

**Allegany County Public Schools
2014 – 2015 School Improvement Plan**

School: West Side Elementary School

Principal: Molly Stewart

I. School Progress Index: .9602

Please check the strand for which your school is identified.

(Please Check)	STRAND	Criteria
	1	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Minimal subgroups missing AMOs
	2	<ul style="list-style-type: none"> ➤ Meets academic standards ➤ Some subgroups missing AMOs
X	3	<ul style="list-style-type: none"> ➤ Minimally meets or does not meet academic standards ➤ Multiple groups missing AMOs
	4	<ul style="list-style-type: none"> ➤ Usually does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed
	5	<ul style="list-style-type: none"> ➤ Does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed

Are you a Title I school? ☒ Yes ☐ No

Are you an Approaching Target School? ☐ Yes ☒ No

Have you ever been a Blue Ribbon School? ☐ Yes ☒ No

Please check if your school is identified in one of the Title I categories.

(Please check)	Category	Description
	Reward	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Closing the achievement gap
	Focus	<ul style="list-style-type: none"> ➤ Need to focus on subgroups not meeting AMOs ➤ Need to focus on the gap in subgroup performance
	Priority	<ul style="list-style-type: none"> ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed

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II. School Demographics

A. Staff Demographics

STAFF DATA 2014-2015 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		22	22
Itinerant staff	11		11
Paraprofessionals	2	9	11
Support Staff	1	3	4
Other	5	8	13
Total Staff	19	44	63

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2014 – 2015 Official Data	2013 – 2014 Official Data	2012 – 2013 Official Data	2011 – 2012 Official Data
Percentage of faculty who are:	100%	100%	100%	100%
• Highly qualified to teach in assigned area(s)				
• Not highly qualified to teach in assigned area(s)	0%	0%	0%	0%
For those not highly qualified, list name, grade level course				
Number of years principal has been in the building	5	4	3	2
Teacher Average Daily Attendance	94.1	95.5	92.2	93.8

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B. STUDENT DEMOGRAPHICS CHART

Table 3

SUBGROUP DATA

Data from prior year's SIP

	2014 – 2015	2013-2014	2012-2013
	Total	TOTAL	TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	NA	NA	NA
African American	15	23	18
White	320	306	293
Asian	≤10	≤10	≤10
Two or More Races	56	48	34
Special Education	58	52	43
LEP	≤10	≤10	≤10
Males	197	192	170
Females	200	190	179
Total Enrollment (Males + Females)	397	382	349

Percentage of student eligible for Free and Reduced Meals as of October 31, 2013: **72.37**

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SPECIAL EDUCATION DATA 2014-2015 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	≤10
02 Hard of Hearing	0
03 Deaf	0
04 Speech/Language Impaired	24
05 Visual Impairment	0
06 Emotional Disturbance	0
07 Orthopedic Impairment	0
08 Other Health Impaired	10
09 Specific Learning Disability	10
10 Multiple Disabilities	0
12 Deaf-Blindness	0
13 Traumatic Brain Injury	0
14 Autism	≤10
15 Developmental Delay	≤10

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Discipline/Climate Narrative

West Side completed its thirteenth year as a PBIS school, earning the Gold Award for the seventh straight year. PBIS sets a goal of 80% of students having 0 – 1 office discipline referrals (ODR). For the 2013-14 school year, West Side had 131 office discipline referrals. This is a significant decrease from the 2012-13 school year. These figures represent a 15 percent decrease from the 2012-13 school year. 358 students had 0-1 ODR's, meaning that 92% of West Side students had 0 – 1 ODR's. Twenty-one students had 2 – 5 ODR (5%), and 6 students had 6+ referrals (2%).

West Side will continue to implement Check In/Check Out, a behavior program designed to help students with a history of behavior problems become successful in conducting themselves appropriately. A total of 8 students were enrolled in this program during the 2013-14 school year.

West Side continued to use the PAW rewards to recognize students who exhibited behaviors related to the West Side Core Values: "Respect, Excel, and Inspire." Classrooms were recognized for earning the highest percentage of PAWs each week. The winning class was recognized and each child received a token to use in the school Treasure Tower.

West Side School will continue to recognize "PEACE DAYS." PEACE DAYS are earned by having 0 office discipline referrals in the school. Each day with 0 office discipline referrals earns a letter to spell out PEACE DAYS and earns a PAW coupon for each student. When all letters for PEACE DAYS have been earned, the school celebrates together by playing a song selected by students. Students are also rewarded with extra play and student-selected activities.

The West Side PBIS team meets to monitor student behavior and school climate monthly. The team examines data based on referral times, referral locations, grade level referrals, and type of behavior infractions. The team designs interventions based on the collected data. All data is shared with the West Side staff monthly, during a faculty meeting. Decisions are then made to enhance the school-wide and individualized programs that support and ensure the development of a positive school culture.

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III. AMO Progress – ELA and Math

School Level AMO Analysis

Annual Measurable Objective targets are unique to specific schools and subgroups; schools are striving to meet their individual targets to support the achievement of all students while closing the achievement gap and decreasing the number of non-proficient students. Through Maryland's ESEA Flexibility Waiver, each Maryland school will reduce its percent of non-proficient students for each of its subgroups and overall by half in the upcoming six years (2017).

Reading

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

Short Term Goal: To reduce the percent of non-proficient students for each subgroup and overall by half in six years (2017).

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

Table 5: ELA (Reading) MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	135	124	91.9	150	133	88.7	147	121	82.3
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American	*	*	≥95.0	10	≤10	60.0	13	≤10	61.5
Native Hawaiian or Other Pacific Islander									
White	111	102	91.9	127	115	90.6	113	95	84.1
Two or more races							11	≤10	81.8
Special Education	28	23	82.1	25	22	88.0	21	17	81.0
Limited English Proficient (LEP)									

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Free/Reduced Meals (FARMS)	99	90	90.9	106	92	86.8	109	85	78.0
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1. Based on available data, describe the challenges in English/Language Arts. In your response, identify challenges in terms of subgroups. Looking at all students, West Side exceeded the AMO in reading/language arts. We saw growth in all subgroups from 2013 with the exception of Special Education. Our Special Education subgroup dropped from 88% in 2013 to 82.1% in 2014, a decrease of 5.9%.

2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. Your method of measuring student progress should be written as an objective milestone.
 - Students (K-5) will meet with teachers in flex groups focusing on targeted skills at least three times a week.
 - Students will read independently using instructional level text daily.
 - All teachers (K-5) will meet daily with below level readers focusing on developing comprehension skills using grade level texts.
 - Students will work within quality literature to develop vocabulary skills, reading strategy skills, and construct written responses through quick writes and journal responses providing textual evidence.
 - Teachers will utilize high quality resources for ELA instruction (Treasures, MD Blackboard Exemplar Units, EngageNY modules, etc). Teachers will evaluate all resources using the “Resource Evaluation Tool- WS.”
 - Students will have an opportunity to create an extended writing piece related to the overarching essential question of each reading theme.
 - Teachers and students will develop learning progressions and success criteria related to the CCRS (SWIFT Goals).
 - Universal Design for Learning will be embedded in lesson plans.
 - Weekly collaborative team planning (grade level team and all support teachers) will allow for improved instructional planning for meeting the needs of individual students.
 - Student Progress will be measured by the following milestone data:
 - Writing- 80% of students in grades K-5 will meet their individual growth target (1/2 gap) on the end of year writing benchmark
 - 80% of students in grades K-5 will score at benchmark on middle of the year DIBELS and 85% will benchmark on the end of year DIBELS assessment
 - 90% of students in grade 3-5 will show progress over time on the ELA Edmodo Snapshot which specifically measures the CCRS

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Mathematics

Long Term Goal: To reduce the percent of non-proficient students for each subgroup and overall performance by half by 2017.

