

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

SCHOOL: John Humbird

PRINCIPAL: Heather Morgan

SCHOOL PROGRESS INDEX: 0.8886

(Please Check)	STRAND	2014 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
	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
X	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

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

Are you a High Poverty 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 2015-2016 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		19	19
Itinerant staff	9		9
Paraprofessionals	2	6	8
Support Staff	1	3	4
Other	9	6	15
Total Staff	21	36	57

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2014 Official Data	2012 – 2013 Official Data
Percentage of faculty who are: <ul style="list-style-type: none"> Highly qualified to teach in assigned area(s) Not highly qualified to teach in assigned area(s) 	100%	100%	100%	100%
For those not highly qualified, list name, grade level course				
Number of years principal has been in the building	1	16	15	14
Teacher Average Daily Attendance		93.9%	95.4%	94.5%

Data from prior year's SIP

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B. Student Demographics

Table 3

SUBGROUP DATA

	2015 – 2016	2014 – 2015	2013-2014
	TOTAL	TOTAL	TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	N/A	≤10	
African American	24	30	32
White	218	237	220
Asian	N/A		
Two or More Races	38	35	38
Special Education	45	54	60
LEP	N/A		
Males	143	157	142
Females	137	149	150
Total Enrollment (Males + Females)	280	306	292

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014:** 88.96%

October 2015

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C. Special Education Data 2015-2016 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	N/A
02 Hard of Hearing	N/A
03 Deaf	N/A
04 Speech/Language Impaired	21
05 Visual Impairment	N/A
06 Emotional Disturbance	N/A
07 Orthopedic Impairment	N/A
08 Other Health Impaired	≤10
09 Specific Learning Disability	≤10
10 Multiple Disabilities	≤10
12 Deaf-Blindness	N/A
13 Traumatic Brain Injury	N/A
14 Autism	≤10
15 Developmental Delay	≤10

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III. CULTURE AND CLIMATE NARRATIVE

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development. School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experiences of school life. School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure.

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland's public schools, without exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

- A. Safe
- B. Appropriate for academic achievement; and
- C. Free from any form of harassment.

In narrative form, address your school's climate and culture.

- a. The total number of referrals from 2014-2015 was 143. This was an increase of 9 referrals from the 2013-2014 school year.*
- b. The majority of referrals came from the action of Attack on Student (44).*
- c. Six students had 6 or more referrals for the year .This accounted for 2% of the population. However, we had 93% of all 328 students receive 0 or 1 referral, which is an increase of 1% of total student population from the 2013-2014 school year.*

The PBIS focus for the school was the "PAWS" Rules to Be Respectful, Be Responsible and Be Ready. Administration and classroom teachers discussed acceptable behavior for each rule in every school setting throughout the year. All staff

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members worked together to develop consistent procedures for all school areas. This helped to build school wide consistency. Celebrations to reward positive behavior were held at the end of each marking period. These celebrations included student participation in a Hayride, a Pajama/Movie afternoon, a Disco Dance, and Water Fun Day. “Positive Paws” were given to students who exhibited appropriate behavior based on the rules. They were given the opportunity to spend their bucks at the monthly school store. Weekly guidance lessons were presented by the school counselor based on student surveys during the year. The implementation of UDL strategies assisted in the mindset of focusing on student needs and planning for student success, not only in the academics but social areas as well.

The PBIS team analyzed discipline data monthly, brainstormed solutions to school problems and implemented when possible. This year we are working on building consistency throughout the school. We developed school wide procedures for all areas.

Our school participates in character education. The school counselor delivers character lessons each month in addition to school-wide assemblies promoting character education such as the “Character Tea.” Each month, students in the classrooms nominate a student that exhibits the specific character trait of the month. The students write about the student the exhibits the character trait and the class chooses the best written nomination. The student nominated and the student who wrote the nomination are recognized in a school-wide assembly. Parents are invited to celebrate student successes and students read their nominations.

In order to build a positive relationship with the school bus drivers, the bus drivers will recognize the positive behaviors of the students. They will give yellow coupons to students following the school bus procedures. A yellow coupon will then be pulled every Friday and a “Bus Star” will be recognized on the Monday morning announcements. The “Bus Star” will have their picture posted and earn a prize.

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IV. UNIVERSAL DESIGN FOR LEARNING

The purpose of Universal Design for Learning (UDL) principles is to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide schools in the development of curriculum, instructional planning, instructional delivery, material selection and assessments.

Table 5

UDL Principle/Mode	Representation – Process
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	Use of manipulatives and digital resources to provide concrete representative of base ten. Digital materials and media to provide more auditory and visual opportunities for all students. Hard copies of documents using various fonts, sizes, background color, and Lexile Measures to provide more opportunities for all students as they acquire information and knowledge.
<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product

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	<p>Model various strategies to solve problems and allow student choice when solving problems. Allow assessment / project choices to give all students the opportunities to demonstrate what has been learned.</p>
Means for Engagement: <i>tap into learners interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<p>Options to use technology to complete tasks (Word, PowerPoint, etc). Allow assessments / project choices to give all students opportunities for ownership over the assessment / project and the opportunity to practice self-regulation.</p>

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V. PROGRESS TOWARD MEETING ACADEMIC TARGETS

With greater accountability on learning and achievement, it is clear that we have to explore practices to effectively improve student achievement. As part of the 2015 2016 School Improvement Five Year Comprehensive School Improvement Plan, schools are required to analyze their historical academic State and local assessment data and their implementation of goals, objectives and strategies and/or evidence-based practices to determine their effect on student achievement and classroom practices, for all subgroups and specialized populations. Please use the 2012, 2013, 2014 Maryland School Assessment (MSA), 2014 High School Assessment (HSA), formative local assessment data, and/or other standardized research based data to respond to the following questions.

A. 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 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 6: ELA (Reading) MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	109	89	81.7	117	95	81.2	121	100	82.6
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	12	≤10	75	11	10	90.9	17	15	88.2
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	82	66	80.5	88	69	78.4	88	69	79.3
Two or more races	13	12	92.3	17	15	88.2	≤10	n/a	≥95
Special Education	25	13	52	30	19	63.3	27	14	51.9
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	109	89	81.7	98	77	78.6	102	83	81.4

Academic Data Review

1. In a review of your historical academic data (MSA, HSA, and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement. Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your school-wide thinking.
 - The Special Education subgroup decreased from 63.3% of the students scoring proficient or advanced in 2013 to 52% of the students scoring proficient or advanced in 2014. This is a decrease of 11.3%.
 - The African American subgroup decreased from 90.9% of the students scoring proficient or advanced in 2013 to 75% of the students scoring proficient or advanced in 2014. This is a decrease of 15.9%.

Strategies:

Teachers and administration will review and disaggregate the data from the county ELA benchmarks using the Engrade system. We will add charts to document milestones. Jayme Golliday, county Reading Specialist, will meet during team meetings to track and document student progress.

Teachers will implement the 5 components of reading through the core reading program.

Teachers will utilize flex groups and literature circles to enhance the curriculum and meet student needs.

Teachers will utilize strategies from *Teaching the Critical Vocabulary of the Common Core* to build and expand vocabulary and background knowledge.

Differentiated Instruction and Universal Design for Learning (UDL) practices will be implemented in daily instruction and lesson planning.

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Writing will be a school wide focus to increase writing proficiency. “On Demand” writing pieces will be scored using the PARCC rubric and 6+1 Traits of Writing.

To provide more individualized instruction, Title I teachers are being utilized for class size reduction..

A more consistent schedule for the special education teacher was developed to meet the individualized needs of students.

Students will utilize the Accelerated Reader program in first through fifth grades to provide additional independent reading and motivation.

The reading intervention teacher will continue to support classroom teachers with making the connection between strategies and language used within interventions and classroom instruction during small groups. She will also deliver professional development as needed. Screening tools have been utilized to ensure an accurate placement of students in intervention groups.

An administrator will attend a conference which will provide information/strategies to share with teachers in the instruction of ELA.

The reading specialists will work with John Humbird teachers as a Cadre with two other schools monthly for four months. Together they will unpack the standards and create lesson seeds utilizing resources to prepare students with the knowledge necessary to master the standards.

To improve reading comprehension, listening skills and critical vocabulary for all students in grades pre-k - 5, we will participate in “One Book, One School.” Every student will receive a copy of the book, “The One and Only Ivan” and teachers will align standards to classroom lessons incorporating the book.

Moving Forward

1. As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next several years to address and support students’ needs to ensure improved students achievement.

John Humbird will continue to work with the Maryland Coalition for Inclusive Education (MCIE) to develop effective strategies which will benefit all students. The partnership with MCIE will be a two year partnership that began in 2014 and will continue through spring of 2016. The special education teacher’s schedule has been adjusted to include planning with classroom teachers to better meet the needs of students.

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Teachers, administrators and specialists will collaborate during ICT meetings, SIT meetings, and Grade level Team meetings to discuss and analyze data. They will then implement strategies based on the data to improve student achievement. Targeted students will be monitored for appropriate student growth. The reading specialist will provide teacher/student support for all students.

