truant. We also have several other students who are closely monitored due to attendance concerns.

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

Daily phone calls are made to all students who are not in school. Notes are taken concerning each absence. After 5 unexcused absences are logged, parents are sent a letter to attend an attendance conference with the Pupil Services Team which meets every Monday morning. Home visits are done by the school principal and the pupil personnel worker whenever necessary.

Westernport Elementary does several things to encourage good attendance. Students receive perfect attendance awards every nine months. The result of the weekly attendance drawing is highlighted on the Monday announcements and students receive a gold dollar for being in school every day the week before with no tardies and no early dismissals. Students with perfect attendance are recognized at the awards assembly of the year. The names and pictures of students with perfect attendance are placed on the Perfect Attendance board. This board remains up the entire school year. Students receive a t-shirt, trophy, and certificate. Daily attendance percentages and number of students absent are announced for the previous day to increase student awareness and to promote good attendance.

K

SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

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

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

- ≤ 10 (2015-2016)
- ≤ 10 (2016-2017)

Category – Suspension for Sexual Harassment, Harassment, and Bullying

- ≤ 10

Reduce suspensions:

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

XI

BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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.

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Our school uses several programs to maintain good discipline and a positive school climate. One of these is the Positive Behavior Interventions and Support (PBIS) program. Through PBIS, the students are rewarded for their positive behaviors and good choices. Teachers and support staff may award students with points for displaying good character or making good choices inside and outside of the classroom. Each classroom teacher uses Classroom Dojo to manage classroom behavior in a positive way. When students have earned 10 points, teachers give them in for a token to visit the Token Tower. Bus drivers are given blue tickets to hand out for good behavior and students may hand in tickets to the teachers to receive a point. Guidance lessons focus on appropriate behaviors to ensure a healthy learning environment. Our school has received recognition from the state of Maryland for our PBIS program. We were awarded Gold Status in the Program for the last two school years.

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

In addition to the PeaceBuilders' pledge, the school principal has incorporated the Peace Days Bulletin Board to give students an incentive to make peaceful choices. The number of office referrals for the previous day is highlighted on the AM announcements. Each day without a referral earns the student body a letter on the bulletin board. A school wide celebration is held at the end of the nine days (9 consecutive) when the words "PEACE DAYS" have been spelled out on the bulletin board. Four "peaceful" students have their pictures displayed every Monday morning as a result of a weekly drawing. Students must exhibit peaceful behavior the previous week to be eligible to be chosen. A 5X7 photo is displayed on the board for all students to see and students are given a token to use in the Token Tower.

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

Perfect Behavior Banners are awarded the first day of every month to all classrooms that have had no students receiving referrals the previous month. These classrooms are recognized on the morning announcements for following all school rules every day that month.

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“Perfect Behavior” banners are displayed outside of these classrooms and these students receive 20 minutes of extra play. The banners promote positive behavior a team effort for each class.

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

All staff members monitor the hallways during bus dismissal time, a time a day when more referrals had been received in the past. We will describe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

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

II. (N/A)

Parent/Community Engagement

Parent/Community Involvement Needs

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

XIII

PARENT/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/parent participation sheets, type and number of parent activities, etc.).

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participation from sign in sheets, type and number of parent activities, etc.). Title I schools must analyze information from the Parent Interest Survey.

Westernport Elementary encourages parent/family engagement. Parents attend grade level programs related to reading, math and science each year. Last year, two Build a Book Nights were held. Thirty-six parents in primary grades attended and 15 intermediate parents attended. Books Before Bedtime was held in December. Forty-eight parents and students attended. Math Days were held at each grade level. The number of parents who attended was 86. STEM days were held and 132 parents attended. Parents attend concerts, assemblies, and programs throughout the year. Grandparents were invited to classrooms in September; grade level expectations and reading comprehension strategies were shared. Grade level parent representatives on the Title I Parent Committee provide input regarding the 2017-2018 Parent/Family Engagement Plan, the budget, the School-Parent Compact, and the ACPS Parent/Family Engagement Plan. Business partners in the community which support students and staff at Westernport Elementary include McDonald's, Moran Manor Nursing Home, and the Verso Corporation. (McDonald's and Verso provide incentives and funds to support student achievement.) Students perform at Moran Manor for the residents at Halloween and Christmas. Parent volunteers assist teachers by making classroom materials and assisting with classroom projects (611.5 hours). Parents and grandparents volunteer in the media center, at the Book Fair, and at other events, as available (222 hours). The results of the Title I Parent Interest Survey indicated that parents would like more information on helping their children with math, internet sites, and behavior issues.