Short Term Goal: To meet the school specific established AMO for each subgroup and overall performance by 2014.

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

Table 9 : Mathematics MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	157	135	86.0	150	132	88.0	147	132	89.8
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American	10	≤10	80.0	≤10	10	80.0	10	13	76.9
Native Hawaiian or Other Pacific Islander									
White	128	112	87.5	127	114	89.8	113	102	90.3
Two or more races									
Special Education	30	18	60.0	25	19	76.0	21	18	85.7
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	115	95	82.6	106	90	84.9	109	94	86.2

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1. Based on available data, describe the challenges in Mathematics. In your response, identify challenges in terms of subgroups.

Mathematics will continue to be an area of emphasis at West Side. Overall scores show a very slight downward trend (89.8 in 2012 to 86% in 2014). The special ed. subgroup has shown the most significant decline (85.7% in 2012 to 60% in 2014). As students in this subgroup adapt to the rigor of CCRS, teachers must adapt instructional approaches to deepen conceptual understanding.

2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. Your method of measuring student progress should be written as an objective milestone.

- We will continue to differentiate instruction using the teacher table, work table, and workstation model to meet the needs of all learners.
- Teachers will use concrete / representational/ abstract approaches in every math lesson.
- All math instructional periods will begin with a math warm-up.
- Sokikom Math will be utilized in all 3 tiers of math instruction (SWIFT Goal).
- DIBELS Math will be administered as a screening in grades K-2 (SWIFT Goal).
- Students will increase math discourse through “Number Talks” strategies from Math Solutions (SWIFT Goal).
- Increase use of technology to support data analysis, problem-solving, and small group instruction.
- Integrate Universal Design for Learning (UDL) strategies to remove barriers to student learning.
- Student progress will be measured by the following milestone data:
 - 90% of students in K-5 will show progress over time on the Sokikom assessment of the math CCRS
 - 90% of students in grades 3-5 will show progress over time on the Math Edmodo Snapshot which specifically measures the CCRS
 - 80% of students in grades 1 and 2 will score at benchmark on middle of the year DIBELS Math and 85% will benchmark on the end of year DIBELS Math assessment
 - 80% of students in grades K-5 will meet their individual growth target (1/2 gap) on math benchmarks

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IV. Science

Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	40	27	67.5	50	37	74.0	41	34	82.9
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American									
Native Hawaiian or Other Pacific Islander									
White	31	19	61.3	43	32	74.4	30	25	83.3
Two or more races									
Special Education	10	≤10	20.0						
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	29	17	58.6	31	20	64.5	30	24	80.0

- Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups.
 - West Side students made significant growth in the aggregate and all subgroups in 2012. However, we dipped from 82.9% to 74% in 2013 and then to 67.5% in 2014. Our challenges include raising the performance of the aggregate with a specific focus on Special Education which scored only 20% in 2014.
- Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. Your method of measuring student progress should be written as an objective milestone.
 - Align science units/lesson plans with the 5E Model to engage students in exploring scientific content.
 - Students will participate in monthly science challenges and a school-wide science fair in March, 2015.

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- Students will engage in two, school-wide STEM Days.
- Students will participate in hands-on lessons incorporating the use of the green house, Outdoor School, tree planting with DNR, Earth Day activities, ETA Hands-On Science kits, Zula science kits, and various classroom labs designed to engage students in exploring the diversity of life, cells, and the flow of matter and energy.
- Science will be integrated across contents with STEM lessons and activities embedded in ELA and Math.
- Technology will be utilized to ensure student proficiency with tech skills necessary for online assessments.
- Student progress will be measured by the following milestone data:
 - 80% of students in grade 5 will meet their individual growth target (1/2 gap) on science benchmarks

V. SPI (School Progress Index) – Use 2013 SPI Data

The 2013 School Progress Index is .9602

This SPI places our school in Strand 3

- A. Achievement – Elementary, Middle and High** The Achievement Contribution Value represents your school's performance on the MSA, MOD MSA and MOD HSA, Alt MSA and HSA in meeting Math, Reading and Science proficient and advanced levels relative to the school's targets.

Table 20

2013 Achievement Calculation	Math (MSA or Algebra/Data Analysis)	Reading (MSA or English 2)	Science (MSA or Biology)	Combined Indicator
% of students who scored Advanced or Proficient	86	91.9		
2013 Achievement AMOs	84.79	87.13	65.77	
Measure Progress Scale Values	1.0349	1.0150	1.1170	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	.3450	.3383	.3723	

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Achievement Contribution Value				.3167
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LLList any content area where the Measure Progress Scale Value is less than 1. Math and Science

Any content area listed should be addressed in the AMO Progress section of the plan.

- B. Gap Reduction – Elementary, Middle** The Gap Reduction is defined as a decrease in the performance gap between the highest-achieving subgroup and the lowest-achieving subgroup by content area. The gap percent for each school and content area is calculated using the combined result of Alt-MSA and MSA for elementary and middle.

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2013 Gap Reduction Calculation	Math	Reading	Science	Combined Indicator
2013 Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	White 91.92	White 90.32	White 84.0	
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	Special Education 75.0	FARMS 86.54	FARMS 63.33	
This Year's Gap (complement)	83.08	96.22	79.33	
2013 Gap Reduction AMO (complement)	86.92	93.06	86.03	
Measure Progress Scale Values	.9559	1.0340	.9221	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution				
Gap Reduction Value				.3883

t area where the Measure Progress Scale Value is less than 1. Math and Science

Any area listed should be addressed in the AMO Progress section of the plan.

- C. Student Growth – Elementary and Middle Schools Only** Student Growth is defined as the progress a student makes from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school for the following measures: Mathematics Proficiency (MSA Math) and Reading Proficiency (MSA Reading)

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2013 Student Growth Calculation	Math	Reading	Combined Indicator
2013 Growth Rate	42.7	88.64	
2013 Growth AMO	60.32	89.22	
Measure Progress Scale Values	.7079	.9935	
Proportional Significance	50%	50%	
Measure Contribution	.3539	.4968	
Growth Contribution Value			.2552

List any content area where the Measure Progress Scale Value is less than 1. Reading and Math
Any content area listed should be addressed in the AMO Progress section of the plan.

VII. Attendance – Elementary and Middle Schools

Table 25: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	≥95	Y
Grade 1	≥95	Y
Grade 2	≥95	Y
Grade 3	≥95	Y
Grade 4	≥95	Y
Grade 5	≥95	Y

Table 26: Attendance Rate	All Students				
Subgroups – School Level Data	94%	90%*	94%	94%	94%
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014

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All Students	≥95	≥95	≥95	≥95	≥95
Hispanic/Latino of any race					
American Indian or Alaska Native					
Asian					
Black or African American		94.4	≥95	94.5	≥95
Native Hawaiian or Other Pacific Islander					
White		≥95	≥95	≥95	≥95
Two or more races		≥95	94.8	93.6	≥95
Special Education	94.5	94.0	94.6	94.9	94.1
Limited English Proficient (LEP)					
Free/Reduced Meals (FARMS)	94.2	94.6	≥95	≥95	94.4

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups. The aggregate and all subgroups exceeded the state attendance goal of 94%.
2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.
3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

IX. Principal's SLO

PRINCIPAL SLO 1

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

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Math- MSA Math results from 2013 indicated that 60% of our Special Education students scored proficient or advanced. Trend data shows that Special Education students scoring proficient or advanced has decreased for the past 3 years from 85.7 in 2012 to 76% in 2013 and finally, 60% in 2014. This decreasing trend highlights a need for focus and specialized instruction in the area of math.

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

2012-14 MSA Data
2013-14 Math Benchmark Data

How does the SLO support School Improvement Needs and/or Goals?

Our school improvement plan for math outlines several initiatives and goals related to math achievement.