2. Describe your school's process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes.

Teachers at all grade levels will deliver highly effective instruction to meet the needs of all students. Instruction will include whole group exposure to grade level material and complex text focusing on close reading. Flex group instruction will utilize leveled supplemental materials from the reading series as well as other print resources and digital media. Students not working with the teacher during flex grouping will be working at center stations, completing independent activities. Instruction will be enhanced through the use of technology such as SMART Technology, tablets, and document cameras. Sites such as parconline.org, commoncore.allconet.org, msde.blackboard.com, and the Scholastic online site will be utilized.

The reading specialist will hold team meetings with teachers to help plan effective lessons to implement strategies and evidence based practices to achieve academic success. Current practices will be shared and student samples will be scored to monitor student success and needs. The specialist will also model lessons to address needs and provide support and resources.

3. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

Title I funding will be utilized to purchase materials and provide professional development for teachers to ensure sufficient progress throughout the 2015 - 2016 school year.

B. 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	132	96	73	117	90	76.9	121	106	87.6

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Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	15	11	73	11	≤10	63.3	17	15	88.2
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	97	68	70	88	69	78.4	92	79	85.9
Two or more races	17	14	82	17	13	76.5	≤10	n/a	≥95
Special Education	30	12	40	30	14	46.7	27	20	74.1
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	116	81	70	98	71	72.4	102	87	85.3

Academic Data Review

1. In a review of your historical academic data (MSA, HSA, and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement. Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your school-wide thinking.
 - The percent of All Students scoring proficient or advanced decreased 3.9% from 76.9% in 2013 to 73% in 2014.
 - The White subgroup decreased 8.4% from 78.4% in 2013 to 70% in 2014.
 - The Special Education subgroup decreased 6.7% from 46.7% in 2013 to 40% in 2014.
 - The FARMS subgroup decreased 2.4% from 72.4% in 2013 to 70% in 2014.

Strategies:

Teachers and administration will review and disaggregate the data from the county Math benchmarks using the Engrade system. We will add charts to document milestones. Jamie Clark, county Math Specialist, will meet during team meetings to track and document student progress.

Teachers will incorporate flex groups into their lessons a minimum of 3 times per week to meet the needs of all learners. Quick checks, common core review, teacher observation, exit slips and assessment data are examples of data that teachers will use when planning flex groups. During

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flex groups students will use manipulatives and other tools that support the CRA sequence (Concrete, Representation, Abstract) for instruction based on individual student needs.

Teachers will receive professional development, provided by the county math specialist to support the integration of writing into the math classroom. Writing will be incorporated into whole and flex group settings.

A teacher will attend the NCTM Conference and will share information with the staff during team and faculty meetings.

A “Math Academy” will be offered as an after school tutoring group for students in grades 3-5. This will take place in January and February of 2016.

SMART technology, document cameras, and tablets will be used to reinforce and enrich math instruction. IXL will be used during flex group time and during classroom technology time. The grade 4 Active Learning Labs will give students more opportunities to engage in a technology framework.

Teachers and students will use the language of the mathematical practices in daily math instruction and conversation. Teachers will guide students in demonstrating the mathematical practices and using the language of the math domains during math instruction.

John Humbird teachers will be part of a Cadre during the school year with the purpose of unpacking the Math standards and to plan tasks which will prepare students with the knowledge necessary to master the standards. Curriculum maps and pacing guides will be developed. This will be led by the county math specialists.

As an Approaching Target School, John Humbird will continue working with Michelle Spiers from Math Solutions to strengthen student discourse in mathematics and the overall mathematics program. Grade level team members who were not part of the school math leadership team last year, will have the opportunity to work with the consultant this year. Grade levels will work with Ms. Spiers to set quarterly math goals. Students will take pre and post assessments on these goals and record student data. The data will be used to plan additional flex groupings.

Groups of students in grades K-2 will participate in Active Math weekly during part of recess. Teachers will target students who could use a different approach to mastering skills. They will play active mathematics games based on the students’ needs each week.

John Humbird will continue working with Maryland Coalition for Inclusive Education (MCIE) to develop effective strategies which will benefit all students. The partnership with MCIE continues through spring of 2016.

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A more consistent schedule for the special education teacher was developed to meet the individualized needs of students and to give her the opportunity to plan with classroom teachers.

Moving Forward

1. As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next several years to address and support students' needs to ensure improved students achievement.

John Humbird will continue to work with the Maryland Coalition for Inclusive Education (MCIE) to develop effective strategies which will benefit all students. The partnership with MCIE will be a two year partnership that began in 2014 and will continue through spring of 2016. The special education teacher's schedule has been adjusted to include planning with classroom teachers to better meet the needs of students.

Teachers, administrators and specialists will collaborate during ICT meetings, SIT meetings, and Grade Level Team meetings to discuss and analyze data. They will then implement strategies based on the data to improve student achievement. Targeted students will be monitored for appropriate student growth. The math specialist will provide teacher/student support for at-risk students.

2. Describe your school's process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes.

Teachers at all grade levels will deliver highly effective instruction to meet the needs of all students. Students not working with the teacher during flex grouping will be working at center stations, and completing independent activities. Instruction will be enhanced through the use of technology such as SMART Technology, tablets, and document cameras. Sites such as parcconline.org, commoncore.allconet.org, msde.blackboard.com, and the IXL site will be utilized.

The math specialist will hold team meetings with teachers to help plan effective lessons to implement strategies and evidence based practices to achieve academic success. Math benchmark data will be disaggregated and lessons will be designed to incorporate best practices for student achievement.

3. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

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Title I funding will be utilized to purchase materials and provide professional development for teachers to ensure sufficient progress throughout the 2015 - 2016 school year.

C. Science

Table 12: 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	38	30	79	41	21	51.2	47	36	76.6
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	26	21	81	29	17	58.6	47	36	75
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	n/a	n/a	n/a	12	≤10	16.7	n/a	n/a	n/a
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	32	26	81	37	17	45.9	38	29	76.3

Academic Data Review

1. In a review of your historical academic data (MSA, HSA, and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement. Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your school-wide thinking.
 - The percentage of students scoring proficient or advanced increased for every subgroup.
 - The goal is for all students to continue to improve and for the percent of students scoring proficient or advanced to reach 85%.

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Strategies:

Each grade level will develop science journals to reinforce vocabulary, concepts, and the scientific process throughout the school year.

Teachers will continue to utilize the Universal Design for Learning (UDL) principles to develop and implement lessons to reach all learners. Science instruction will utilize technology including SMART technology, document cameras, and tablets In order to meet the needs of all students.

Science instruction will include regular, hands-on activities that engage the students and follow the 5E model.

Discovery Education will be used as resource to enhance instruction.

Grade 5 teachers will incorporate Science Studies Weekly into their lessons to enhance their instruction.

Science instruction will reference reading skills related to understanding nonfiction material. Students will apply reading strategies to increase understanding of the text.

Technology skills vital to the MSA Science are taught during a weekly technology time during the computer lab time. Grade 5 students will also take the online practice Science MSA prior to taking the actual assessment. Engrade assessments will also be created to assess student needs in the areas of science and technology.

5th grade students are offered the opportunity to participate in the Outdoor School experience which enhances the science curriculum and provides and experiential learning experience. Students collaborate with other students as they engage in various hands-on science activities.

A student showcase will take place in the spring. Students will create science fair projects using the 5E Model. Grades K-2 will do a classroom project and grades 3-5 will complete small group projects with the option of doing individual projects at home.

Moving Forward

1. As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next several years to address and support students' needs to ensure improved students achievement.

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John Humbird will continue to work with the Maryland Coalition for Inclusive Education (MCIE) to develop effective strategies which will benefit all students. The partnership with MCIE will be a two year partnership that began in 2014 and will continue through the spring of 2016.

Collaborative Resource will take place with classroom teachers and resource teachers working together to plan and teach lessons based on the standards with the goal of making cross curricular connections and meet the needs of diverse learning styles.

The implementation of the Active Learning Labs (ALL) in grade 4 will incorporate the gradual release model from Fisher and Frey's *Better Learning through Structured Teaching*. Through this classroom model, students have daily opportunities to collaborate with each other to discover and problem solve while participating in hands on activities.

2. Describe your school's process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes.

During School Improvement Meetings, faculty meetings and grade level team meetings, the strategies will be reviewed and teachers will share how they are implementing them and the outcomes that they are documenting through their implementation. Teachers will share with their grade level colleagues as well as with vertical grade levels at SIP meetings and faculty meetings.

Teachers and administrators will analyze selected science benchmark data and/or teacher made tests and ensure that strategies are incorporated to meet the needs of the students. Milestone charts will be added to this document as data becomes available.

3. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

Title I funding will be utilized to purchase materials and provide professional development for teachers to ensure sufficient progress throughout the 2015 - 2016 school year.

VI. EARLY LEARNING

Based on the examination of the 2014-2015 R4K Kindergarten Readiness Assessment Data:

- A. 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**

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

- B.** 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 that children are entering kindergarten “demonstrating readiness”.