Parent Advisory/ Title I Parent Committee 2017 – 2018

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

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Delsie Fazenbaker	FEC	Family Engagement Coordinator
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“Grade Level Representation” column, identify the grade level being represented by this parent. Under the “Position” column, identify 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.**

WESTERNPORT ELEMENTARY SCHOOL’S PARENT /FAMILY ENGAGEMENT PLAN

Expectations

As a Title I school, Westernport Elementary School’s Parent /Family Engagement Plan meets and exceeds the requirements of the Every Student Succeeds Act 2015 (ESSA).

Westernport Elementary School recognizes the importance of forming a strong partnership with parents and community members in order to support the success of all students in our school. To promote effective parent/family engagement, the staff at Westernport Elementary welcomes and encourages community members to join them in 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

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

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

using 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 contact for more information
<p>Shared Decision Making The School Improvement Plan (SIP) is developed with input from parents</p>	<p>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.</p>	<p>December 2017/January 2018</p>	<p>Alexa Fazenbaker, Principal</p>
<p>The SIP is available for parent review and input at any time</p>	<p>A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the</p>	<p>February 2018</p>	<p>Alexa Fazenbaker, Principal</p>

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<p>The Parent/Family Engagement Plan is developed with input from parents.</p>	<p>opportunity to review and comment on the plan at any time. SIP is also available to parents and the community on Westernport’s website.</p> <p>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.</p>	<p>May 2018</p>	<p>Alexa Fazenbaker, Principal Delsie Fazenbaker, FE</p>
<p>The Parent/Family Engagement Plan is distributed to all parents.</p>	<p>A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.</p>	<p>February 2018</p>	<p>Alexa Fazenbaker, Principal Delsie Fazenbaker, FE</p>
<p>With parents, develop a written School-Parent Compact(s) supporting instruction that is signed by teachers, parents, and students.</p>	<p>A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year’s School-Parent Compact(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.</p>	<p>May 2018</p>	<p>Kara McDowell, SIT C Alexa Fazenbaker, Principal</p>
<p>Annual Meeting</p>	<p>Title I Program information will be presented to</p>	<p>September 11,</p>	<p>Alexa Fazenbaker,</p>

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<p>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 parent/family engagement.</p>	<p>parents at various times throughout the school year. The initial presentation was made during a parent meeting. Title I information is given through a powerpoint presentation that describes the Title I Program at Westernport Elementary. Information is also available in the monthly newsletter.</p>	<p>2017</p>	<p>Principal</p>
<p>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.</p> <p>Provide materials and parent trainings/workshops to help</p>	<p>In March, PreK and K registration is held. Parents are provided with information regarding the school.</p> <p>PreK and K orientation meetings are held in May. Students are given a packet of activities to review over the summer before starting the school year.</p> <p>Student achievement information is available at all times to parents via the ASPEN System. Notification about accessing the system was sent to all parents at the beginning of the year.</p> <p>Back to School Night - Parents meet with teacher at the beginning of the school year and become aware of grade level expectations (Stipends - \$636.44)</p>	<p>March 2018</p> <p>May 2018</p> <p>Ongoing</p> <p>August 24, 2017</p>	<p>Erin Foutz, Secretary Alexa Fazenbaker, Principal</p> <p>PreK/K Teachers Alexa Fazenbaker, Principal Barb Amtower, School Counselor Patti Rounds, Health Nurse Delsie Fazenbaker, FE</p> <p>Alexa Fazenbaker, Principal Classroom Teachers</p> <p>Classroom Teachers</p>