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

Sokikom Assessment and Math Grade Level Benchmarks

PRINCIPAL SLO 2

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

Writing- Prek-5 Due to the increased writing focus, the SLO will focus on all students in grades prek-5.
Prek-3 will focus on narrative writing; grade 4 will focus on argumentative; and grade 5 will focus on informative/explanatory

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

Since MSA, BCRs and short answer writing have taken priority over fully developed writing pieces. With the Common Core standards, there is a stronger focus on writing including grammar and mechanics. Increasing writing instruction is a school-wide goal this year.

How does the SLO support School Improvement Needs and/or Goals?

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As a staff, we developed grade level writing progressions and end of year writing benchmarks. This SLO supports the monitoring of progress toward the benchmark.

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

Pre writing baseline benchmark will be administered in September/October and a post writing benchmark will be administered in May.

Name	Position
Molly Stewart	Principal
Nidhi Gupta	4 th Parent and PAC Representative
Stephen Gibson	2 nd Parent and PAC Representative
Lauren Read	1 st Parent
Laura Miller	All- Resource Teacher
Paige McFarland	1 st & 3 rd Parent
Evan West	5 th Parent
Sandy Llewellyn	Parent Involvement Coordinator

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West Side Elementary School PARENT INVOLVEMENT PLAN

Expectations

West Side recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the staff welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

- I – Shared decision-making opportunities
- II – Opportunities to build and increase understanding, communication, and support between home and school
- III – Formal and informal evaluation of the effectiveness of parent involvement activities
- IV – Activities that promote a positive environment of high expectations shared by home and school

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet the AMO target for 2014-2015.

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X. Title I Parent Involvement

Parent/Community Involvement Needs

Describe your school's parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.). Title I schools must analyze information from the Title I Parent Interest Survey.

In 2013-14 our greatest success in terms of parent/community involvement related to special programs. According to sign-in sheets, we had the following attendance at events:

- | | |
|---|------------------------------------|
| • August 26, 2013- Back to School Night | 163 attended |
| • September 27, 2012 every 6 weeks Coffee with Admin. | approximately 6 attended each time |
| • September 9-13, 2013- Grandparents Day | 214 attended |
| • October 3, 2013- Parent Conference Day | 256 attended |
| • November 15, 2013- Gifts from the Kitchen-UMD | 14 attended |
| • December 11, 2013- Reading with Parents Gr. 1 | 21 attended |
| • February 6, 2014- Parent Conference Day | 161 attended |
| • February 8, 201- Chinese New Year | 298 attended |
| • May 21, 2014- Science Make and Take | 6 attended |
| • June 3, 2014- Science Fair | 64 attended |

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Parent Advisory/ Title I Parent Committee 2014 – 2015

Name	Grade Level Representation	Position
Nidhi Gupta	4 th Parent	PAC Representative
Stephen Gibson	2 nd Parent	PAC Alternate
Lauren Read	1 st Parent	Member
Laura Miller	All- Resource Teacher	Member
Paige McFarland	1 st & 3 rd Parent	Member
Evan West	5 th Parent	Member
Molly Stewart	All	Principal
Sandy Llewellyn	All	Parent Involvement Coordinator
Denia Hoherl	Pre K Parent	Member

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

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West Side Elementary School PARENT INVOLVEMENT PLAN

Expectations

As a schoolwide Title I school, West Side's Parent Involvement Plan meets and exceeds the requirements of the Title I, Part A Section 1118 No Child Left Behind Act of 2001 (NCLB).

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

- I – Shared decision-making opportunities
- II – Annual meeting to explain the school-wide Title I program
- III – Opportunities to build and increase understanding, communication, and support between home and school
- IV - Formal and informal evaluation of the effectiveness of parent involvement activities
- V – Opportunities to increase awareness of the available resources offered by Mid Atlantic Equity Consortium, Inc.
(MAEC)
- VI – Activities that promote a positive environment of high expectations shared by home and school

West Side accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent Involvement Plan with the district's Parent Involvement Plan.

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Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet all AMO targets on the MSA for 2014-2015.

Action Plan

Title I Requirements	Description of Activities/ Actions/ Initiatives	Date(s)	Whom should you contact for more information?
<p>I. Shared Decision Making</p> <p>◆ The school improvement plan is developed with input from parents.</p> <p>◆ The school improvement plan is available for parent review and input at any time.</p>	<p>Parent representatives on HPLT and other decision-making teams collaborate with school staff on the development of the SIplan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office Technical Assistance Team.</p> <p>A synopsis of the school improvement plan and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.</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</p>	<p>September, 2013- Ongoing</p> <p>Upon approval</p>	<p>Molly Stewart, Jason Bearinger, Sarah Kalbaugh</p> <p>Molly Stewart, Jason Bearinger, Sarah Kalbaugh</p>

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<ul style="list-style-type: none"> ◆ The parent involvement plan is developed with input from parents. ◆ The parent involvement plan is distributed to all parents 	<p>and make revisions. HPLT will review the proposed plan. In September, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to HPLT for approval.</p> <p>A summary of the parent involvement plan is distributed to all families after the Central Office Technical Assistance Team has approved the school improvement plan.</p>	<p>May, 2015</p> <p>Upon SIP Approval</p>	<p>Molly Stewart, Jason Bearinger, Sarah Kalbaugh</p> <p>Molly Stewart, Jason Bearinger, Sarah Kalbaugh</p>
<ul style="list-style-type: none"> ◆ With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students. 	<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 Home-School Compact(s) and make revisions. The proposed compact(s) will be reviewed by HPLT. 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 HPLT for approval.</p>	<p>May, 2015</p> <p>Distributed September, 2014</p>	<p>West Side's Parent Advisory Council/ Parent Involvement Committee Members, Molly Stewart, Jason Bearinger, Sarah Kalbaugh, Sandy Llewellyn</p>
<ul style="list-style-type: none"> ◆ Parents are involved in the decisions regarding the spending of the parent 	<p>A committee that includes a least one parent representative from each grade level will meet in April or May to review the proposed budget. The</p>	<p>May, 2014</p>	<p>West Side's Parent Advisory Council/ Parent Involvement Committee Members, Molly Stewart, Jason</p>

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involvement funds.	proposed budget will be reviewed by HPLT. In September, parents of all students will have an opportunity to review the budget and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to HPLT for approval.		Bearinger, Sarah Kalbaugh, Sandy Llewellyn
II. Annual Meeting ♦ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental involvement.	Back to School "Open House"- A parent meeting is held annually to inform the families of the purpose of the Title I program and how it impacts them and our school. Budget: \$1,037.52 – stipends for teachers to attend meeting	August 20, 2014	Molly Stewart, Jason Bearinger, Sarah Kalbaugh
III. Building Parental Capacity 1) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.	<ul style="list-style-type: none"> • "Pre-Kindergarten/ Kindergarten Orientation"- The classroom teachers discuss the rigor and relevance of these programs in relation to the state curriculum and county-wide achievement goals. • "Parent Conference Days"-Classroom teachers inform parents/guardians of any changes or updates to the curriculum as needed. • "Hands-On Math Day"- Parents/Guardians will visit the classroom to participate in a math lesson with their child. Common Core information concerning mathematics 	May 2013 September, 2014 February, 2015; ongoing January 2015	