- 2014 - 2015 KRA Data indicated 25.5% (12 out of 47) students were Emerging, 38.3% (18 out of 47) were Approaching, and 36.2% (17 out of 47)were Demonstrating. The data also indicated that students who had prior educational experiences, typically scored better in most academic areas. Students without prior school experiences had greater difficulty with letter recognition and basic math concepts. Writing was also identified as a concern. Last year’s preschool class had a considerable amount of absences and those students who had chronic absences did not score as well as students who had better attendance. This data has been used to create flex groupings and make instructional matches throughout the kindergarten program
- The principal is a member of the Early Childhood Advisory Council and any information shared will be discussed with the kindergarten staff. Kindergarten staff will share concerns to be shared with the Council. Articulation takes place in the Spring with Head Start. At this time, teachers share information about student strengths and challenges as well as parent involvement. This helps to create a positive transition as the students move into the prekindergarten and kindergarten programs. The Judy Center sends flyers to school about different events parents can participate in and encourages attendance. The Judy Center also provides vision and hearing screenings to prekindergarten students to identify vision discrepancies early in order to be proactive and prevent learning difficulties that could be caused due to vision trouble.

VII. SPI (SCHOOL PROGRESS INDEX) – Use 2014 SPI Data – which is 2013 Data for Elementary and Middle Schools

The 2014 (2013) School Progress Index is 0.8886.

This SPI places our school in Strand 5.

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

Table 17

2013(4) Achievement Calculation	Math (MSA or Algebra/Data Analysis)	Reading (MSA or English 2)	Science (MSA or Biology)	Combined Indicator
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% of students who scored Advanced or Proficient	76.92	81.20	55.26	
2013(4) Achievement AMOs	0.8664	0.860	0.829	
Measure Progress Scale Values	0.8878	0.944	0.666	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.2959	0.3147	0.2222	
Achievement Contribution Value				0.2499

List any content area where the Measure Progress Scale Value is less than 1. Math, Reading, 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.

Table 18

2013 Gap Reduction Calculation	Math	Reading	Science	Combined Indicator
2013(4) Highest Performing Subgroup and the % of Students who	White 86.81	FARMS 82.18	White 75.00	

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Scored Adv. Or Proficient				
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	Special Ed. 46.67	Special Ed. 63.33	FARMS 50.00	
This Year's Gap (complement)	59.85	81.16	75.00	
2013 Gap Reduction AMO (complement)	82.58	87.10	64.33	
Measure Progress Scale Values	0.7248	0.9317	1.1659	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.2146	0.3106	0.3886	
Gap Reduction Value				0.3763

List any content area where the Measure Progress Scale Value is less than 1.

Math- White

Reading- Farms

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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Table 20

2013 Student Growth Calculation	Math	Reading	Combined Indicator
2013 Growth Rate	55.22	59.55	
2013 Growth AMO	74.14	89.11	
Measure Progress Scale Values	0.7449	1.0049	
Proportional Significance	50%	50%	
Measure Contribution	0.3724	0.5052	
Growth Contribution Value			0.2625

List any content area where the Measure Progress Scale Value is less than 1. Math

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

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VIII. ATTENDANCE – Elementary and Middle Schools Data

Table 22: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	94.7	Y
Grade 1	94.0	Y
Grade 2	≥95.0	Y
Grade 3	≥95.0	Y
Grade 4	94.8	Y
Grade 5	93.6	N

Table 23: Attendance Rate	All Students				
Subgroups – School Level Data	94%	90%*	94%	94%	94%
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	94.3	94.3	≥95	94.6	94.7
Hispanic/Latino of any race			n/a	n/a	n/a
American Indian or Alaska Native			n/a	n/a	n/a
Asian			n/a	n/a	n/a
Black or African American			≥95	94.8	94.7
Native Hawaiian or Other Pacific Islander			n/a	n/a	n/a
White			94.9	94.5	94.5
Two or more races			≥95	94.8	94.7
Special Education	93.8	93	93.8	94.9	94.5
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	93.8	94	94.8	94.4	94.5

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1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.
Grade 5 did not meet the attendance rate goal of 94%.
2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate. Daily phone calls will be made to monitor the students that are absent. The pupil service team will review attendance weekly and identify absences that are unexcused or excessive. Letters will be mailed to parents, parent conferences will be scheduled, and home visits will be made for chronic attendance issues. Excellent attendance will be recognized quarterly with certificates and coupons. Perfect attendance will also be recognized in the monthly school newsletter.
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. Based on trend data, the attendance incentives that are in place prove to be successful.

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IX. HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year.

Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

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

a. How many students were identified as habitual truants?

We do not have any students who are classified as habitual truants.

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

We have not been identified as a school with habitual truancy. However, we will continue our monitoring of several students with absentees. In addition to following the county guidelines, the LAP Coordinator makes daily phone calls to all students who are absent. The school also works with the PPW to monitor and improve attendance. The school also recognizes students who have 100% attendance quarterly. A perfect attendance bulletin board is maintained outside of the gymnasium. Student names and photos are featured on this board to honor those students.

XI. SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

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

Examine the number of in school and out of school suspensions for the 2013-2014 and 2014-2015 school year. Also look at the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and what you plan to do to reduce that number.

	In-School Suspensions - Total (ISS)	Out-of-School Suspensions - Total (OSS)	Sexual Harassment OSS/ISS	Harassment OSS/ISS	Bullying OSS/ISS
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2013-2014	≤10	≤10	0	0 - OSS, ≤10- ISS	0
2014-2015	0	10	0	0	0

As a school, we are continuing to address harassment and bullying. Our school counselor, Dr. Jackson, is continuing to teach lessons focusing on these issues. We also have a parent workshop planned to address the topic of school safety. This school year will be the third year that we are holding this event. Our school resource officer, Chris Fraley collaborates with the school and presents information at the parent workshop. Our school is also collaborating with community school sponsors such as “Kick Masters Karate.” This business is providing a bully awareness workshop to provide parents and students with various skill sets to prevent bullying, harassment, and victimization.

XII. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

- a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
 - b. Improve the link between research –validated practices and the environments in which teaching and learning occur.
1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school.

To ensure effective implementation, staff members are trained annually through demonstrations and practice. Staff members are provided resources about positive behavior support, including the materials, and tools to accomplish this and relate it to the mission of the school. Our team shares PBIS data with staff on a monthly basis. During staff meetings, it helps to acknowledge staff regarding what they are doing right and what is working well. The team will point out areas in need of improvement and generate possible suggestions for improvement and make an action plan.

Our school provides information in newsletters, web sites, and school phone messengers. Our school team documents the PBIS process and procedures in a manual, so that this information becomes a record. The PBIS Manual contains such items as: Behavior expectations

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matrix, behavior lesson plans, reward procedures, corrective consequence procedures, technical assistance, contact information, process for data collection.

In addition to the “PBIS Kick-Off” that takes place in the beginning of the year, our school has a process to orient new staff into the language, expectations, and procedures involved in the PBIS program. New staff receive an orientation to the school’s PBIS systems. When new students join the school, they are taught the behavior expectations. The staff create materials to teach students and families the expectations and share the school’s approach to acknowledging behavior and increasing social competence.

Positive behavioral intervention and support activities are embedded into existing school activities. PBIS activities are documented and stored for future reference. Regular communication occurs with key stakeholders. Regular acknowledgement and encouragement exists for staff implementing PBIS with fidelity. There is identification of funding sources for continued implementation of PBIS efforts.

We apply three school rules called the PAWS Rules: *Be respectful, responsible, and ready*. We utilize “*POSITIVE PAWS*” which are daily reinforcements that are used to spend on a “school store” or a computer-based program, as well as for the weekly drawings. The weekly incentives are called “*POSITIVE PAWS PALS*” which results from the weekly drawings of the positive paws coupons. Students earn paw coupons recognized for positive behavior. The students write their names on these coupons and place their coupons in the classroom container. Each teacher will pull one coupon on Friday and the names will be read on the announcements on Monday. Students will get a group picture and choose a prize. Quarterly incentives, such as Hayride, Pajama Day, Disco Day, and Fun in the Sun, include participation of students meeting the behavior expectations at least 80 percent or more of the time.

Lastly, our students who are in the second and third tiers of behaviors (approximately 10 to 15 percent of students) participate in individual interventions such as “Check-In, Check-Out” program (Red Dog Program), small social skills groups, therapeutic interventions, and other intervention plans.

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XIII. PRINCIPAL'S SLOs

PRINCIPAL SLO 1

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

Due to the increased focus on writing and the importance of writing through all content areas, students in grades 1-2 will increase on demand narrative writing proficiency.

