

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

School: John Humbird Elementary School

Principal: Heather M. Morgan

Facilitating the Development of a School Vision

Mission Statement

John Humbird Elementary School seeks to create positive, achieving, winning students by having high expectations and meeting the needs of all students through differentiated instruction that will have them college and career ready. Our school will promote a safe, structured, and supportive environment by fostering positive relationships between students, staff, and school community.

Beliefs

We believe that all students can learn and become career and college ready. We also believe all students have the ability to become productive members of society with the tools we instill at the school level.

Vision

John Humbird Elementary School students will read, write, and compute to the best of their abilities; will possess a lifelong love of learning; will have instilled and increased understanding and acceptance of diversified learners; will demonstrate respect and care of the universe; and will respect people of all genders, ages, religions, and ethnic backgrounds.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

- 1. What is the process for ensuring that all staff and other stakeholders are able to articulate the vision?**

All staff members were a part of creating the vision and mission of the school. Many discussions and items to include were discussed and finalized. The adopted vision is placed on the staff and student handbooks as well as school newsletters. The vision is clear and therefore can be articulated in daily instructional practices.

- 2. When did the last periodic, collaborative review of the vision by stakeholders occur? The last review of the vision was completed at the beginning of the school year during the principal / school based staff development day.**

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

I. Local Planning Team Members

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

Name (Print and Sign)	Affiliation/Title
Heather Morgan <i>Heather Morgan</i>	Principal
Caren Kurtz <i>Caren Kurtz</i>	Assistant Principal
Joshua Cook <i>Joshua Cook</i>	Grade 4 teacher / Chair
Krissy Jackson <i>Krissy Jackson</i>	Guidance Counselor
Kelly Oyer <i>Kelly Oyer</i>	Grade 5 teacher / After school coordinator
Krista Farrell <i>Krista Farrell</i>	Grade 2 teacher
Mary Kay Blank <i>Mary Kay Blank</i>	Grade 1 teacher
Lisa Paz <i>Lisa Paz</i>	Kindergarten teacher
Jackie Reed <i>Jackie Reed</i>	Pre-kindergarten teacher
Susan Howard <i>Susan Howard</i>	Special Education Inclusion teacher
Shelly Watson <i>Shelly Watson</i>	Media Specialist
Dawn Hipp <i>Dawn Hipp</i>	Grade 3 teacher
Kari Brown <i>Kari Brown</i>	Physical Education resource teacher

Wendy Kutcher <i>Wendy Kutcher</i>	Special Education Facilitator
Laura Michael <i>Laura Michael</i>	Board of Education Title I support

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Part	Table of Contents	Page
	Title Page	
I	SIP Team Members	3
II	School Demographics	5
III	Culture and Climate Narrative	8
IV	Universal Design for Learning	9
V	Academic Progress	11
VI	Early Learning	28
VII	Attendance	29
VIII	Habitual Truancy	31
IX	Graduation and Dropout Rates	N/A
X	School Safety Suspensions	32
XI	PBIS or Behavior Management Systems	33
XII	Principal’s SLOs	35
XIII	Parent Involvement, Title I or Non-Title I	37
XIV	Professional Development Plan	N/A
XV	MTSS Practice Profile and Priorities	44
XVI	Management Plan	45
XVII	Title I Components (Title I Schools Only) – Separate Document	60
XVIII	Title I Evaluation (Title I Schools Only) – Separate Document	84

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2016-2017 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers	4	18	22
Itinerant staff	7		7
Paraprofessionals	2	6	8
Support Staff	1	3	4
Other	9	6	15
Total Staff	23	35	58

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2016 – 2017 Official Data	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2012 Official Data
Percentage of faculty who are: <ul style="list-style-type: none"> • Certified to teach in assigned area(s) • Not certified to teach in assigned area(s) 	100%	100%	100%	100%
For those not certified, list name, grade level course	N/A	N/A	N/A	n/a
Number of years principal has been in the building	2	1	16	15
Teacher Average Daily Attendance		95.8%	93.9%	95.4%