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	<p>will also be disseminated to families.</p> <p>Budget: \$471.60 Stipends for Science Fair</p> <ul style="list-style-type: none"> • “PARCC and Common Core Night”- 3rd,4th and 5th grade families will be invited to learn more about the state assessment and the associated curriculum. 	February 2015	
2) Provide materials and parent trainings/workshops to help parents improve their children’s academic achievement.	<ul style="list-style-type: none"> • “Hands -On Math Day”- Parents/Guardians will be invited to school to participate in a math lesson. Teachers will also provide materials and model ways that they can support their children at home. Parents will receive CCSC math shifts. Budget: \$471.60 Stipends for Science Fair • “Science Fair Informational Night” - Parents/Guardians and their children will be invited to learn about the scientific process which they will need to complete their science fair project. Materials, resources and work time will be provided to allow families to actively participate in a “make-and-take” workshop. Budget: \$471.60- stipends for teachers to attend Science Fair • Lobby Informational Television- School happenings and 5-minute parent trainings related to reading, math, and science will run continuously on the TV by the parent 	<p>January 18, 2015</p> <p>December 5,2014; Ongoing</p> <p>Spring 2014</p> <p>February – June 2014</p>	

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	sign-in in office.		
3) Educate school personnel on how to work with parents as equal partners in their child' education.	Coffee with the Principal – Principal meets with parents to share school information and to listen to concerns and suggestions. Feedback will be shared with staff at faculty meetings.	Every other month	Molly Stewart & Jason Bearinger
4) Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., library, 21 st Century After School Program, Head Start, etc.	<ul style="list-style-type: none"> • Pre-Kindergarten/Kindergarten Enrollment – Parent letters were sent to parents reminding them of the registration dates. Posters were also posted within the school and local businesses. • Allegany County Health Department School-based Counseling – Targeted students will receive school-based counseling. The counselor works closely with the families and as a liaison for the ACHD. • Vision and Dental Screenings through the Allegany County Health Department – Students are evaluated and if a follow-up is needed, parents are notified. • Dental Sealants through the Allegany County Health Department – Forms are sent home for parent/guardian permission, students are then evaluated and treated by the dentist. • Allegany County Health Department Flu 	<p>January –March 2014</p> <p>Ongoing</p> <p>October 2013</p> <p>November 2013</p> <p>October 2013</p>	<p>Administration</p> <p>Administration, Pupil Services Team</p> <p>Health Nurse, Administration</p> <p>Health Nurse, Administration</p>

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	<p>Mist Clinic- Parent/Guardian permission form is sent for their child to be inoculated.</p> <ul style="list-style-type: none"> Personal Body Safety – Partnering with the Allegany County Health Department students are taught to value their body and the importance of personal space and “inappropriate touches”. A letter prior to the lesson was sent home to families and students also brought home additional materials that reinforced the lesson. 21st century Programs - Parent nights supporting reading, math and science. Internet Safety Program – Parents/guardians are invited to learn about the importance of internet safety through our school resource officer. Also discussed, are the dangers that put their child at risk when using social media. <p>Parent Involvement Television- School happenings 5-minute parent trainings will run continuously on TV by the parent sign in area.</p>	<p>October 2013</p> <p>Ongoing</p> <p>February 2014</p> <p>Ongoing</p>	<p>Health Nurse, Administration</p> <p>Health Nurse, Administration, Andy Ferguson</p> <p>Debbie Frankenberry</p> <p>Administration, SRO James Beck</p> <p>Administration</p>
5) Ensure information is presented in a format and /or language parents can understand.	<ul style="list-style-type: none"> West Side Parent Handbook – This book is designed, and distributed at the beginning of the year to inform parents and guardians of school rules and policies. Behavior Colors in Assignment Books- Teachers and students will record 	<p>September 2013</p>	<p>Administration</p>

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	<p>behavior color codes in assignment notebooks. Parents will be informed of color symbols during conferences and by PBIS memos.</p> <ul style="list-style-type: none"> • Newsletters – Informs parents of upcoming topics that all grade levels will be learning, also mentions important school functions and a letter from the principal. • Important Dates to Remember Memos – This bulleted memo is sent home to inform parents of upcoming events and other news. • Edmodo – School-wide Social Media site that allows parents a portal access various sites to enrich their child’s learning as well as view student learning in the classroom. • School Website – Allows the community to access important information about our school, staff and contact information. • Board of Education Television Channel – Local advertisement for our school displaying important school events and school contact information. • Coffee with the Principal – Open format that allows parents to participate and voice their praises or concerns about our school. Administrators discuss upcoming events or reflect upon past events and discuss ways to keep making positive 	<p>Ongoing, daily</p> <p>During PBIS booster weeks</p> <p>Monthly, Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Every 6 weeks</p>	<p>Classroom Teachers, PBIS Chair</p> <p>Sandy Llewellyn/PIC, Classroom Teachers, Administration</p> <p>Administration</p> <p>Administration</p> <p>Administration</p> <p>Administration</p>
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	changes to our school in all settings.		Administration
6) Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent involvement opportunities	<ul style="list-style-type: none"> Translated Newsletters and Parent notes Transportation for Parents Budget- \$75 for taxi Temporary relocation of classroom during family/student events (ex. Grandparents Day, etc.) to accommodate for family members with physical limitations. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Administration</p> <p>Administration</p> <p>Classroom Teachers, Administration</p>
IV. Review the Effectiveness ♦ The effectiveness of the school's parental involvement activities will be reviewed.	<ul style="list-style-type: none"> Evaluations / Surveys are given at the end of every parent/guardian activity. Annual SIP evaluation Annual Title I Parent Involvement Committee 	<p>Ongoing</p> <p>May 2014</p> <p>Spring 2014</p>	<p>Administration, Action Team Chairs, Teachers, PIC</p> <p>Administration, HPLT, PIC, PAC Representative</p> <p>Administration</p>
V. Mid Atlantic Equity Consortium, (MAEC) ♦ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org	<ul style="list-style-type: none"> Parents/Guardians are notified in the 1st school newsletter sent at the beginning of the year. Available in Parent Information Center in the school lobby. 	<p>September 2013</p> <p>Ongoing</p>	<p>Administration</p> <p>Sandy Llewellyn/PIC, Administration</p>
IV. Joyce Epstein's Third Type of Parent Involvement ♦ Volunteering	<ul style="list-style-type: none"> Volunteer Workshop Special activities such as, special classroom and school-wide activities SWIFT Family & Community Partnership 	<p>Thursdays, Ongoing</p> <p>As scheduled, Ongoing</p>	<p>Sandy Llewellyn/PIC</p> <p>Sandy Llewellyn/PIC, Classroom Teachers, school staff, Administration</p>

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	Team	Monthly	Andy Ferguson, Chair
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XI. Professional Development Plan



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Professional Development Planning Form

Professional Development Title: Math Effective Practices / Discourse; Sokikom as Intervention

Date (s): November 12, 24; February 2015; / TBD

Location and Time: Cash Valley, 4:00 to 6:00 p.m./ Site based during school day

Intended Audience: Classroom Teachers

1. Indicate the student data information that identified a need for change in student achievement and/or behavior that this professional development will address.
(Consider MSA, benchmark, school based assessments, Look2Learn, and other data)

Decrease in MSA math scores since 2012

Increased rigor in math benchmarks for 2014-2015 school year

Focus on math discourse structure complements the focus of FAME and UDL

Lack of screening tool and math intervention programs

2. What changes will occur in the classroom as a result of this professional development? (What will students experience)

Students will participate in a structured process for mental math problem solving. The focus will be on the teacher acting as facilitator, allowing students to explore, learn, and utilize a variety of strategies for solving problems. Students will hear others' methods of solving, self check their thinking, and become more accustomed to using appropriate vocabulary. The end goal is to increase fluency and computation. The Math Team will determine effective use of Sokikom as an intervention and create a schedule for intervention, progress monitoring, and intervention cycle meetings.

3. What knowledge and skills will the participants attain in this professional development to make these changes happen? (What will staff know and be able to do as a result of this activity)

Teachers will learn and utilize a structured process for facilitating math discourse.

Teachers will become more accustomed to acting as facilitator and allowing students to explore mathematics collaboratively.