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<p>parent improve their children's academic achievement.</p>	<p>On Parent Conference Days, teachers share the countywide grade level expectation booklet with parents. September DIBEL reports are shared with parents.</p> <p>The school newsletter provides information to parents regarding upcoming events, grade level curriculum focus, Title I information, and other news. (Materials - Home School Connection - \$249)</p> <p>Books Before Bedtime for Grades PreK-2: Classroom teachers will model read aloud strategies with students. Parents then read with their children using those strategies. (Stipends - \$192.48, Materials - \$1,049.11)</p> <p>STEM Night/Interest Fair: (Stipends - \$384.96, Materials \$1,049.11)</p> <p>The Title I Parent Interest Survey will be shared with teachers and SIT. Teachers will discuss how to meet the requests parents have made for assistance with their children.</p> <p>A Title I Survey to evaluate overall satisfaction with the Title I schoolwide program will be distributed in</p>	<p>October 3, 2017 February 14, 2018</p> <p>Monthly</p> <p>December 5, 2017</p> <p>2018</p> <p>May 2018</p> <p>March 2018</p>	<p>Classroom Teachers</p> <p>Deb Hendrickson, Me Specialist</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Alexa Fazenbaker, Principal</p> <p>Alexa Fazenbaker,</p>
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<p>fully participate in parent/family engagement opportunities.</p>	<p>will follow-up with parents through phone calls and surveys.</p> <p>The FEC will call and/or send home special invitations to parents.</p> <p>The <i>Circle of Friends</i> newsletter will be distributed to special education families.</p> <p>Phone calls and home visits will be made by the PPW/Principal to the families of ELL and special education students and other parents to encourage them to participate in school activities.</p>	<p>Ongoing</p> <p>As needed</p> <p>Monthly</p> <p>Ongoing</p>	<p>Tracy Dunn-court, PPW Barb Amtower, School Counselor Alexa Fazenbaker, Principal</p> <p>Delsie Fazenbaker, FE</p> <p>Alexa Fazenbaker, Principal</p> <p>Tracy Dunn-Court, PPW Alexa Fazenbaker, Principal</p>
<p>Review the Effectiveness The effectiveness of the school's parental/family engagement activities will be reviewed.</p>	<p>Parents will complete surveys after parent activities to provide feedback and input on the current activity to assist with planning for future events.</p> <p>Parents will complete a Title I Survey to provide feedback and input on the Title I schoolwide program.</p>	<p>Ongoing</p> <p>February 2018</p>	<p>Kara McDowell, SIT C Alexa Fazenbaker, Principal</p> <p>Alexa Fazenbaker, Principal</p>
<p>Mid Atlantic Equity Consortium, C) The school will inform parents about the existence of the Mid</p>	<p>This resource is available to parent and provides information on how parents can support their children and the school This website will be shared with parents during the Annual Title I Meeting.</p>	<p>October 2017</p>	<p>Alexa Fazenbaker, Principal Deb Hendrickson, Me Specialist</p>

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Atlantic Equity Consortium, Inc. www.maec.org	There will be a link on our school website and an article in the school newsletter.		
Joyce Epstein's Third Type of Parent Involvement Volunteering	Parent Volunteer Training Volunteers will assist teachers with classroom holiday activities. Volunteers will assist in media center (yearly). Volunteers will assist at the Book Fair (Nov.) Parents will chaperone field trips. Career Day Surrogate grandparents Grade 5 parents will chaperone students at Outdoor School.	Provided as needed Ongoing	Alexa Fazenbaker, Principal Delsie Fazenbaker, FE Classroom Teachers

IV. Professional Learning Title: Second Step Training

Comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a key 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: Second Step Training

Date(s): January 24, 2018

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Location and Time: Westernport Elementary School

Intended Audience: Teachers grades Pre-k through Grade 5

What changes are expected to occur in the classroom as a result of this professional learning?
Second Step lessons will be enhanced by classroom teachers and supported by support staff. Teachers will coordinate a time dedicated to Second Step lesson delivery. Students will learn how to deal with different feelings they may experience (empathy, anger, sadness, etc.).

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
Staff will have the opportunity to sign on to the Second Step website, register their account, and do the training module. This will reinforce knowledge and skills with the Second Step curriculum including helping students to develop:

Skills for Learning

Empathy

Emotion Management

Problem Solving

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

Professional Learning Title: Guided Instruction/Critical Vocabulary

Date (s): August, 2017

Location and Time: Westernport Elementary School

Intended Audience: All staff

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

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

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

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

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

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

V.

POLICY STRUCTURE AND PRACTICE

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

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

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

All classroom teachers are required to display the Content and Language Purpose for Mathematics and English Language Arts in their classrooms and in their lesson plans. These purposes are displayed in order to ensure student understanding and retention of content and language and knowledge. With the purposes displayed in the classroom, teachers refer to them throughout the lesson as they reinforce them for students. Teachers also utilize various UDL checkpoints in each of the four GRR sections. UDL checkpoints are listed below, but this is not a comprehensive list.

- **Focused Instruction**
 - UDLPI.2.1: Clarify vocabulary and symbols
 - UDLPI.3.1: Activate or supply background knowledge
 - UDLPIII.7.2: Optimize relevance, value, and authenticity
- **Guided Instruction**
 - UDLPI.1.3: Offer alternatives for visual information
 - UDLPI.3.3: Guide information processing, visualization, and manipulation
 - UDLPII.5.3: Build fluencies with graduated levels of support for practice and performance
- **Collaborative Learning**
 - UDLPIII.7.3: Minimize threats and distractions
 - UDLPIII.8.2: Vary demands and resources to optimize challenge

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- UDLPIII.8.3: Foster collaboration and community
- **Independent Learning**
 - UDLPII.4.1: Vary the methods for response and navigation
 - UDLPII.6.3: Facilitate managing information and resources
 - UDLPIII.9.1: Promote expectations and beliefs that optimize motivation

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

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

Continued support at the county level.