Grade 1 students from Mrs. Robinette's class and Mrs. Blank's class

Grade 2 students from Mrs. Thomas' class, Mrs. Hartung's class, and Mrs.
Farrell's class

Total Grade 1 Students 38

Total Grade 2 students 43

Total students - 81

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

Grade level writing progressions and end of the year benchmarks indicated a need for further support. Pre-assessments and quarter 1 benchmark will be used

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

Improving the writing performance will increase other subjects (Reading, Math, and Science) that have showed a trend of decreasing. Analyzing monthly writing prompts will indicate growth and plan instructional decisions and practices. Collect and review monthly writing pieces to track progress and developing needs with reading specialist and intervention teacher.

Modeled lessons with county reading specialist, Jayme Golliday, Cadre work, and team meetings will build the professional development with teachers in the building.

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

Growth of 1 point or level. Students who have achieved the highest standard are expected to maintain that level.

Students will show growth on the pre-writing test to the post writing test using the 6+1 rubric of Ideas and Organization. Classroom writing process will be evaluated monthly for growth and support when determining flex groupings.

PRINCIPAL SLO 2

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

Increase math proficiency and performance in Grades 3-5. MSA math scores show there is a trend of decreasing scores of advanced and proficient student scores. In 2012, 87.6% were proficient and in 2013, 76.9% were proficient. Scores declined even further on the 2014 MSA with only 73% of students scoring advanced or proficient.

Grade 3 students from Mrs. Hipp's class, Mr. Shoemaker's class, and Mrs. Oyer's class

Grade 4 students from Mrs. Hager's class and Mr. Cook's class

Grade 5 students from Mr. Mace's class and Mrs. Mc Donald's class

Total Grade 3 Students - 39

Total Grade 4 students - 44

Total Grade 5 students - 37

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

MSA math scores show there is a trend of decreasing scores of advanced and proficient student scores. In 2012, 87.6% were proficient and in 2013, 76.9% were proficient. Scores declined even further on the 2014 MSA with only 73% of students scoring advanced or proficient.

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

Being identified as an approaching target school, a Math coach, will provide math coaching for teachers on the math leadership team as well as additional staff members who have not participated in the original professional development. This will take place during the 2015 - 2016 school year. Monthly grade level meetings will take place with the math coach to create curriculum maps, pacing, number talks, and tasks as well as plan collaborative lessons and observations. Flex groups will be incorporated into the math lessons. Data gathered from quick checks, common core review, exits slips and assessments will be data that is used to plan for the flex groups. During flex groups, students will use manipulatives and other tools that support the CRA sequence (Concrete, Representation, Abstract) for instruction based on individual student needs. Universal design for learning will be implemented into daily lessons. Teachers will indicate the UDL principles: provide multiple means of Representation, provide multiple means of Expression and provide multiple means of Engagement that they are implementing into each lesson.

Teacher s will meet monthly with county math specialist, Jamie Clark to create assessments and review monthly data. Student data will be disaggregated and lessons / flex groups will be developed based on the data results. Mr. Clark will also assist teachers in applying Maryland College and Career Ready standards and provide support during Cadre work to continue unpacking the standards and progressions of math domains through the grade levels, and identify resources for teaching the standards. The focus for the 2015 - 2016 school year will be creating unit planning for all the standards to create long range math goals. Pacing guides will also be developed. Teachers will be working with MCIE to develop effective strategies which will benefit all students.

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

The targeted student groups from Grade 3 - 5 will increase math proficiency and performance.

Evidence of growth will be measured by county math grade level benchmarks on the growth calculator.

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XIV. 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 describing our school's family/community involvement and in response to our Title I Parent Interest Survey, the following activities are our focus:

- Volunteer workshops with the Parent Involvement Coordinator will be held every Wednesday. Six parent volunteers attended on Wednesday, November 4th. This is an increase from previous year's.
- We continue our partnership with Emmanuel Bethel United Methodist Church. They provide school supplies in the fall, act as our emergency evacuation site and attend our volunteer luncheon. We also partner with the Western Maryland Food Bank in our participation in the backpack supplemental food program.
- We will hold more than 15 parent involvement activities this year including: Meet the Teacher Night (8/24/15: 70 adults attended), Parent Conference Day (178 parents attended on 10/01/15), Fall Festival Parade, Field Trips, STEM Activities, Coffee with the Principal, and Math & Reading Activities (as requested in parent interest survey). Students of the Month Character Teas (31 adults attended on 10/21/15) and a Veteran's Day Program on November 11, and One Book One School. The following activities will also be held and will be supported by use of Title I funds: Tech Night (\$337.65 for stipends and \$200 for materials). Student Showcase/Grade Level Orientation/Expectation Meeting (\$500.22 for stipends, \$200 for materials), Parent Academy/University (\$337.65 for stipends, \$200 for materials), and the ALL (Active Learning Lab) Family Night (\$107.19 for stipends and \$200 for materials) and STEM day (\$400 for materials).

Parent Advisory/ Title I Parent Committee 2015 – 2016

Name	Grade Level Representation	Position
Angie Frost	3rd Grade	PAC Representative
Charity Walters	5th Grade	PAC Alternate
Katie Bradley	K	Parent

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Jamie Kegg	1st Grade	Parent
Charissa Bishop	4th Grade	Parent
Ashley Pomeroy	2nd Grade	Parent
Josh Borland	PreK	Parent
Jennifer Bratton		Parent Involvement Coordinator

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

John Humbird Elementary School’s PARENT INVOLVEMENT PLAN

Expectations

As a schoolwide Title I school, John Humbird Elementary School’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).

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

- I – Shared decision-making opportunities

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II – Annual meeting to explain the schoolwide Title I program

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

IV - Formal and informal evaluation of the effectiveness of parent involvement activities

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

John Humbird Elementary School 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.

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?
I. Shared Decision Making ♦ The school improvement plan is developed with input from	Parent representatives on SIT and other decision-making		

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parents.	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 Technical Assistance Team.	August 24, 2015	Administrators and SIT Chair
♦ The school improvement plan is available for parent review and input at any time.	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.	January 2016	Administrators and SIT Chair
♦ The parent involvement plan is developed with input from parents.	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. SIT 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 SIT for approval.	Newsletters / School website	Parent Involvement Coordinator (PIC)
	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.	May 2016	Administrators, SIT Chair, and PIC
♦ The parent involvement plan is		August 24, 2015	Administrators, SIT Chair, and PIC

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distributed to all parents		December 2015	
<p>◆ With parents, develop a written Home-School 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 Home-School Compact(s) and make revisions. The proposed compact(s) will be reviewed by 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 SIT for approval.</p>	<p>May 2015 August 24, 2015</p>	<p>Administrators and PIC</p>
<p>◆ Parents are involved in the decisions regarding the spending of the parent involvement funds.</p>	<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 proposed budget will be reviewed by SIT. 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 budgets will be submitted to SIT for approval.</p>	<p>May 2015 August 24, 2015</p>	<p>Administrators and PIC</p>
<p>II. Annual Meeting</p> <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 parental involvement.</p>	<p>Parents were invited to attend the annual Title I Meeting. Morgan introduced the staff. An overview of the school-wide Title I Program was presented in PowerPoint format. Parents were encouraged to give feedback on parent involvement plan and the home-school compacts. Parents were invited to visit their children's classrooms to meet the teacher and discuss grade level expectations and curriculum.</p>	<p>August 24, 2015</p>	<p>Administrators, Teachers, and PIC</p>

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	Articles are included in the newsletters informing families about school-wide Title I Program and parents' Right to Know.		
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.	<p>On Parent Conference Days, teachers will discuss the progress of their child in meeting the grade level expectation, individual student performance, and any concerns or questions. Additional conferences will be scheduled as concerns arise.</p> <p>Newsletters, School Messenger, letters home, and the website will communicate topics and times of activities that will support parents in helping their child in academic areas. Budget: Materials - Paper - \$230.16, Subscriptions - \$228.50 (Home School Connection)</p> <p>Parent University - Three local organizations including: Family Support Services, the YMCA parent Services and the Judy Center will present information on the services that they can offer to local families. Budget: Stipends for teachers - \$337.30, Materials: \$200.00</p>	<p>October 1, 2015 February 24, 2016 February 25, 2016 As needed</p> <p>As scheduled</p> <p>November 17, 2015</p>	<p>Administrators and Teachers</p> <p>Assistant Principal, SIT Chair, and PIC</p> <p>Teachers, Assistant Principal, SIT Chair, School Counselor, teachers, PIC</p>

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	<p>STEM (Science, technology, Engineering and Mathematics) Day will take place in the classrooms. parents will be invited in to participate in hands-on STEM lessons.</p> <p>Technology Week - Parents are invited to participate in their child's technology class. Information regarding educational websites will be shared.</p>	<p>November 19, 2015</p> <p>February 2016</p>	<p>Teachers, Administrators, SIT Chair</p> <p>Classroom teacher and Media Teacher</p>
2) Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	<p>A technology/Bullying awareness family night will take place in December, The school Resource Officer, Chris Fraley and the School Counselor, Kristine Jackson will present information to families about bullying and the dangers of using social media in the elementary grades and how parents can help the students use technology in a safe way. Budget: Stipends for teachers- \$337.65, Materials - \$200.00</p> <p>Assessment Night for Grades 2-5 will familiarize families with the upcoming PARCC assessments and the fifth grade MSA Science assessment. Families will work through assessment items. Budget: Stipends for teachers - \$357.30, Materials- \$200</p> <p>Student Showcase - parents will attend orientation meetings for the upcoming school year. grade level</p>	<p>December 15, 2015</p> <p>February 18, 2016</p>	<p>SIP Chair, School Administrators, School Counselor, teachers and School Resource Officer</p> <p>Reading and Math Specialists, Administrators, teachers, and PIC</p> <p>Administrators, teachers, and PIC</p>