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Teachers will be able to utilize the information gained from the process to inform future instruction.
Teachers will participate in training and be able to pilot use of Sokikom as an intervention for struggling students.

4. What activities will occur to provide the required knowledge and skills? (Provide a detailed agenda)

Math Effective Practices / Focus on Discourse

11/14/14 – Introduction to process for math discourse

- Background on how the structure supports discourse
- Connections to building fluency and computation skills
- Structured, step by step procedure
- Phases of implementation

11/24/14 – Implementation / Feedback

- Implementation discussion, video examples, available resources
- Strategies for guiding feedback to students
- Learning progressions connected to problem solving
- Action planning for next few months' implementation

3/15, 4/15 – Follow-up

- Implementation review
- Walk through feedback
- Instructional rounds feedback
- Next steps

Use of Sokikom for Targeted Intervention

- Training provided by Sokikom representative on use as intervention / data monitoring.
- Monthly math meetings will focus on implementation progress / effectiveness using data from program

5. What will you do to measure the effective implementation of the new knowledge and skills in the classroom? (Discuss HOW you will evaluate the following: 1. The participants achieved the measurable objectives. 2. How will you know there is implementation at the classroom level?) If you use observation and evaluation – What will you be looking for?

- During grade level team meetings as follow up sessions, participants indicate comfort with facilitating number talks structure.
- Use walk-through and instructional rounds data to determine levels of implementation across grades.
- Use walk-through data to determine increase in students' use of math vocabulary and strategies during number talks sessions.
- Schedule in place for math intervention and Intervention Cycle Meetings.
- Sokikom data for individual students in intervention will be used to determine progress in meeting students' needs/ mastering standards.

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6. Attach a budget if you are requesting funding from the central office. (Below)

Name: Jackie Enright, Molly Stewart

Date: Oct. 24, 2014

Title of Staff Development Activity: **Effective Math Practices / Discourse, Use of Sokikom for Intervention (CA, WS)**

Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Stipends for professional development	4 sessions x 2 hours x 17 teachers	3,031.44		3,031.44
Fixed Charges	FICA & Workman's Compensation Benefits				
Instructional Staff Development Contracted Services	Consultants to provide professional development training	1,000.00 x 3 sessions	3,000.00		3,000.00
Instructional Staff Development Contracted Services		3,000.00 x 1 day	3,000.00		3,000.00
Instructional Staff Development Supplies and Materials	Training materials for professional development				
Transportation Contracted Services					
Instructional Staff Development Other – Registration	Registration				

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OC Travel	Meals				
OC Mileage					

Data: 2013 TELL Survey Results					
	Lodging				
	Mileage				
Administration Business Support Services/ Transfers					
		TOTAL			9,031.44

XII. Tell Survey Update

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Survey Factors	Time	Facilities and Resources	Community Support and Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	Professional Development	Instructional Practices and Support
Item number	2.1d	3.1a	4.1c	5.1e	6.1c	7.1d	8.1l	9.1f
School %	85.0%	95.2%	95.0%	94.7%	100.0%	95.2%	100.0%	100.0%
Allegany County %	60.9%	92.2%	91.4%	87.8%	88.7%	83.2%	86.2%	95.4%
State %	52.7%	78.9%	89.2%	77.6%	81.9%	74.1%	83.0%	91.2%

Teaching Empowering Leading & Learning Survey - (TELL Maryland)

The TELL Survey captured teachers' perceptions of the teaching environment as they relate to the eight factors in the table above. After analyzing the school's survey results, identify one of the eight factors that will enhance the teaching environment at the school.

2014 Objectives:

Time 2.1C Factor: The average percent of teachers' favorable responses will increase from 52.4 % in 2013 to 80 % in 2015.

2.1E Item: The average percent for teachers' favorable responses will increase from 76.2 % in 2013 to 85 % in 2015.

Strategy: To enhance the school environment and improve teaching conditions related to the TIME factor.			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
Planning Time	Collaborative Team Planning- Teachers will meet every Tuesday will all support teachers working in their grade level. This will streamline the coteaching planning so that all involved teachers are together at the same time.	Administration, Teachers	September, 2013-ongoing
Shared Planning	Supports teachers will share the lesson development responsibility and also be required to assist in readying student	Administration, Teachers	September, 2013-

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	materials.		ongoing
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Section XIII. Management Plan

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

The initial plan will be shared with the faculty and staff at a beginning of the year staff development meeting. During the creation of the plan, staff members will meet with grade level HPLT members to provide input. The completed plan will be presented at a faculty meeting. Each faculty and staff member will be given an electronic copy of the plan, and a “Quick Reference Sheet” will also be provided to highlight main points. All members will maintain a HPLT section in their school handbooks. HPLT members will meet bi-weekly at the beginning of the year and then monthly after the plan is submitted and will report to team members as outlined on the “Chain of Communication” sheet. A bulletin board will also be maintained by the HPLT chair in the faculty room.

2. How will student progress data be collected, reported to, and evaluated by the HPLT?

All SIP data will be submitted quarterly to Molly Stewart or Jason Bearinger. The administrators will compile the data to share at the HPLT meeting to review progress. Data and any necessary changes as a result of the data will be shared at a faculty meeting and in grade level team meetings.

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

DIBELS (K-5) and Math DIBELS (K-2) tests will be given to students in September, January, and May by the intervention teachers, classroom teachers, special education teacher, and reading specialists. Progress monitoring will be done by the same staff twice monthly for students identified as needing intensive or strategic support. Data will be collected, analyzed, and distributed to teachers by the reading specialists and will be discussed as available at team meetings.

Math Benchmark Data: Benchmark tests will be given in accordance with the county schedule to students in grades kindergarten through five by classroom and special education teachers. Data will be turned in to the administration and forwarded to the Central Office. The administration and HPLT will evaluate the data as it becomes available. All data will also be discussed at subsequent grade level data

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analysis sessions or other meetings. SIP activities will be adjusted as needed according to the data.

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

NA

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

The initial plan will be shared with parents and the community by power point during “Back to School Bash” and parent involvement meetings. The power point will also be made available for viewing during parent conferences and special programs. In addition, it will be posted on the school website. The HPLT/parent involvement coordinator will also prepare and distribute a brochure highlighting main points to all parents.

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

The High Performance Leadership Team will meet regularly and update milestone and assessment data as it becomes available. Adjustments to instructional activities, groupings, staff scheduling, and other elements of instruction will be made as needed. The SIP is a work in progress.

7. How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?

The Title I school support staff will provide assistance by attending HPLT meetings, maintaining e-mail contact with Sarah Kalbuagh, and by giving feedback on the components of the SIP as they are completed. They will also provide support by collecting and compiling data for analysis and milestones charts. The math specialist will work with classroom teachers as needed to offer differentiated instruction and classroom size reduction, to provide input in the math component of the plan, to provide feedback on student work, and to provide staff development opportunities. The reading specialist will also provide support by offering differentiated instruction and classroom size reduction, to provide input on the reading component of the plan, to provide feedback on reading milestone data.