I Implementation Plan

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

- ▶ The plan will be shared at a faculty meeting. Handouts of key points of the final draft of the plan, which will simplify our focus in all appropriate areas, will be distributed in February 2018.

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

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- › Student progress data will be collected through the continuing implementation of Engrade assessments by classroom teachers. This benchmark data will be reviewed during grade level team meetings.

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

- › The SIP will be revised as needed based on input from SIT, CAT, PAT, and the Title I Parent Involvement Committee. Data will be collected from benchmarks, surveys, and grade level team meetings to identify the need for necessary revisions. The School Improvement Team will make any necessary revisions.

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

- › Classroom teachers will be responsible for implementing the plan with fidelity and following the guidelines set forth within the plan. Teachers will monitor their own adherence to the plan using the key points document given in February 2018.

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

- › The plan will be shared with parents and community members during Title I parent meetings. The plan will also be available for review and comments in the school office, and on the school website, when finalized.

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

- › Revisions to the plan will be shared during faculty meetings, Title I parent meetings, and newsletters, and on the school website.

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

- › Open communication will exist between the Central Office and SIT team. Communication and collaboration will occur between the two to ensure that the plan is implemented and revised as necessary. The SIT team will invite Central Office Staff, Title I, reading and math specialists to monthly SIT meetings. The SIT team will send a copy of all minutes from the SIT and Action Team meetings to the Central Office staff to ensure open communication. The SIP will be reviewed by the Central Office staff. Technical support in the development and review of the SIP will be provided by central office support staff.

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

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

Multi-tiered System of Support Action Plan

#1 Progress Monitoring in Grade 3 ELA and Math to better determine Tier II interventions			
Trained school personnel will meet to ensure ongoing and frequent monitoring using grade level (3) standards for academics			
Action Step	Who	By When	Status Update / Next Steps

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FOUNDATION

<p>ey staff for understanding and of progress monitoring</p> <p>ide Professional Development g team meetings for staff to awareness, understanding and ose</p>	<p>Admin, Grade 3 gen and sp ed teachers, ELA and Math Specialists, school based reading intervention teacher</p>	<p>December 13, 2017</p> <p>Ongoing</p>	<p>We are not a pilot school, so we are not able to focus on behaviors on the profile as were addressed on last year’s profile. Our focus will be on screening and progress monitoring for Math and ELA in Grade 3.</p>
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<p>inister DIBELS, phonics eners and DAZE</p> <p>inister Imagine Learning</p> <p>alyze results</p>	<p>Intervention, ELA and Math Specialists, and classroom teachers</p>	<p>September, January, and March 2017-2018</p> <p>September, January, and May 2017-2018</p> <p>Ongoing</p>	<p>September Dibels administration has taken place and January Dibles will be finished by January 22nd. Data will be analyzed and discussed at Dibels Data Analysis Meeting on January 30th.</p> <p>Imagine Learning Benchmark I and II have taken place (1/12/18). Data analysis will take place on January 17th.</p>
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TING

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<p>Assess and explore for continued learning and/or scaling up Review and analyze the data to determine the alignment of current interventions</p>	<p>Intervention and classroom teachers</p>	<p>Jan-March 2018, April-May 2018</p>	
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WIDE SCHOOLWIDE IMPLEMENTATION

<p>Review upcoming Staff developments for the 18-19 school year. At the end of the school year, we will determine what grade level and area to be targeted during the 18-19 school year.</p>	<p>Principal, Mrs. Fazenbaker</p>		<p>Review success' and barriers</p>
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Title I Schools – Four Components

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

Component 1 – COMPREHENSIVE NEEDS ASSESSMENT

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

Component 2 – SCHOOLWIDE REFORM STRATEGIES

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

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

Component 3 A - PARENT, COMMUNITY AND STAKEHOLDER INVOLVEMENT

The plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the

extent feasible, tribes and tribal organizations present in the community and if appropriate, specialized instructional support personnel, technical assistance providers, and school staff.

Component 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

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

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

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

The Comprehensive Needs Assessment of the entire school takes into account information of the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or who are at-risk of failing, to meet the challenging State academic standards. [1114(b)(6)]

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

Please consider:

- What types of data are being collected? How is the data being used by administration, teachers and parents?
- What evidence is being collected to demonstrate academic achievement?
- How is data being reviewed to focus on subgroup performance?
- How is disaggregated data used to guide instruction? Are the strategies successful? What changes need to be implemented?
- What are the needs of the students, teachers, school and community?
- What are the contributing factors for the needs?
- How were members of the school community involved in the data analysis?