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	expectations and suggestions of activities to do over the summer to prevent the summer lag. Student accomplishments will be on display: art work, science projects, career interest projects, technology projects, and a variety of work samples. Budget: <u>Stipends</u> for teachers - \$500.22, <u>materials</u> - \$200, <u>Refreshments</u> - \$341.13	April 12, 2016	
3) Educate school personnel on how to work with parents as equal partners in their child's education.	School personnel will strengthen their relationship with home by discussing parent input from surveys, evaluations, Coffee with the principal and various other opportunities for input. From this discussion, concerns will be addressed and a plan of action will be shared with parents, understanding of parent perspective will increase, and resources to improve home-school relationships will be identified.	Ongoing	Administrators, Partnership Action Teaching Chair (PAT), and PIC
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.	<p>Judy center coordinates afterschool session on topics relative to parents in our community, invites parents to participate on expense free field trips, and offers summer learning experiences for kindergarten students.</p> <p>Health Department provides dental screening and sealants, and weekly school based counseling. representative inform parents of screening results and provide information parents for follow-up services.</p> <p>21st century After-School program invites parents for monthly parent nights focusing on how to help their</p>	<p>As scheduled</p> <p>As scheduled</p> <p>Monthly</p>	<p>Judy Center Representatives and Administrators</p> <p>Medical Director at the Health Dept. a Deputy health Officer</p> <p>Director of 21st Century After School Program and John Humbird Site Leader</p>

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	<p>students at home with academics, nutrition, technology, and other parental topics.</p> <p>Head Start staff participates in registration and articulation meetings. parents of participating students are invited to attend a variety of parenting activities.</p> <p>The Lion's Club provides vision screenings for prekindergarten and kindergarten students. Parents informed of the results.</p>	<p>May 2016</p> <p>October 2015</p>	<p>Head Start Representatives</p> <p>Lion's Club Representatives</p>
5) Ensure information is presented in a format and /or language parents can understand.	<p>School letters, newsletters, and monthly event calendars are sent to parents in a form that they will understand (parent friendly) and information is included with phone numbers and offers to visit the school if there is a need. Budget: <u>Materials</u> Paper - \$132.01, <u>Subscriptions</u> - \$228.50 (Home School Connection newsletter)</p> <p>Daily assignment notebooks and Wednesday folders provide parents with consistent times for communication between parents and teachers.</p> <p>School/county websites offer parents a variety of information about the school and curriculum. These resources are shared with parents at workshops, newsletters, and other forms of communication.</p> <p>Coffee with the Principal provides an opportunity for administrators to dialogue with parents about issues related to educating their children. This is an open forum for parents to present general concerns, to ask questions, and to become familiar with programs, activities, etc.</p>	<p>Sept. - June 2016</p> <p>Daily Weekly on Wednesday</p> <p>Ongoing</p> <p>November 2015 - May 2016</p>	<p>Administrators, teacher, and PIC</p> <p>Teachers Administrators and teachers</p> <p>Administration</p>

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	taking place in the school.		
6) Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent involvement opportunities	<p>Pupil Service Worker and Pupil Service Team make phone calls, home visits, and provide transportation when needed.</p> <p>21st Century After School parent night focuses on parent needs based on evaluations by parents.</p> <p>School works around parents' needs to schedule teacher/parents meetings for parents who require support.</p> <p>The parent Involvement Coordinator (PIC) serves as a liaison between home and school. PIC makes home visits, individual phone calls to families, offers assistance which includes transportation, and provides information to families and schools.</p>	<p>Tuesday</p> <p>Monthly</p> <p>As needed</p> <p>As needed</p>	<p>Pupil Service team</p> <p>Director of 21st Century After School Program and John Humbird Site Leader</p> <p>Pupil Personnel Worker, Special Ed. Facilitator, Administrator, and teachers</p> <p>PIC</p>
IV. Review the Effectiveness <p>◆ The effectiveness of the school's parental involvement activities will be reviewed.</p>	<p>The SIT reviews parent surveys to assess parent needs before identifying the focus of the SIP.</p> <p>A mid-year evaluation of the schoolwide Title I program is sent home to families. results are compiled and shared with faculty.</p> <p>Evaluations from each parent activity and grade level meetings provide input to ways to improve parent-school relationships</p>	<p>June 2015</p> <p>February 2016</p> <p>As scheduled</p>	<p>Administrators and SIT</p> <p>Administrators and PIC</p> <p>Administrators, SIT Chair, and PIC</p>
V. Mid Atlantic Equity Consortium, (MAEC)	Parents will be informed of the Mid-Atlantic Equity Consortium through bi-monthly newsletters, school/	Throughout the year	Administrators and PIC

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♦ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org	county websites, and school parent resource center in the lobby.		
VI. Joyce Epstein's Third Type of Parent Involvement <ul style="list-style-type: none"> Volunteering 	Parents volunteer every Wednesday to help make materials for teachers to support classroom instruction. They also make Pre-K and K packets. Volunteers participate in Outdoor School, PBIS activities, and a variety of other classroom activities.	Weekly	PIC

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XV. PROFESSIONAL DEVELOPMENT PLAN



Professional Development Planning Form

Professional Development Title: One Book, One School

Date (s): January 2016

Location and Time: John Humbird School, various times throughout the day

Intended Audience: Entire school population

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 trend data, county benchmarks, school based assessments, and other data)

With the College and Career Readiness Standards focusing on Speaking and Listening, we feel the one Book, One School Activity will be very beneficial to meet these two strands, as well as improve vocabulary and comprehension.

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

The changes in the classroom will be:

- students will be able to listen better and for longer periods of time.
- become active members of a discussion.
- build a sense of community within the school and the children's families.

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?)

The benefits of reading aloud are remarkable. Studies have shown that reading to children helps them to listen better and longer, to build bigger vocabularies, to understand concepts better, to feel positive about both books and learning – and much more.

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

Lead teachers will present One Book, One School during faculty meetings. They will provide ideas and a timeline to follow. As the activity is taking place, teachers will consult and share ideas with each other.

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?

We will provide a survey for the students and teachers to complete. We will also compare benchmark scores to observe if the strands mentioned above have shown growth.

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

Name: John Humbird School

Date: 10/26/2015

Title of Staff Development Activity: **One Book, One School**

Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Stipends for professional development				
Fixed Charges	FICA & Workman's Compensation Benefits				
Instructional Staff Development Contracted Services	Consultants to provide professional development training				
Instructional Staff Development					

October 2015

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Contracted Services					
Instructional Staff Development Supplies and Materials	Training materials for professional development				\$625.00
Transportation Contracted Services					
Instructional Staff Development Other – Registration OC Travel OC Mileage	Registration				
	Meals				
	Lodging				
	Mileage				
Administration Business Support Services/					

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Transfers					
		TOTAL			\$625.00 for the book, <u>The One and Only Ivan</u>

XVI. TELL SURVEY

2015 EVALUATION

Teaching Empowering Leading & Learning Survey - (TELL Maryland)

The TELL Survey is a perceptual survey that allows educators to TELL Maryland if they have positive teaching and learning conditions that research has shown to be important to student achievement and teacher retention.

2013 to 2015 Evaluation:

ACTUAL Percent

67% in 2015 2.1D Time: The average percent of teachers' favorable responses will increase from 67.7% in 2013 to 72% in 2015.

No, we did not meet this goal.

ACTUAL Percent

85% in 2015 2.1B Time: The average percent for teachers' favorable responses will increase from 61.5% in 2013 to 70% in 2015.

Yes, we met this goal.

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Identify the factor and the item. What do you attribute the increase or decrease to from the 2013 to the 2015 TELL Survey?

Time item number 2.1D states that efforts were made to minimize the amount of routine paperwork teachers are required to do. We did not meet this goal. One factor that we feel that caused us not to reach this goal was the amount of county benchmarks that were required during the 2014-2015 school year. The team feels that with the addition of Engrade (online benchmarks) in 2015-2016, a huge amount of paperwork will be eliminated. Teachers will not have to run copies of each benchmark and grade them. Teachers will not have to compile data either since it will be scored by the program. Engrade will eliminate a significant amount of paperwork for teachers. In addition to online benchmarks, office referrals are also available online this year. This will cut down on the amount of paperwork as well.

Time item number 2.1B states that teachers are allow to focus on instructions with minimal interruptions. We met this goal. The team felt that using technology (email and instant messaging) to communicate cut down on the use of the public announcements and phone calls into the classroom. This change allowed teachers to instruct fewer interruptions as in previous years.