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

**B. Student Demographics
Table 3**

SUBGROUP DATA

Data from prior year's SIP

	2016 – 2017 TOTAL	2015 – 2016 TOTAL	2014-2015 TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	N/A	≤10
African American	19	24	30
White	215	218	237
Asian	≤10	N/A	N/A
Two or More Races	31	38	35
Special Education	45	45	54
LEP	N/A	N/A	N/A
Males	142	143	157
Females	138	137	149
Total Enrollment (Males + Females)	270	280	306

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2015:** 91.10%

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

C. Special Education Data 2016-2017 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	≤10
02 Hard of Hearing	N/A
03 Deaf	N/A
04 Speech/Language Impaired	16
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	11

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

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. Within the narrative, discuss how your school is aligning all aspects of the school’s culture to student and adult learning.

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. Plus, John Humbird is completing a book study to incorporate the “Gradual Release of Responsibility” (GRR) Model. This model increases academic achievement and social skills that align with our PBIS program.

John Humbird Staff is provided professional development throughout the school year to be knowledgeable about helping students reach their highest potential and set the standard for providing a climate and culture that is appropriate for academic achievement. All students at John Humbird Elementary School have a right to an appropriate education and an environment conducive to learning by fostering academic achievement of students. For example, John Humbird is creating and completing an MTSS action plan this year including a “Universal Behavior Screener” which is a brief educational assessment given to the faculty to complete about the student population, usually three times a year. This tool is geared toward preventing, identifying, and qualifying academic and social concerns.

John Humbird is committed to creating safe and supportive learning environments and to providing the best possible curricula and instruction while establishing a climate that is free from any form of harassment. To support John Humbird in creating positive school environments for teaching and learning, priority areas have been identified: Parent/Family Engagement; Curriculum and Instruction; Youth Development and Leadership; Intervention Services and Supports; Policies and Procedures; Community Involvement; School Resource Officers; Professional Development; and Data-based Decision-making.

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

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. Complete Table 5.

Table 5

UDL Principle/Mode	Representation – Process
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	Hard copies of documents using various fonts, sizes, background color as well as lap tops to acquire information. Digital materials, media, and manipulatives to provide more auditory and visual opportunities for all students
<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product
	Model various strategies to solve problems and allow student choice when solving problems. Group discussions and partner talk will be utilized. Assessment / project choice given to students to have the opportunity to demonstrate what has been learned.
<i>Means for Engagement: tap into learners interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	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.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

- 1. In your analysis of the UDL chart, discuss how school personnel uses the Gradual Release of Responsibility Instructional Framework for planning and instruction and include the principles, guidelines, and checkpoints of UDL.**
 - The John Humbird staff includes the principles, guidelines, and checkpoints of UDL through the Gradual Release of Responsibility Instructional Framework. UDL ties in with each part of the GRR model in a variety of ways. During the Guided portion of the model students are given opportunities to draw, build, question what they are doing and express their understanding/concerns however they need to. In the Collaborative portion the students are able to continue with their needs by building, drawing, etc. Sometimes they are given completely different problems from their peers depending on where they are in their understanding. Independent is a continuation with choice in how they explain their understanding: drawing, writing, building, etc... choice in supports by sometimes allowing picture clues and scaffolded problems. Teachers will display the content purpose and the language purpose in their daily lessons.**

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

V. ACADEMIC PROGRESS

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2016 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany County are required to do the same.

In your analysis of students requiring special education services, please address the following special education issues for students in your school:

1. *Access to the General Education Curriculum.* How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas? **John Humbird is a part of the Maryland Coalition for Inclusive Education (MCIE). Through this partnership, all special education students are included in the general education classrooms and are exposed to and participate in the general education curriculum.**
2. *Collaboration with General Educators.* How is your school ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum? **Collaboration between the general education teachers and the special education teachers is supported through weekly team / grade level planning and quarterly long range planning. Discussion of modifications of lessons, testing accommodations and groups. The quarterly meetings are funded through the MCIE grant.**
3. *Strategies used to address the Achievement Gap.* When the school agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup. **Co-teaching strategies are implemented to better meet the student individual needs. Staff members have analyzed data and have a clearer understanding of the gap. Through implementation of Gradual Release of Responsibility (GRR) framework, teachers are working to close the gap and are identifying improvements with the special education student data.**
4. *Interventions, enrichments and supports* to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general education students? **All students at John Humbird are provided with opportunities to participate in enrichment / intervention programs. Participation in these programs are based on student need and teacher recommendation.**

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

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 gap for ELL, Special Education and lowest performing subgroup students.