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

ELA Needs Assessment	pages 16
Math Needs Assessment	pages 23
Science Needs Assessment	Waived for 2017-2018
MTSS Practice Profile	pages 53
Early Learning	pages 31
Attendance Needs Assessment	pages 32

Schoolwide reform strategies are implemented in order to:

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

Please consider the following:

- Do the strategies increase the quality and quantity of instruction using evidence based methods and strategies?
- Are the reform strategies aligned with the findings in the needs assessment?
- Does the strategy require the use of Title I funded personnel?
- Do the strategies address the needs of all low achieving student groups (FARMS, Special Education, ELL, gender)?
- Do the strategies need to include implementation of a schoolwide tiered model to prevent and address behavioral concerns, early intervention services, or activities that coordinate with IDEA?
- Do the strategies need to include professional development for teachers, paraprofessionals, other school personnel or families to improve instruction and the use of data from academic assessments?
- How do teams of teachers, administrators and parents participate in the decisions regarding the use of reform strategies?
- Strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs and students transitioning to middle school?
- Does the school need counseling, school-based mental health programs, specialized instructional support services, mentoring or other strategies to improve students' skills outside the academic subject?

ELA

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

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 17. Please complete the chart with additional best practices and strategies that support ELA achievement.

Identification of Problem	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Students need to read extended texts for PARCC	Hattie: exposure to reading Effect Size-.42	Students will exhibit perseverance during PARCC testing.	Subscription to Storyworks - \$314
Need to increase access to technology	Hattie: Computer assisted instruction Effect size - .37	Students will improve ability to use technology during testing	Equipment - \$7,430
Spiral review of skills	Brain Pop, Jr SEG Research- found effect sizes of +.47 for Language, +.37 for Reading, +.36 for Science, and +.19 for Vocabulary	Students will demonstrate retention of learned skills in Kindergarten	Web-based - \$175

Materials to support ELA/Math/ Science	Hattie- small group learning - effect size .49	Students will have appropriate materials for instruction to meet needs	Materials: \$2,230.92
FEC Materials	Hattie- small group learning - effect size .49	Students will have appropriate materials for instruction to meet needs	Materials - \$203

MATH

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

Activities to meet the needs of the targeted subgroups(s) and the identified factors hindering student performance are found on pages 23. Please complete the chart with additional best practices and strategies that support math achievement.

Identification of Problem	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Materials to support ELA/Math/ Science	Hattie- small group learning - effect size .49	Students will have appropriate materials for instruction to meet needs	Materials: \$2,230.92

Need to increase drill and practice opportunities	Hattie: Computer assisted instruction Effect size - .34	Students will demonstrate ability to recall facts and math skills	Equipment - \$7,430
Materials to support ELA/Math/ Science	Hattie- small group learning - effect size .49	Students will have appropriate materials for instruction to meet needs	Materials: \$2,230.92
FEC Materials	Hattie - small group learning - effect size - .49	Students will have appropriate materials for instruction to meet needs	Materials - \$203

ADDITIONAL NON ACADEMIC NEEDS OF STUDENTS

Identification of Problem	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Behavioral Concerns Self- regulation Problem solving skills	Second Step Vendor research shows increased academic scores by 11%. Self-regulation, emotional management and problem solving skills improve.	PBIS data will improve	FY 17 budget

Behavioral concerns	<p style="text-align: center;">PBIS</p> <p style="text-align: center;">As a Tier I intervention, teaching behavioral expectations linked with rewards has a positive outcome. Vendor research shows that the perception of school safety increased. this was associated with grade 3 reading scores meeting the state standard.</p>	PBIS data will improve	
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BEHAVIORAL SERVICES

This school utilizes the evidence-based PBIS school wide tiered model to address problem behaviors.

See pages 35 for data and strategies that will be implemented for behavioral support.