2015 TELL Survey

Collaborate and determine one domain (Construct, Factor) that your school will focus your school improvement efforts to improve/enhance the school environment and improve teaching conditions at your school. Under each domain are several items that may focus your efforts even more. Compare your 2015 results to the County and to the State. Set the Goal for the 2017 TELL Survey. Complete the Strategy Chart.

Table 26

Survey Factor (Domain)	Facilities and Resources
Item Number	Q3.1f
Item Statement	The school environment is clean and well maintained.
School %	69.2
County %	82.8
State %	85.4

Strategy: To enhance the school environment and improve teaching conditions related to the Facilities and Resources factor (domain).			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
Q3.1f	The school will focus on improving and keeping the school grounds maintained. The principal will meet weekly with the head custodian to address	Principal and Staff	2015-2016 school year

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

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	any concerns. The staff will email principal as issues surface and will be addressed.		
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New Goal:

The average percent for teachers' favorable responses will increase from 69.2% in 2015 to 83% in 2017.

Section XVII. MANAGEMENT PLAN

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

The plan will be first shared with the School Improvement Team (SIT) at which time action chairs will have a chance to discuss their plans for implementing their particular roles. Action teams will meet next to discuss what forms of data they will need to collect and analyze this year. Following this, the action chairs along with SIT Chair, Josh Cook, will make weekly presentations to the entire faculty during meetings, and noting that access to the plan can be made off of the website. Use of the plan then can be made by individual teachers when working on long range planning.

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

The SIT has been divided into two entities for reading and math, with the EEA Attendees as chairpersons. These teams will review the reading and math activities and milestones monthly to assess and update that which is proposed. The PBIS Committee will review the attendance activities and goals monthly and the Partnership Action Team will review and assess the objectives to parents at PAC and SIT meetings. Data will be monitored and analyzed by the SIT chairperson. Documentation from all meetings will be stored in the Title I binder.

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

The milestone data will be compiled at grade level team meetings using DIBELS assessment scores, progress monitoring reports, and reading/math/science benchmarks. This data will be analyzed by the appropriate action teams and reading/math specialists. The final

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evaluations of this data will be discussed and milestones revised at monthly action team meetings, grade level meetings, monthly SIT meetings, and at weekly faculty meetings when relevant. This year, the data compiled by the use of individual and school wide SLOs will also be analyzed and the data will be used to improve instruction.

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

Through daily planning, teachers should refer to the strategies embedded in the school improvement plan. Teachers will participate in the planning and implementation of the parent involvement activities referenced in the plan.

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

The School Improvement Plan was initially shared at the Title I Parent Meeting where the data from the previous year's MSA was also presented. Activities will be reviewed by the action team chairpersons at their monthly meetings, which community team members will be invited to attend. Statements will be placed in monthly school newsletters to welcome parents and community members to view and provide feedback to our school improvement plan.

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

Activities will be reviewed by the action team chairpersons at their monthly meetings, which community team members will be invited to attend. Notifications of changes will be made, if necessary and posted on the John Humbird website and in the monthly newsletter. Faculty and staff will be presented revisions as they occur by the Action Team Chairs at Friday morning faculty meetings when necessary and through grade level SIT representatives at team meetings. The School Improvement Plan will be placed on the school website for parents and community members to view.

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

Central Office staff will be invited to all School Improvement Team meetings and will be given a copy of the minutes for all meetings in which School Improvement Plan monitoring will occur. Title I support specialist and instructional specialists, Jayme Golliday and James Clark, will be scheduled as needed as well as utilizing the Assessment Management System.

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

Month	School Improvement Team	CAT/ PBIS	Family Involvement (formally PAT)	UDL	Math Leadership Team
September	2, 16-Construct the SIP, Home/School Compact Revisions		2, 16-facilitate, monitor and implement the partnership and parent involvement sections of the plan		Michelle will review/ model number talks to staff.
October	7-SIP Update, Discuss parent STEM Day and schedule family activities based on the parent survey results	14-Monitor attendance and discipline, schedule booster activities	7-facilitate, monitor and implement the partnership and parent involvement sections of the plan	Team will present information from MCIE	Team members will meet with grade level teammates and discuss number talks.
November	4-SIP Update	11-Monitor attendance and discipline	4- facilitate, monitor and implement the partnership and	Focus on Engagement principle of UDL	Team members will observe grade level teammates leading a

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			parent involvement sections of the plan	Provide lesson strategies	number talk. Team members will provide feedback.
December	2-Discuss milestone data sources for SIP	9-Monitor attendance and discipline	2- facilitate, monitor and implement the partnership and parent involvement sections of the plan		Discuss student tasks.
January	6-Finalize SIP	13-Monitor attendance and discipline	6- facilitate, monitor and implement the partnership and parent involvement sections of the plan	-review and evaluate implementation of school wide goal	Team will model student tasks to grade level teammates.
February	3-Collect milestone data for Title I report and SIP revisions	10-Monitor attendance and discipline	3- facilitate, monitor and implement the partnership and parent involvement sections of the plan		Team will observe grade level teammates leading a student task.
March	2-Review implementation of activities outlined in SIP	9-Monitor attendance and discipline	2- facilitate, monitor and implement the partnership and parent involvement sections of the plan		Discuss progress and look at providing additional PD on number talks and student tasks.
April	6-Focus on SIP implementation	13-Monitor attendance and discipline	6- facilitate, monitor and implement the partnership and parent involvement sections of the plan		Review materials needed for grade levels to improve number talks and student tasks.

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May	4-Collect milestone data	11-Monitor attendance and discipline	4- facilitate, monitor and implement the partnership and parent involvement sections of the plan		Monitor student achievement
June				Evaluate implementation of goals and begin setting goals for next year	Evaluate number talks and student tasks.

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.

**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 10-13
Math Needs Assessment	pages 14-17
Science Needs Assessment	pages 18-20
Attendance Needs Assessment	pages 25-26
TELL Survey	pages 50-51
School Progress Index	pages 22-24

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND****COMPONENT TWO: SCIENTIFICALLY- BASED
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 a 120 minute language arts block. Scientifically research based strategies and best practices are the foundation of the instructional program. ELA benchmarks are administered quarterly. 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 10-13. Please complete the chart with additional best practices and strategies that support ELA achievement.

SBR/Best Practice Strategies	Materials/Resources for Implementation
Implement the 5 components of reading through the core reading program	McMillan/McGraw Hill Reading Series, Reading Specialist., Jayme Golliday
Provide Reading Intervention	Read Naturally Fluency Intervention, Wilson, SRA Corrective Reading Decoding Intervention, ERI, Foundations, Orton - Gillingham
Utilize Flexible Grouping, Literature Circles	McMillan/McGraw Hill Reading Series, Reading Specialist, Jayme Golliday, High Interest Books
Provide experiences to build and expand vocabulary and background knowledge	Discovery Education, Vocabulary cards from <i>Treasures</i> , interactive focus wall, Strategies from <i>Teaching the Critical Vocabulary of the Common Core</i>
Collaborate during ICT team, SIT meetings, and Grade level Team meetings to discuss and analyze data.	Formative and summative assessments, benchmarks, unit tests for <i>Treasures</i> , focus groups, grade level SLO's and work samples

School: John Humbird Elementary School

**Allegany County Public Schools
2015 - 2016 School Improvement Plan**

Title I 10 Components

Differentiated Instruction, Universal Design for Learning (UDL)	Pre-test and Post test, 3 Group Model (Teacher led, Work Table, Work Station), UDL Principles
Provide teacher/student support for at-risk students	ICT Reference Notebook and Materials
Support teachers with strategies to meet needs of all students	MCIE (Maryland Coalition for Inclusive Education) consultant Elissa Turner, Collaborative Planning
Better understanding of the State Standards for improved classroom instruction	Cadre #3 presented monthly by the county ELA Specialists
Technology	Discovery Education, Scholastic Online
Increase writing proficiency by completing “On Demand Writing”	Writing journals, ELA benchmarks, Scholastic News, 6+1 Traits of Writing, ReadWorks, <i>Treasures</i> weekly writing purpose

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 14-17. Please complete the chart with additional best practices and strategies that support math achievement.