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

Complete data charts using 2015 and 2016 PARCC results.

Table 6

ELA Student Group Grade 3, 6 or English 10	2015											2016											
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	
All Students	49	19	38.8	14	28.6	6	12.2	10	20.4	0	0.0	40	9	22.5	12	30.0	5	12.5	12	30.0	2	5.0	
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Black or African American	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	n/a	n/a	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	
Hispanic/Latin o of any race	≤10	≤10	≤10	n/a	n/a	n/a	n/a	≤10	≤10	n/a	n/a	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	29	10	34.5	10	34.5	3	10.3	6	20.7	0	0.0	36	8	22.2	10	27.8	5	13.9	12	33.3	1	2.8	
Two or more races	11	5	45.5	1	9.1	3	27.3	2	18.2	0	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	13	8	61.5	1	7.7	3	23.1	1	7.7	0	0.0	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	47	18	38.3	13	27.7	6	12.8	10	21.3	0	0.0	34	9	26.5	12	35.3	4	11.8	8	23.5	1	2.9	
Female	24	6	25.0	8	33.3	4	16.7	6	25.0	0	0.0	21	3	14.3	6	28.6	1	4.8	10	47.6	1	4.8	
Male	25	13	52.0	6	24.0	2	8.0	4	16.0	0	0.0	19	6	31.6	6	31.6	4	21.1	2	10.5	1	5.3	

Table 7

ELA Student Group	2015						2016					
	#	Level 1	Level 2	Level 3	Level 4	Level 5	#	Level 1	Level 2	Level 3	Level 4	Level 5

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Grade 4, 7 or English 11	Tested	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	Tested	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	42	8	19.0	17	40.5	11	26.2	5	11.9	1	2.4	41	4	9.8	8	19.5	19	46.3	8	19.5	2	4.9
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	≤10	n/a	n/a	n/a	n/a	≤10	≤10	n/a	n/a	n/a	n/a
Black or African American	≤10	n/a	n/a	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	≤10	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	n/a	n/a	≤10	n/a	n/a	n/a	n/a	≤10	≤10	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	28	7	25.0	9	32.1	8	28.6	3	10.7	1	3.6	33	3	9.1	7	21.2	13	39.4	8	24.2	2	6.1
Two or more races	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	n/a	n/a	≤10	n/a	n/a	n/a	n/a	≤10	≤10	n/a	n/a	n/a	n/a
Special Education	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a
Limited English Proficient	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

(LEP)																						
Free/Reduced Meals (FARMS)	37	8	21.6	16	43.2	10	27.0	2	5.4	1	2.7	40	4	10.0	7	17.5	19	47.5	8	20.0	2	5.0
Female	20	4	20.0	9	45.0	5	25.0	2	10.0	0	0.0	19	0	0.0	5	26.3	9	47.4	3	15.8	2	10.5
Male	22	4	18.2	8	36.4	6	27.3	3	13.6	1	4.5	22	4	18.2	3	13.6	10	45.5	5	22.7	0	0.0

Table 8

ELA Student Group Grade 5 or 8	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	43	6	14.0	9	20.9	21	48.8	6	14.0	1	2.3	37	5	13.5	12	32.4	11	29.7	9	24.3	0	0.0
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	≤10	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a
Hispanic/Latin	≤10	n/a	n/a	n/a	n/a	≤10	≤10	n/a	n/a	n/a	n/a	≤10	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	n/a	n/a