EARLY INTERVENTION

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

Need	Activity	
Readiness activities for PreK and Kindergarten	Head Start is offered at Joint Registration and the program operates at WestMar Middle School	

Readiness activities	Orientation meetings and conferences are offered. Summer packets are given to help prepare students.	
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PROFESSIONAL DEVELOPMENT

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

Please see School Improvement Plan:

- ELA pages 48
- Math pages 48
- Science waived

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

Professional Development Calendar/Funding Table

Activity	SIP Alignment	What / How Content/Process	Date(s)	Presenters	Funding Source
Articulation Meetings	ELA/Math	Grade level teachers meet to share instructional strengths/needs of students.	May 2018	Classroom teachers	Title I: Substitutes -\$1,116 Materials - \$1.51
Grade level team meetings	ELA/Math	Grade level teachers meet with the Principal and ELA/Math Specialists to examine data and plan instruction.	Ongoing	Classroom teachers	Title I: Substitutes-\$1,023
Critical Vocabulary & Guided Instruction	ELA/Math	All staff participated in Critical Vocabulary & Guided Instruction PD.	August 2017	Kara McDowell	
Second Step	Barb Amtower, School Counselor	Information about the Second Step Program and its	December 7, 2017	Staff	

		implementation will be shared.	January 24, 2018		
Book Study	Alexa Fazenbaker, Principal, MCIE Team	<i>The Highly Engaged Classroom</i> by Marzano/Pickering will be the focus.	TBA	Teachers	Title I: Stipends - \$295.49

STRATEGIES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS

PROGRAM	DATE/TIMELINE
Meetings with Head Start and PreK Teachers	May 2018
Transition reports provided by Head Start for entering Kindergarten students	May 2018
Pre-K and Kindergarten Parent interviews	August 2018
KRA Screening	August/September 2017
IEP meetings	Ongoing
Pre-K and Kindergarten Orientation Meetings	May 2018
Buster the Bus Program	September 2017
Joint registration with Head Start and Pre-K	April 5-6, 2018
Transportation between Head Start and Pre-K	Ongoing

Open House	August 24, 2017
Articulation meetings between Pre-K and K	May 2018
Articulation meetings between K and Grade 1	May 2018
Articulation meetings between Grades 1-5	May 2018
Articulation meetings with middle school staff	May 2018
Data analysis meetings	Quarterly
Grade 5 middle school visitation	May 2018
Annual Title I Meeting	September 11, 2017

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EVERY STUDENT SUCCEEDS ACT**

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

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

The following persons were involved in planning the parent and family program for the 2017-2018 school year. Representatives should include: parents/family members; teachers; paraprofessionals; special educator; school staff; administrators; tribal representatives, if applicable; community members; stakeholders; LEA representative; and technical assistance providers.

Name	Role
Carlie Johnson	PAC Representative
Michelle Paitzel	PK/1 Parent Representative
Kirk Ketterman	K/4/5 Parent Representative
Chandra Wilson	Grade 2 Parent Representative
Jessica Spalding	Grade 2 Parent Representative
Vickie Fearon	Grade 2/3 Parent Representative

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EVERY STUDENT SUCCEEDS ACT**

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

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

A Family Engagement Coordinator is on-site at Westernport Elementary School for one day every other week. In this position, the Family Engagement Coordinator reaches out to parents to build positive relationships between the home and school through individual communication, works with school administrators to help build a strong parent program, and builds enthusiasm for parent involvement in the school.

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

Please consider the following:

- Parent School Compact
- What is the school's plan for engaging parents/families in the development and dissemination of school parent policies and compacts?
- How are parents/families engaged in the school through orientations, parent nights and other activities?
- What evidence based strategies will be used to increase parent/family engagement?
- How does the school involve parents, families, teachers, administrators, staff and the community in the school planning and decision making process?
- How do parents/families give input on the expenditure of Title I funds?
- What is the role of school staff in strengthening the partnership between the home and school?
- How do community/business partners support the school to improve student achievement?
- Are the activities aligned with the six components of parental engagement (communicating, parenting, students learning, volunteering, school decision making and advocacy, and collaborating with the community)?
- What evidence is there that the relationship between the school and the community is improving?

Please refer to the Parent/Family Engagement section on pages 37-46 for a description of the implementation of these standards.

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

**COMPONENT 4
COORDINATION WITH OTHER FEDERAL,
STATE, AND LOCAL SERVICES, RESOURCES AND PROGRAMS**

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

Service	Service Provider	Explanation of Service
Health care	Allegany County Health Department	School nurse provides health support to students and their families.
Head Start Program	Head Start	Students attending the PreK class may also attend Head Start. Transportation is provided. Joint registration occurs.
Social, personal, or academic support	School Counselor	School counselor meets with individuals and small groups to work on skills as needed. The counselor provides weekly lessons on social skills and is implementing the Second Step Program in all classes.
Differentiated instruction	Classroom teachers	Teachers provide differentiated instruction through small group and computer assisted instruction.
Small group instruction	Special Education teachers and IAs	Instructional assistants and the special education teacher work with students as identified in the IEP
Inclusion in general education classes	Special Education and Classroom teachers and IAs	Instructional assistants and the classroom teacher work with students as identified in the IEP.
Assistance to families based on identified needs	ACPS	Pupil Service Team meets weekly to identify students//families with unmet needs.
Dental screening	Allegany County Health Department	Students are provided with a dental screening and sealants.
Vision screening	Lions Club	Lions Club screens early childhood students.
Social and emotional support	Allegany County Health Department	Mental health counselors work with identified students during the school day to provide support.
Behavior and academic support	Special Education	Learning Assistance Program provides in class support as well as pull out support for students experiencing problems in the classroom.