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

August 20, 2014- Share the SIP as has been developed thus far with staff

August 20, 2014- Share SIP and SIP data with parents at Back-to-School Night

October 31, 2014- Submit plan to Central Office for review

November, 2014- Upon approval, send all parents final SIP flyer and link to website where entire plan is available

November, 2014- Milestone data reviewed, adjustments to plan will be made and parents will be informed in the newsletter

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February, 2015- Milestone data reviewed, adjustments to plan will be made and parents will be informed in the newsletter

April, 2015- Milestone data reviewed, adjustments to plan will be made and parents will be informed in the newsletter

Section XIV. SIP Roster

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Section XIV. SIP Roster

Name	Position	Signature	Date
Molly Stewart	Principal	<i>Molly Stewart</i>	10/29/14
Jason Bearinger	Asst. Principal	<i>Jason Bearinger</i>	10/29/14
Sarah Kalbaugh	SIP Chair	<i>Sarah Kalbaugh</i>	10/29/14
Jill Wyer	Teacher- FAME K/1	<i>Jill Wyer</i>	10/29/14
Tonya Hensel	Teacher- FAME 4/5	<i>Tonya Hensel</i>	10/29/14
Kathy Stroykowski	Teacher- FAME 2/3	<i>Kathy Stroykowski</i>	10/29/14
Andy Ferguson	Guidance Counselor	<i>Andy Ferguson</i>	10/29/14
Lorri Rumburg	SLP	<i>Lorri Rumburg</i>	10/29/14
Debbie Frankenberry	Inclusion Teacher	<i>Debbie Frankenberry</i>	10/29/14
Jamie Klink	Inclusion Teacher	<i>Jamie Klink</i>	10/29/14
Linda Rohrbaugh	SWIFT Rep.	<i>Linda Rohrbaugh</i>	10/29/14
Mary Brandon	SWIFT State LEA	<i>Mary Brandon</i>	10/29/14
Mindy Theole	Parent	<i>Mindy Theole</i>	10/29/14
Nidhi Gupta	Parent	<i>Nidhi Gupta</i>	10/29/14

Principal:

Molly Stewart

(Signature)

10/29/14

(Date)

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Title I Schools – Ten Components

The Ten Components section is an elaboration of the School Improvement Plan. Please include activities/strategies that you use in your school to support each of the Ten Components. Between the activities and strategies that are identified in the School Improvement Plan and the Ten Components, a snapshot of your efforts to meet the requirements of No Child Left Behind will be evident. These efforts should include new activities/strategies as well as the ones that you have been using to help students, staff, and parents be successful.

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**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT ONE: COMPREHENSIVE
NEEDS ASSESSMENT**

The Comprehensive Needs Assessment (Data Examination) identifying areas of strengths and areas of needs may be found on the following pages:

ELA Needs Assessment	pages <u>7</u>
Math Needs Assessment	pages <u>10</u>
Science Needs Assessment	pages <u>11</u>
Attendance Needs Assessment	pages <u>16</u>
TELL Survey	page(s) <u>35</u>
School Progress Index	pages 12-14

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ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT TWO: SCIENTIFICALLY- BASED

NO CHILD LEFT BEHIND

SCHOOLWIDE REFORM STRATEGIES

ELA

Maryland’s College and Career-Ready Standards for ELA instruction are utilized. In Fall 2010, the 2011 *Treasures* Series from Macmillan McGraw-Hill was implemented as the core reading program during 120 minute language arts block. Scientifically 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.

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 7-8. Please complete the chart with additional best practices and strategies that support reading achievement.

SBR/Best Practice Strategies	Materials/Resources for Implementation
Utilize reading instructional resources aligned to the Maryland College and Career Ready Standards	MD State Blackboard Units, EngageNY Units, Treasures units, selected literature
Reading Intervention	Scott Foresman Early Reading Intervention, Read Naturally, SRA Corrective Reading, Wilson, Orton Gillingham
Acceleration and Enrichment Program (AEP)	AEP guidelines
Use of ancillary texts to enhance components of reading instruction and for professional development study groups.	What Is It About Me that You Can’t Teach?, Reading with Meaning, Strategies that Work, CORE Vocabulary, Handbook, CORE Sourcebook, Classroom Instruction that Works, On Common Ground: The Power of Professional Learning
Increase vocabulary development	Elements of Reading, Discovery Ed, focus walls, black board lessons
Use of Technology to meet MD Technology Standards and support classroom instruction	Portable computer labs, SMARTBoards, SMART tables, SAFARI Montage
Differentiated instruction	Discovery Ed, leveled readers, flex groups
Building background knowledge	Discovery Ed, online resources

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Monitoring student achievement	DIBELS Next materials, timers, reading benchmarks, unit tests DIBELS Math (K-2)
Incorporate essential questions, close reading, text dependent questions	MSDE Blackboard units, literature books, Engage NY resources
Increase opportunities for written expression	<i>6+1 Writing Traits</i> , county writing folders
SWIFT School Initiative	SWIFT School Meeting and Trainings on best practices in math focusing on Tier I, II, III ELA interventions
UDL Strategies	Technology, cast.org website, UDL wheel, pd resources

MATH

The math instructional program is based on Maryland’s College and Career-Ready Standards. 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 administered in grades K-5, four times per year. Please complete the following chart to include the page number of the SIP where the program or practice can be found.

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 8-9. Please complete the chart with additional best practices and strategies that support math achievement.

Best Practice Strategies	Materials/Resources for Implementation
Math fact conceptual development and proficiency activities	Sokikom Math, MCCRS
Use of data based flexible groups	Pre test, exit slips, post tests, FAME Resources
Focus on communication, including math vocabulary development in speaking and writing	Math vocabulary word walls, Word Problem Bank, Math Solutions Resources- Number Talks, Math Solutions Training
Differentiated instruction	Discovery Ed, Mentoring Minds materials, Versatiles, Hands on equations kits, LL Teach, Center Stage, work stations
Use of technology	Portable computer labs, SMARTboards, SMART tables, Discovery Education, LCD projector, MDK12 toolkit, tablets, edmodo
Math intervention	Sokikom Math
Use of manipulatives	Rulers, calculators, solid geometric figures, scales, Unifix cubes,

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	clocks, geoboards, nets, Versatiles, place value models
STEM lessons	Classroom instruction is STEMified, STEM Component integration, Monthly STEM Challenges
SWIFT School Initiative	SWIFT School Meeting and Trainings on best practices in math focusing on Tier I, II, III math interventions
UDL Strategies	Technology, cast.org website, UDL wheel, coteaching strategies, pd resources

**Allegany County Public Schools
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ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT THREE: HIGHLY QUALIFIED

NO CHILD LEFT BEHIND

STAFF

PROFESSIONAL STAFF:

According to the teacher requirements of the NCLB and the State of Maryland, 23 of 23 teachers (100 per cent) are highly qualified for the grade level in which they provide core subject instruction and are the teacher of record. (Core subjects: English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, Geography)

84 % of teachers holds an advanced professional certificate.

0 # of teachers with National Board Certification.

PARAPROFESSIONAL STAFF:

According to the NCLB requirements for all instructional assistants (Title I funded, Special Education funded, and locally funded), 9 of 9 instructional assistants (100 per cent) have met one of the three qualification requirements. Instructional assistants work under the direct supervision and in close proximity of the classroom teacher.

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STAFF Funded by Title I:

Complete the following chart to identify the Title I funded personnel assigned to your school. Include his/her job responsibilities.

Personnel Name	HQ Status/Position	Job Responsibilities	Rationale for the Position
Angela Bowser Wendy Jones	Highly Qualified Teacher	Work in classrooms to support reading and math instruction and to differentiate instruction. Teach intervention groups	Provide extended instruction for identified students in the classroom as well as with targeted reading interventions based on DIBELS Next results.
Kay Clark Kelly Bothast	Highly Qualified/ Instructional Assistant	Under the direct supervision and in close proximity of the classroom teacher, the IA works with teacher identified students in grades 1 - 5 in reading and math.	Provide targeted math and reading support to selected students under the direct supervision of the classroom teacher.
Sandra Llewellyn	Parent Involvement Coordinator (PIC)	PIC serves as a member on the School Improvement Team and the Title I Parent Committee. She encourages the participation of parents from diverse backgrounds through personal contacts.	Provides a liaison between the home and school and promotes parent involvement.

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**Allegany County Public Schools
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ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT FOUR: HIGH QUALITY

NO CHILD LEFT BEHIND

PROFESSIONAL DEVELOPMENT

Staff development is an on-going 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 7-8**

Math **pages 9-10**

Science **pages 11-12**

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.