Best Practice Strategies	Materials/Resources for Implementation
Supplement instruction of Common Core with core math program	Math pacing guide/ Envisions math materials for implementation
Technology	Fact Master software, IXL, Accelerated Math, Timez Attack ,
Communicate math concepts effectively through the Processes in Writing	Open ended questions, rubrics, journals, interactive focus walls, classroom discussions
Differentiation/Differentiate instruction through flex groups, Universal Design for Learning (UDL)	Supplemental Pearson Math materials, Math Specialist, Jamie Clark, Accelerated Math, Center Stage Math, Pre and Post Test, 3 Group Model (Teacher led, Work Table, Work Station), UDL Principles
Provide experiences to build and expand vocabulary and background knowledge	Discovery Education, Vocabulary cards from <i>Mentoring Minds</i> , Strategies from <i>Teaching the Critical Vocabulary of the Common Core</i>
Use explicit vocabulary instruction	Math Journals, Interactive Focus Walls, and Mentoring Minds, Strategies from <i>Teaching the Critical Vocabulary of the Common Core</i>
8 Math Practices (Habits of Mind)	Open Ended Questions, STEM Activities, State Toolkit
Collaborate during ICT team, SIT meetings, and Grade level Team meetings to discuss and analyze data.	Formative and summative assessments, benchmarks, unit tests for <i>Envision</i> , focus groups, grade level SLO's and work samples
Math Talks	Math Solutions presented in conjunction with Target Grant by Consultant, Michelle Spiers

School: John Humbird Elementary School

**Allegany County Public Schools
2015 - 2016 School Improvement Plan**

Title I 10 Components

Support teachers with strategies to meet needs of all students	MCIE (Maryland Coalition for Inclusive Education) consultant Elissa Turner, Collaborative Planning (Classroom Teachers and Special Education Teachers)
Better understanding of the State Standards for improved classroom instruction	Cadre #3 presented by Mr. McGowan, Elementary Supervisor and county Math Specialists

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

**COMPONENT THREE: HIGHLY QUALIFIED
STAFF**

PROFESSIONAL STAFF:

According to the teacher requirements of the NCLB and the State of Maryland, 15 of 15 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)

100% of teachers holds an advanced professional certificate.

1 # 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), 8 of 8 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.

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
Susan Helmick	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 for reading and math.	To increase student achievement by offering additional instructional support to students.
Linda Brown	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 for reading and math.	To increase student achievement by offering additional instructional support to students.
Jennifer Bratton	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.	To increase and maintain strong communication between parents, community, and the school.
Amanda Hawkins	HQ: Intervention Teacher/Grade 4 Language	Grades 2 and 4 Intervention teacher. Used as an additional Language Arts and Math Teacher in grade 4.	To lower the student to teacher ratio in grade 4 Language Arts and Math in order to provide more individualized instruction. To offer intervention to students in grades 2

**ALLEGANY COUNTY PUBLIC SCHOOLS
QUALITY
NO CHILD LEFT BEHIND****COMPONENT FOUR: HIGH
PROFESSIONAL DEVELOPMENT**

Professional 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 10-13
Math	pages 14-17
Science	pages 18-20

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

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 and district levels	Oct 21-23, 2015 Ongoing at school level	Conference attended Facilitator shared information at PD sessions	Presenters/Facilitators: NCTM Audience: Title I teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I districtwide <input type="checkbox"/> Other	
<input checked="" type="checkbox"/> Title I Districtwide Initiative <input type="checkbox"/> School Initiative	Strategy: Improve effective math instruction	Teachers in Grades 3, 4 and 5 will attend Fractions by Math Solutions Follow up: Participants will discuss the strategies at grade level team meetings	January 5, 6, or 7, 2016	Attendance at PD session	Presenters/Facilitators: Michelle Spiers, Math Solutions Audience: grade 3, 4, 5 teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Other	
<input type="checkbox"/> District Initiative <input type="checkbox"/> School Initiative	Strategy: Improve effective math instruction	All teachers of math will attend Cadres to unpack standards and identify high quality resources. Follow up: Participants will discuss lessons/units plans in team meetings with math specialists.	Ongoing	Attendance at Cadres	Presenters/Facilitators: Mr. McGowan, math specialists Audience:	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input type="checkbox"/> Title I <input type="checkbox"/> Other	
<input type="checkbox"/> District Initiative	Strategy: Improve effective ELA	All teachers of English/Language Arts will		Attendance at Cadres	Presenters/Facilitators:	<input type="checkbox"/> Local <input type="checkbox"/> Grant	

School: John Humbird Elementary School
**Allegany County Public Schools
2015 - 2016 School Improvement Plan**
Title I 10 Components

<input type="checkbox"/> School Initiative	instruction	attend Cadres to unpack standards and identify high quality resources. Follow up: Participants will discuss lessons/units plans in team meetings with reading specialists.	Ongoing		Mrs. Blank and County Reading Specialists Audience: All teachers	<input type="checkbox"/> Title I <input type="checkbox"/> Other	
<input type="checkbox"/> District Initiative <input type="checkbox"/> School Initiative	Strategy: Improve reading instruction	All teachers will attend One Book. One School training on close reading and using text dependent questions.	January 2016	Attendance at training	Presenters/Facilitators: Audience: All teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input type="checkbox"/> Title I <input type="checkbox"/> Other	
<input type="checkbox"/> District Initiative <input type="checkbox"/> School Initiative	Strategy: Improve students' responses to interventions	An administrator will attend an RTI Conference in...		Attendance at conference	Presenters/Facilitators: Audience: Administrators	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input type="checkbox"/> Title I <input type="checkbox"/> Other	

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND****COMPONENT FIVE: ATTRACT AND RETAIN HIGH
QUALITY TEACHERS IN HIGH NEEDS SCHOOLS**

- **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.

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.

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

- **School Level**

How are you attracting teachers to your building?

There is very little turnover in teachers in this building. The dedicated educators truly care about their students and wholeheartedly put their time and effort for the good of the students, emotionally, socially and educationally. The school climate is positive and friendly to all who enter the building. There are many school-wide activities where the staff are involved. The administration is supportive and the support staff is used effectively. First year teachers are usually hired and stay at John Humbird for many years. There is low mobility of teachers.

How are you attempting to retain teachers in your building?

Professional development opportunities are offered during faculty meetings, after-school and through county wide initiatives. Teachers are encouraged to discuss needs and concerns during faculty meetings, action team meetings and grade level meetings. The school's administration and staff members work as a community to address concerns and problems. The staff takes pride in accomplishments and successes. Staff is recognized for accomplishments as well as student accomplishments. Support staff is utilized to decrease the number of students per teacher in the areas of reading and math in order to meet the needs of all students.

Please complete the chart counting only those teachers who are responsible for instructing students in the following areas: Reading, 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	1	5%
2 – 5 years teaching	4	20%
6 – 10 years teaching	1	5%
More than 10 years teaching	14	70%

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND****COMPONENT SIX: BUILDING PARENT
CAPACITY**

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 Allegany County Public Schools' Parent Involvement Policy is published on the ACPS web site. Title I schools post and distribute a copy of the Allegany 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 a summary is distributed to parents.

A Parent Involvement Coordinator is on-site at John Humbird 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 34-44 for a description of the implementation of these standards.**

**ALLEGANY COUNTY PUBLIC SCHOOLS
FROM
NO CHILD LEFT BEHIND
PROGRAMS**
**COMPONENT SEVEN: TRANSITIONS
EARLY CHILDHOOD**

Program	Date/ Timeline
Meetings with Head Start and Pre-K teachers	August 2015 - June 2016
Transition reports provided by Head Start for entering Kindergarten students	May 2016
Pre-K and Kindergarten Parent interviews	August 2015
IEP meetings	August 2015 - June 2016 (Th)
Pre-K and Kindergarten Orientation Meetings- include dates	August 24 and 25, 2015
Buster the Bus Program	September 15, 2015
Joint registration with Head Start and Pre-K	March 2016
Transportation between Head Start and Pre-K	August 2015 - May 2016
Open House	August 24, 2015
Articulation meetings between Pre-K and K	May 2016
Articulation meetings between K and Grade One	May 2016
Articulation meetings between grades 1-5	May 2016
Data analysis meetings	Bi-monthly
Articulation meetings with middle school staff	May 2016
Grade 5 middle school visitation	May 2016
Annual Title I Meeting	August 24, 2015 and May 2016

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND****COMPONENT EIGHT: TEACHER INVOLVEMENT
IN DECISION-MAKING**

Teachers are members of the School Improvement Team and other school committees. Instructional decision-making reflects student assessments and feedback from parents on Title I surveys.

School Improvement Team membership at each school is comprised of teachers representing various grade levels and areas of expertise. The School Improvement Team 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 members of the SIT are the chairpersons from each Action Team.

In addition to the SIT, three other decision making Action Teams may operate in each school: Student Achievement Team (SAT); Partnership Action Team (PAT); Climate Action Team (CAT). The Parent Involvement Coordinator may participate in SIT or any team dealing with parent involvement as available according to her schedule. Teacher representation is mandated on each team.

Utilizing Dr. Lawrence Lezotte's Correlates of Effective Schools, the SIT, SAT, PAT, and CAT 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 SIT is ultimately responsible for providing leadership and for monitoring the school plan.

Correlates of Effective Schools

The School Improvement Team (SIT) 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.

The Student Achievement Action Team (SAT) focuses on the correlates of:

- 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.

The Partnership Action Team (PAT) focuses on the correlate of:

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

The School Climate Action Team (CAT) focuses on the correlates of:

- 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.

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) 52-56 of the SIP.