Behavior support	PBIS Team	PBIS Program sets expectations for student behavior and offers rewards as goals are met.
Nutrition support	Local Churches	Weekend Backpack Program supports nutritional needs of selected students. Summer Lunch Box Program offers nutritional support to identified students throughout the summer.
Clothing	Allegany County Social Services Local Churches	Safe and Snug Program by Allegany County Social Services provides coats, gloves and scarves to identified students. Local churches provide clothing for identified students.
School supplies	ACPS Service groups	Schools, through local funding, provide basic school supplies to students. Stuff the Bus Program also provides school supplies and backpacks to identified students. Faith-based partners provide school supplies.
Opportunities to discuss progress of child	ACPS School staff	Parent Conference Days are held on October 3, 2017 and February 14, 2018. Parents may request conferences at any time.
Reading intervention programs	Intervention Teachers	ERI, Foundations, Read Naturally, SRA, Wilson intervention are provided to students who are identified through DIBELS screening.
Identification of student areas of need	Kindergarten Teachers	KRA is administered at the beginning of the school year to Kindergarten students.
Opportunity to address student educational needs	Principal ELA/Math Specialists	ICT and data analysis meetings occur on a regular basis. Student needs are identified and instruction is planned.
Drug awareness	Sheriff's Department	D.A.R.E. Program is presented to Grade 5 students..
Math intervention program	ACPS	Imagine Math, a computer based math program, evaluates student concept attainment and plans a pathway for each child. This program is only provided in Title I schoolwide schools for students in grades 3-5. enVISION Intervention Program materials are available for instruction.

Assistance to families of young children	Judy Center	Judy Center and the Infants and Toddlers Programs provide monthly literacy programs.
Resources to support homeless students	ACPS	Title I funding provides homeless students with financial assistance to enable students to remain in the home school, educational programs, acceptable "social-school" activities as well as Title I-like academic services.
Adult education programs	Allegany College of Maryland	The GED program is offered for adults.

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

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

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 18.

WT - FY 18 Coordination of Funding Sources

Activity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center	Other Funding Source
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Professional Development	\$2,436					
Extended Day /School Year						
Materials of Instruction	\$2,922.92			\$17,027		
Salaries	\$216,583.86					
Parent / Family Engagement	\$2,790.99					
Equipment	\$7,430			\$3,000		
Contracted Expenses						
Consumable				\$4,338		
Office				\$2,505		
Other				\$18,034		

Title I Budget 2017 – 2018

Instructional Program: \$10,352.92 (includes FEC)

Materials

\$2,230.92

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/MATH/ SCIENCE	Materials to support ELA/Math/Science	\$2,230.92	\$2,230.92	FARMS/SPEC. ED

Equipment

\$7,430.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/MATH	Lenova Yoga Multi Touch Laptops	10 x \$743.00	\$7,430.00	FARMS/SPEC. ED

FEC Materials**\$203.00**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/MATH	Materials to support teachers	\$203.00	\$203.00	FARMS/SPEC. ED

Subscriptions**\$314.00**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Scholastic Story Works (Grade 5)	40 x \$7.85	\$314.00	FARMS/SPEC. ED

Web-based**\$175.00**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/MATH	Brain Pop Jr.	\$175.00	\$175.00	FARMS/SPEC. ED

Title I Budget 2017 – 2018

Professional Development: \$2,436

Stipends / Substitutes

\$2,434.49

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA MATH	Articulation Meetings	12 substitutes x \$93	\$1,116	FARMS/SPEC. ED
ELA / MATH SCIENCE	Grade Level Team Meetings	11 substitutes x \$93	\$1,023	FARMS/SPEC. ED
ELA MATH	Book Study	13 hours x \$22.73	\$295.49	FARMS/SPEC. ED

Hourly Stipends: Teaching- \$24.06

Non-Teaching- \$22.7

Substitutes: Certified- \$93.00

Materials

\$1.51

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
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ELA	Articulation Meeting Materials	\$1.51	\$1.51	FARMS/SPEC. ED
MATH				