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Professional Development Calendar/ Funding Table

Initiative Focus	School Improvement Plan Alignment	What/How (Content/Process)	Date(s)	Evidence of Successful Completion	Presenters/Facilitators Audience	Funding Source	Budget Calculation
<input checked="" type="checkbox"/> Title I Districtwide Initiative <input type="checkbox"/> School Initiative	Strategy: Improve effective math instruction.	One staff member will attend the NCTM conference. Follow up: Participant will share information, strategies, etc at the school	Nov 12-14, 2014 Ongoing at school level;	Conference attended Facilitator shared information at PD sessions	Presenters/Facilitators: Audience: Title I teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I districtwide <input type="checkbox"/> Other	
<input type="checkbox"/> District Initiative <input checked="" type="checkbox"/> School Initiative	Strategy: Improve Math Instruction	Math Focus Groups will meet to focus on Math Solutions math discourse strategies based on SWIFT initiative and develop high quality math activities/tasks Follow up: Math team meetings and instructional rounds	Nov. 12 th and 24 th Weekly	Minutes from meetings Instructional round data	Presenters/Facilitators: Audience: All teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Other	See Title I budget
<input type="checkbox"/> District Initiative <input checked="" type="checkbox"/> School Initiative	Strategy: Improve reading and math instruction	Principal will attend Learning Forward Conference to gain information on best practices in reading and math Follow up: Principal will share information, strategies, etc. at the school	Dec, 2014 Weekly	Notes, materials from conference Information shared at PD	Presenters/Facilitators: Audience: All teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Other	See Title I budget

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NO CHILD LEFT BEHIND

COMPONENT FIVE: ATTRACT AND

RETAIN HIGH QUALITY TEACHERS

- **ACPS**

The recruitment and hiring of teachers is the role of the Human Resources Department of the Allegany County Public Schools. Human Resources follows a recruiting process. Representatives from ACPS travel to job fairs to interview and share information about the school system and about Allegany County. Long term substitutes and student interns are observed by principals and supervisors, and recommendations for hiring are made. A team from the Central Office and a principal interviews candidates and forms a pool of applicants. The Supervisors of Elementary Education make recommendations to principals for candidates to be personally interviewed. The principal informs Human Resources of a selection for final approval for hiring.

ACPS and Frostburg State University collaborate closely in the Professional Development School Program. This program places student interns in the schools. Frostburg State responds to the concerns of the ACPS. An added benefit for teachers is that the tuition for college classes is free for a designated number of participants per semester. Professors from Frostburg State University serve as members of School Improvement Teams at various county schools. This provides an opportunity for them to participate in school decision-making and to understand the needs of the schools. The professors are also available to provide professional development to schools upon request.

A Mentoring Program for first year teachers has been established. First year teachers are provided the opportunity to participate in professional development sessions to enhance their understanding of the role of a teacher, delineate the expectations of ACPS, and give background information about system initiatives. Another important part of the mentoring program is the pairing of a first year teacher with a more experienced teacher in the school. The teachers meet weekly to share concerns and to offer support.

There are many factors which make ACPS an attractive employer. Elementary schools maintain a low student/teacher ratio. Teachers have many opportunities to participate in school decision-making through membership on the School Improvement Team, Student Achievement Team, Climate Action Team, or Partnership Action Teams. In addition, all teachers newly hired as well as current employees will be given credit for their years of teaching experience.

The quality of life in Allegany County is good. The county is located in a rural area, yet the metropolitan areas of Baltimore, Pittsburgh, and Washington, D.C. are within a two and one-half hour drive. Lower real estate prices allow young families to purchase homes at more reasonable costs. Traffic congestion is minimal. The crime rate is low. The close proximity of Frostburg State University allows minimal disruption to schedules for completion of a Master's degree or Doctor of Education in Educational Leadership (Ed.D).

Therefore, attracting and retaining high quality teacher is not a concern at this time

- **School Level**

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How are you attracting teachers to your building?

How are you attempting to retain teachers in your building?

Please complete the chart counting only those teachers who are responsible for instructing students in the following areas: ELA, Math, Writing, Science, Social Studies, Art, or Music. Special Education teachers who teach these subjects must be included.

Years Teaching in this School	Number of Teachers	Percentage
First year teaching	2	9%
2 – 5 years teaching	3	13%
6 – 10 years teaching	4	17%
More than 10 years teaching	14	61%

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ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT SIX: BUILDING PARENT CAPACITY

NO CHILD LEFT BEHIND

Educators in the school recognize the importance of the home-school connection. Involving parents in the school is a crucial step toward enhancing student performance. The Allegheny County Public Schools' Parent Involvement Policy is posted on the ACPS website. Title I schools post and distribute a copy of the Allegheny County Parent Involvement Plan to the families of the students in the school. 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.

The Title I School Support Specialists assist all Title I schools and the Parent Involvement Coordinators in implementing high quality programs for parents. A Parent Involvement Coordinator is on-site at West Side Elementary School for 1 day per week. In this position, the Parent Involvement Coordinator serves as a liaison between the home and school and assists in planning parent activities.

Parents are encouraged to be involved in the education of their child(ren) in a variety of ways. NCLB 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 Involvement Plan. **Please refer to the Parent Involvement section on pages 45 for a description of the implementation of these standards.**

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ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT SEVEN: TRANSITIONS FROM

NO CHILD LEFT BEHIND

EARLY CHILDHOOD PROGRAMS

Program	Date/ Timeline
Meetings with Head Start and Pre-K teachers	May 2015
Transition reports provided by Head Start for entering Kindergarten students	May 2015
Pre-K and Kindergarten Parent interviews	August 21, 2014
IEP meetings	As Scheduled
Pre-K and Kindergarten Orientation Meetings- include dates	May 2015
Buster the Bus Program	November 2014
Joint registration with Head Start and Pre-K	March 20-21, 2015
Transportation between Head Start and Pre-K	On-going
Open House	August 25, 2014
Articulation meetings between Pre-K and K	May 2015
Articulation meetings between K and Grade One	May 2015
Articulation meetings between grades 1-5	May 2015
Data analysis meetings	Monthly
Articulation meetings with middle school staff	May 2015
Grade 5 middle school visitation	May 2015
Annual Title I Meeting	August 25, 2014

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ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT EIGHT: TEACHER INVOLVEMENT

NO CHILD LEFT BEHIND

IN DECISION-MAKING

Teachers are members of the High Performance Leadership Team and other school committees. Instructional decision-making reflects student assessments and data from the School Climate Survey.

High Performance Leadership Team membership at each school is comprised of teachers representing various grade levels and areas of expertise. The HPLT manages the development, implementation, and evaluation of the School Improvement Plan. The team makes site-based decisions regarding school operations and procedures, curriculum, parent involvement activities, and budget items based upon assessment data, survey data, and observations. Serving as required members of the HPLT are teachers, administrators, parents, SWIFT representatives from the state and LEA.

Utilizing Dr. Lawrence Lezotte's Correlates of Effective Schools, the HPLT and the Family & Community Partnership provide the governance structure for shared leadership and decision making. They effectively engage the school community in an ongoing, problem solving, goal setting, and decision making process. However, the HPLT is ultimately responsible for providing leadership and for monitoring the school plan.

Correlates of Effective Schools

The High Performance Leadership Team (HPLT) focuses on the correlates of:

- Shared Instructional Leadership that is collaborative and promotes clear and focused school improvement efforts as the team works and shares the responsibility necessary for accomplishing their mission.
- Clear and Focused Mission which reduces fragmentation of effort, encourages continued development of commitment to and accountability for improving the agreed upon indicators of success for all.
- Increased Opportunities to Learn/Time on Task through interdisciplinary integration of subject matter performance based instruction, and real world application of knowledge and problem solving skills.
- Frequent Monitoring of Student Progress and Instructional Approaches and Programs ensure effective implementation/accountability and/or the modifications necessary for increasing learner outcomes and indicators of success.
- Safe and Orderly Environment which is conducive to teaching and learning and to the development of sound character and ethical citizenship.
- A Climate of High Expectations that fosters learning and provides high quality educational opportunities and successful experiences for all.