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND****COMPONENT NINE: EFFECTIVE, TIMELY ADDITIONAL
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 provides health support to students and their families.
Social, personal, or academic support	School counselor provides behavioral support by coordinating classroom lessons related to monthly character traits and small group and individual lessons as needed. 21st Century After School program provides homework assistance.
Tutoring program	PARCC Tutoring is provided for identified students during after school sessions.
Extended learning time for academic and social support for students and parents	21 st Century Afterschool Program provides homework assistance, enrichment lessons, field trips, and monthly activities to build parental capacity.
Differentiated instruction	Teachers provide differentiated instruction through careful data analysis done at team meetings with reading and math specialists.
Small group instruction	Instructional assistants, special education teacher, and classroom teachers collaborate using different co-teaching models to better meet the needs of all learners.
Inclusion in general education classes	Instructional assistants and special education teacher collaborate in planning, teaching, and assessing.
Assistance to families based on identified needs	Pupil Service Team meets every Tuesday to support students and families.
Dental screening	Allegany County Health Department provides screening and sealants to students.

Vision screening	Lion's Club provides vision screening through the Judy Center.
Social and emotional support	Mental health counselors are available upon request for students in crisis situations.
Behavior and academic support	Learning Assistance Program (LAP) offers academic and behavioral support. Instructional consultation team provides support to the classroom teacher to help meet the needs of all learners.
Behavior support	PBIS Program provides positive behavior supports and interventions. Check in/Check out offers additional behavior support for selected students.
Nutrition support	Backpack Program through the Western Maryland Food Bank provides extra food for qualifying students on weekends. Summer Lunchbox Program offers a box lunch every day for qualifying students during the summer months. The Fruit and Vegetable Grant also provides a fruit or vegetable to all students two times/week.
Clothing	Safe and Snug Program by Allegany County Social Services provides coats, gloves, hats, and/or scarves for students identified by teachers or as requested by families.
School Supplies	All school supplies are provided by local funding. Emmanuel Bethel United Methodist Church provides backpacks filled with school supplies for all students who attend Back to School Night.
Opportunities to discuss progress of child	Parent conferences are held twice yearly and as requested by parents and/or teachers.
Reading intervention programs	ERI, Foundations, and SRA are provided to students based on DIBELS scores.
Identification of student areas of need	KRA is used
Opportunity to address student educational needs	ICT and data analysis meetings help teachers monitor students' progress.
Drug Awareness	5th grade students participate in the D.A.R.E. Program. The guidance counselor leads the school in Red Ribbon week activities.
Assistance to families of young children	Judy Center and the Infants and Toddlers Programs provide assistance.
Resources to support homeless students	Title I funding provides homeless students with financial assistance to enable students to remain in the "home school,"

School: John Humbird Elementary School

**Allegany County Public Schools
2015 - 2016 School Improvement Plan**

Title I 10 Components

	educational programs, acceptable “social-school” activities as well as Title I-like academic services.
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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 16.

FY 16 Coordination of Funding Sources – John Humbird Elementary

Activity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center			
Professional Development	\$4,878							
Extended Day/School Year	\$3,058.40		\$96,333.25					
Materials of Instruction	\$16,499.57			\$18,961				
Salaries	\$336,906.73							

School: John Humbird Elementary School

**Allegany County Public Schools
2015 - 2016 School Improvement Plan**

Title I 10 Components

Parent Involvement	\$3,411.30							
Equipment	\$2,739			\$3,000				
Contracted Expenses								
Consumable				\$2,630				
Office				\$2,631				

Title I Budget 2015 – 2016

Instructional Program: \$ 19,238.57**Materials****\$12,943.24**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Active Math Materials	\$700.00	\$700.00	All students k-2, White, FARMS, Special Education
Math	Math Center / Flex Group Materials	16 teachers x \$200.00	\$3,200.00	All students, White, FARMS, Special Education
Math/ELA/Science	Collaborative Resource Materials	3 teachers x \$400.00	\$1,200.00	All students, White, FARMS, Special Education
Math/ELA/Science	STEMifying Materials	\$925.24	\$925.24	All students, White, FARMS, Special Education
ELA	Materials and Classroom books to enhance curriculum and meet student needs with flex groups and interest based books (diversity books that students can relate to)	16 teachers x \$400.00	\$6,400	All students, White, FARMS, Special Education
Math/ELA	Laminator Pouches	5x \$20.00= \$100.00	\$100	All Students, White, FARMS, Special Education
ELA/ Math	One Book One School	\$418.00	\$418.00	All Students, White, FARMS, Special Education

Equipment**\$ 2,321.00**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA	2 Lenova YOGA multi touch laptops - Equipment to support Active Learning Labs (ALL)	2 laptops x \$791	\$1,582	All Students, White, FARMS, Special Education
Math/ELA	Heat Seal Laminator –	2x \$120.00= \$240.00	\$240.00	All Students, White, FARMS, Special Education
Math/ELA	TV for Music Room	\$499.00	\$499.00	All Students, White, FARMS, Special Education

PIC Materials**\$527.57**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Materials to support teacher workshops for instructional materials	\$200.00	\$201.57	FARMS /Special Education
ELA/Math	Ellison dies		\$91.90	FARMS /Special Education
ELA/ Math	Laminating Film	8 rolls x 430.45	\$234.60	FARMS /Special Education

Subscriptions**\$248.00**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Science	Science Studies Weekly – Grade 5	\$5.95 x 40	\$238.00 + \$10.00 shipping and handling= \$248.00	All Students, White, FARMS /Special Education

Web-based**\$3,198.76**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Accelerated Reader	\$500.00	\$500.00	All Students, White, FARMS /Special Education
ELA/Math	Starfall	\$270.00	\$270.00	All Students, White, FARMS /Special Education
ELA/ Math	IXL – Grades 2,3,4,5	\$2,269.91	\$2,269.91	All Students, White, FARMS /Special Education
ELA/ Math	Grade 3- Spelling City	\$52.95x3 classes	\$158.85	All Students, White, FARMS /Special Education

Budget 2015 – 2016

Professional Development: \$4,878.00**Stipends / Substitutes****\$2,882.14**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	After school planning, curriculum maps, number talks and tasks	16 teachers x4 hours x\$22.51	\$1,440.64	All Students, White, FARMS /Special Education
ELA/Math/Science	Articulation	14.5 substitutes x \$93.00	\$1,348.50	All Students, White, FARMS /Special Education
ELA	SoMIRAC	1 substitute x\$93.00	\$93.00	All Students, White, FARMS /Special Education

Hourly Stipends: Teaching- \$23.82Substitutes: Highly Qualified- \$93.00

Non-Teaching- \$22.51

Materials**\$195.86**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Books for Parent Book Study	\$195.86	\$195.86	FARMS / Special Education

Conferences**\$1,800**

(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	RTI Conference – New Orleans Registration	\$649.00	\$649.00	FARMS/Special Education
ELA/Math	RTI Conference – New Orleans Airfare and Hotel	\$748.47	\$748.47	FARMS/Special Education
ELA/Math	RTI Conference – New Orleans - Food	\$284.00	\$284.00	FARMS/Special Education
ELA / Math	RTI Conference – New Orleans – Mileage, Shuttles, etc...	\$100.00	\$100.00	FARMS/Special Education
ELA	SOMIRAC	\$18.53	\$18.53	FARMS/Special Education

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

Budget 2015 – 2016

Parent Involvement: \$ 3,411.30**Stipends****\$ 1,640.01**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Technology Night	10 teachers x \$22.51 x 1.5	\$337.65	Building Parent Capacity
Title I Parent Involvement	Assessment Night	10 teachers x \$23.82 x 1.5	\$357.30	Building Parent Capacity
Title I Parent Involvement	Student Showcase / Grade level orientation/ expectation meeting	14 teachers x \$23.82 x 1.5	\$500.22	Building Parent Capacity
Title I Parent Involvement	Parent Academy / University	10 teachers x \$22.51 x 1.5	\$337.65	Building Parent Capacity
Title I Parent Involvement	ALL (Active Learning Lab) Family night	3 teachers x \$23.82x 1.5	\$107.19	Building Parent Capacity

Hourly Stipends: Teaching- \$23.82

Non-Teaching- \$22.51

School: John Humbird Elementary School

**Allegany County Public Schools
2015 - 2016 School Improvement Plan**

Title I 10 Components

Materials

\$ 1,771.29

***Food Allowance – 10% = \$341.13**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Refreshments for parent sessions	\$341.13	\$341.13	Building Parent Capacity
Title I Parent Involvement	Paper for newsletters, announcements, and invitations	\$230.16	\$230.16	Building Parent Capacity
Title I Parent Involvement	Materials for Technology Night	\$200.00	\$200.00	Building Parent Capacity
Title I Parent Involvement	Materials for Assessment Night	\$200.00	\$200.00	Building Parent Capacity
Title I Parent Involvement	Materials for Student Showcase / Grade level orientation/ expectation meeting	\$200.00	\$200.00	Building Parent Capacity
Title I Parent Involvement	Materials for Parent Academy / University	\$200.00	\$200.00	Building Parent Capacity
Title I Parent Involvement	Materials for family STEM day	\$400.00	\$400.00	Building Parent Capacity