Title I Budget 2017 – 2018

Parent/Family Engagement: \$2,790.99

Stipends

\$1,213.88

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent/Family Engagement	Meet the Teacher	14 teachers x 2 x \$22.73	\$636.44	Building Parent Capacity
Title I Parent/Family Engagement	Books Before Bedtime	4 teachers x 2 x \$24.06	\$192.48	Building Parent Capacity
Title I Parent/Family Engagement	STEM Night/Interest Fair	8 teachers x 2 x \$24.06	\$384.96	Building Parent Capacity

Hourly Stipends: Teaching- \$24.06

Non-Teaching- \$22.73

Materials

\$1,328.11

***Food Allowance – 10% = \$279.09 (Per person: Light snack-\$2-\$3, Breakfast-\$3-\$5, Lunch-\$5-\$8, Dinner-\$8-\$11 or less)**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent/Family Engagement	Refreshments for Activities	\$279.00	\$279.00	Building Parent Capacity
Title I Parent/Family Engagement	Materials for STEM Night/Interest Fair/Books Before Bedtime	\$1,049.11	\$1,049.11	Building Parent Capacity

Subscriptions

\$249.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent/Family Engagement	Resources for Education (Home School Connection)	\$249.00	\$249.00	Building Parent Capacity

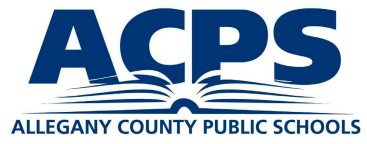
PRIORITY: An opportunity identified by the team in order to achieve their vision.			
PRACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority.			
LAYING THE FOUNDATION Why/What?	INSTALLATION Where/How?	INITIAL IMPLEMENTATION How are we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

- 1) We know what options (practices) exist for this priority.
- 2) We agree on which practice we want to implement.
- 3) We have people and systems prepared to implement this practice.
- 4) We have well-trained people who will be trying-out this practice.
- 5) We have tried out this practice.
- 6) We have reflected and recommended improvements in the practice and systems that support it.
- 7) We have student and system outcomes that show this practice is working.
- 8) We have a competent, organized, well led system for this practice.

PRIORITY: #1 Progress Monitoring in Grade 3 ELA and Math to better determine Tier II interventions			
PRACTICE: Trained school personnel will meet to ensure ongoing and frequent monitoring using grade level (3) assessments for academics			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> ● Survey staff for understanding and skill of progress monitoring ● Provide Professional Development during team meetings for staff to gain awareness, understanding and purpose 	Admin, Grade 3 gen and sp ed teachers, ELA and Math Specialists, school based reading intervention teacher	<p>December 13, 2017</p> <p>Ongoing</p>	We are not a pilot school, so we are not able to focus on behaviors on the profile as were addressed on last year’s profile. Our focus will be on screening and progress monitoring for Math and ELA in Grade 3.
INSTALLING			
<ul style="list-style-type: none"> ● Administer DIBELS, phonics screeners and DAZE ● Administer Imagine Learning ● Analyze results 	Intervention, ELA and Math Specialists, and classroom teachers	<p>September, January, and March 2017-2018</p> <p>September, January, and May 2017-2018</p> <p>Ongoing</p>	<p>September Dibels administration has taken place and January Dibles will be finished by January 22nd. Data will be analyzed and discussed at Dibels Data Analysis Meeting on January 30th.</p> <p>Imagine Learning Benchmark I and II have taken place (1/12/18). Data analysis will take place on January 17th.</p>
IMPLEMENTING			

<ul style="list-style-type: none"> • Discuss and explore for continued screening and/or scaling up • Examine and analyze the data to determine the alignment of current interventions 	Intervention and classroom teachers	Jan-March 2018, April-May 2018	
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> • Schedule upcoming Staff Developments for the 18-19 school year • At the end of the school year, we will determine what grade level and area will be targeted during the 18-19 school year. 	Principal, Mrs. Fazenbaker		Review success' and barriers

PRIORITY: #2			
PRACTICE:			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
INSTALLING			

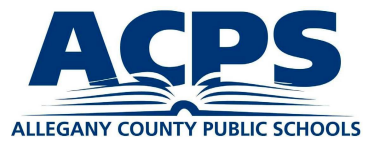


MTSS Multi-Tiered System of Support Action Planning

School: Westernport

Date: 12/13/17

IMPLEMENTING			
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
			?
Notes-			



MTSS Multi-Tiered System of Support Action Planning

School: Westernport

Date: 12/13/17