The Family & Community Engagement Team focuses on the correlates of:

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- More authentic family/school/community partnerships through the building of trust and shared involvement between and among all stakeholders in the educational process.

If your school has modified this decision making model as a result of site based management, please describe in detail how teachers are involved in decision making. If the description of your Management Plan in your School Improvement Plan is detailed, please cite the pages. If the description is not detailed please describe your Management Plan in detail in this section.

Please see the Management Plan page(s) 37-39 of the SIP.

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ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT NINE: EFFECTIVE, TIMELY ADDITIONAL

NO CHILD LEFT BEHIND

ASSISTANCE

The school provides many additional services for students who are experiencing difficulties. These safety nets include:

Service	Explanation of Service
Health care	School nurse is on staff to monitor student health daily.
Social, personal, or academic support	School counselor teaches lessons supporting social, personal, and academic support. He also meets with students in small groups and individually as needed.
Extended learning time for academic and social support for students and parents	21 st Century Afterschool Program serves students in grade 1-5 on Monday-Thursday focusing on homework, academic support and community fieldtrips.
Differentiated instruction	Teachers provide differentiated instruction through flexible groups, needs based interventions, transitional instructional materials, etc.
Small group instruction	Instructional assistants, special education teachers, and classroom teachers design small group instruction targeting student needs.
Inclusion in general education classes	Instructional assistants and special education teachers work in classrooms to support all students in accessing the general education curriculum.
Extended learning time for targeted special education students	Summer school program supports the academic retention of skills and development of additional skills to enhance learning during the school year.
Assistance to families based on identified needs	Pupil Service Team meets weekly to identify needs of families and students.
Dental screening	Allegany County Health Department provides dental screenings for all students in prek-grade 1. Sealants are provided for students that are in need.
Vision screening	Lion's Club volunteers conduct yearly vision screenings of all prek students and identified older students.
Social and emotional support	Guidance Support Groups, counseling programs from the Health Department
Behavior and academic support	Learning Assistance Program (LAP), CICO, ICT
Behavior support	PBIS Program, CICO, CEFEL, Social learning groups, ICT

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Nutrition support	Weekend Backpack Program is provided weekly on Fridays to identified families in need. Holiday food baskets are sent home at Thanksgiving, Christmas, and Easter for identified students in need.
Clothing	Safe and Snug Program by Allegany County Social Services provides coats and gloves for identified students in need.
School Supplies	Schools, through local funding, purchase all school supplies for students.
Opportunities to discuss progress of child	Parent conferences are scheduled 2x a year and available on an ongoing basis as needed.
Reading intervention programs	ERI, Foundations, Read Naturally, Wilson, LIP, Phonemic Awareness for Young Children, and Orton Gillingham are available to identified students outside the ELA instructional block to over a second dose of reading instruction.
Identification of student areas of need	CEFEL, KRA, ICT
Opportunity to address student educational needs	ICT and data analysis meetings are held every 3 weeks to identify and monitor the progress of students.
Drug Awareness	D.A.R.E. Program, Red Ribbon Week
Math intervention program	<i>Sokikom</i> Math resources are available as a Tier 2 & 3 intervention.
Assistance to families of young children	Judy Center and the Infants and Toddlers Programs
Resources to support homeless students	Title I funding provides materials for homeless students as identified.

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ALLEGANY COUNTY PUBLIC SCHOOLS

NO CHILD LEFT BEHIND

COMPONENT TEN: COORDINATION OF FEDERAL,

STATE, AND LOCAL PROGRAMS

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 15.

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FY 15 Coordination of Funding Sources – West Side Elementary

Activity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center	Chinese Immersion Program		
Professional Development	\$5,580.84							
Extended Day/School Year			\$89,500					
Materials of Instruction	\$23,694.86			\$23,443		\$1,586		
Salaries	\$288,321.33					\$92,370		
Parent Involvement	\$3,891.25							
Equipment						\$9,000		
Contracted Expenses						\$8,500		
Consumable				\$6,052				
Office				\$5,888				

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Instructional Program: \$23,694.86

Materials

\$16,499.16

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Quality literature to support new ELA units	9,400.16	9,400.16	FARMS Special Education
ELA Math	Instructional materials	\$7,099	\$7,099	FARMS Special Education

PIC Materials

\$522.50

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA MATH	Materials to support parent workshops creating instructional materials		\$104.50	FARMS Special Education
ELA Math	Laminating film		\$418	FARMS Special Education

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Subscriptions

\$321.30

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Science Weekly- MD Edition- Gr. 4	54 X \$5.95	\$321.30	FARMS Special Education

Web-based

\$6,351.90

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Sokikom-	school license	\$6,000	FARMS Special Education
ELA	Starfall School-wide Subscription	\$270.00 total school	\$270.00	FARMS Special Education Starfall School-wide Subscription
ELA	Spelling City Subscription	42 X \$1.95	\$81.90	FARMS Special Education Spelling City Subscription

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Budget 2014 – 2015
Professional Development: \$5,580.84
Stipends / Substitutes \$3,583.44

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Math Focus Groups- all teachers meet to focus on math discourse and identifying and developing high quality math tasks	4 afterschool sessions X 2 hours X \$22.29 X 17 teachers	\$3,031.44	FARMS Special Education
ELA Math	Site visit to Fountaindale Elementary School to observe curriculum scrolling process	3 teachers X \$92.00	\$276	FARMS Special Education
ELA	MAESP- Writing and the MD CCRS: Best Practices	3 teachers X \$92	\$276	FARMS Special Education

Hourly Stipends: Teaching- \$23.58

Non-Teaching- \$22.29

Substitutes: Highly Qualified- \$92.00

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Conferences

\$1,997.40

(Include Registration, Travel, Food, Hotel, Substitutes, Tips, Parking)

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Learning Forward Conference- Nashville, TN- Molly Stewart Dec, 7-10, 2014	Air- \$257.40 Hotel- \$300.00 Food/mileage/parking- \$400.00 Conference Reg- \$500	\$1,457.40	FARMS Special Education
ELA Math	Site visit to Fountaindale Elementary School to observe curriculum scrolling process	3 teachers X \$20 food Mileage- 75	\$135.00	FARMS Special Education
ELA	MAESP- Writing and the MD CCRS: Best Practices	Reg \$110 X 3 Car Rental/Gas \$75	\$405.00	FARMS Special Education

Food: Breakfast- \$16, Lunch \$20, Dinner-\$35; or Daily-\$71

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Budget 2014 – 2015
Parent Involvement: \$3,891.25
Stipends

\$3,464.32

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Technology Parent Night	10 teachers X \$23.58 X 2 hours	\$471.60	Building Parent Capacity
ELA Math	PARCC/CCRS Parent Night	10 teachers X \$23.58 X 2 hours	\$471.60	Building Parent Capacity
ELA Math	Articulation Days- grade level teachers will have a ½ day to meet with parents of entering students	16 teachers X .5 X \$92	\$736.00	Building Parent Capacity
ELA	Science Fair	10 teachers X 23.58 X 2 hours	\$471.60	Building Parent Capacity
ELA Math	Back-to-School Title I Meeting	22 teachers X \$23.58 X 2 hours	\$1,037.52	Building Parent Capacity
ELA Math	Best Practices K-2 parent meeting (Tang, DeMoss, Wyer)	3 teachers X \$92	\$276.00	Building Parent Capacity

Hourly Stipends: Teaching- \$23.58

Non-Teaching- \$22.29