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

o of any race																							
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	31	6	19.4	7	22.6	13	41.9	4	12.9	1	3.2	28	4	14.3	7	25.0	10	35.7	7	25.0	0	0.0	
Two or more races	≤10	n/a	n/a	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	≤10	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	n/a	n/a	
Special Education	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Free/Reduced Meals (FARMS)	37	4	10.8	9	24.3	19	51.4	4	10.8	1	2.7	33	4	12.1	11	33.3	11	33.3	7	21.2	0	0.0	
Female	22	2	9.1	6	27.3	11	50.0	2	9.1	1	4.5	16	0	0.0	6	37.5	5	31.3	5	31.3	0	0.0	
Male	21	4	19.0	3	14.3	10	47.6	4	19.0	0	0.0	21	5	23.8	6	28.6	6	28.6	4	19.0	0	0.0	

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Academic Data Review

1. Based on available PARCC data describe the challenges in **English Language Arts/Literacy** for **grades 3-8** and **grades 10 and 11**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.
 - **Special education scheduling requires flexibility because as students qualify the schedules must be reviewed and adjusted. At this time, we do not have a subgroup for limited English proficiency students. Students have been identified to receive an intervention and academic gaps have been flagged due to attendance issues and students missing their assigned intervention which has prevented students from making progress towards meeting state performance standards.**

Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.
 - **Teachers at all grade levels will deliver highly effective instruction to meet the needs of all students. Instruction will include the (GRR) model. The GRR school based professional development includes a book study. The books were purchased through professional development funding and support our school initiative of the Active Learning Labs. Flex group instruction will utilize leveled supplemental materials from the reading series as well as other print resources and digital media. This will be supported through Title I funding. 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, readworks.org, commoncore.allconet.org, msde.blackboard.com, and the Scholastic online site will be utilized.**
 - **The reading specialist will hold monthly 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.**
 - **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. She will also be planning and modeling ELA lessons and working with small groups of students in the classroom.**

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

- 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.
- Teachers will utilize flex groups and literature circles to enhance the curriculum and meet student needs. Data shows that females are outperforming males in ELA and reading inventories will be completed and interest level books will be purchased and utilized.
- Teachers will utilize strategies from *Teaching the Critical Vocabulary of the Common Core* to build and expand vocabulary and background knowledge. Teachers will also focus on the content and language purposes. This will provide students with a better understanding of the purpose of what they are learning and the learning target. This will alert students to expectations.
- Differentiated Instruction and Universal Design for Learning (UDL) practices will be implemented in daily instruction and lesson planning.
- 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. Trait Crate Plus professional development will be provided by the county reading specialist and Title I specialist. ELA team meetings will review writing samples and score using the appropriate grade level rubrics.
- To provide more individualized instruction, Title I teachers are being utilized for class size reduction.
- Students will utilize the Accelerated Reader program in first through fifth grades to provide additional independent reading and motivation.
- Collaborative planning is enhanced through the use of planbook.com. Grade levels can share their lesson plans with the special education teachers.

Title I funding will be utilized to purchase materials and provide professional development for teachers to ensure sufficient progress throughout the 2016 - 2017 school year.

- Collaborative resource materials
- STEMifying materials
- 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)
- YOGA Lenova laptops (2) to support the active learning labs
- Planbook.com
- Resource - “Phonological Awareness for Small Children”

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

B. Mathematics Data Overview

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

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

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

Complete data charts using 2015 and 2016 PARCC results

Table 9

Math Student Group Grade 3, 6 or Algebra II	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	49	11	22.4	15	30.6	15	30.6	7	14.3	1	2.0	40	10	25.0	11	27.5	9	22.5	10	25.0	0	0.0
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	3	2	66.7	1	33.3	0	0.0	0	0.0	0	0.0
Hispanic/Latin o of any race	≤10	n/a	n/a	≤10	≤10	n/a	n/a	≤10	≤10	n/a	n/a	≤10	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	n/a	n/a

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	29	6	20.7	9	31.0	8	27.6	5	17.2	1	3.4	36	8	22.2	10	27.8	9	25.0	9	25.0	0	0.0
Two or more races	11	3	27.3	3	27.3	5	45.5	0	0.0	0	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	13	5	38.5	5	38.5	2	15.4	1	7.7	0	0.0	8	6	75.0	0	0.0	2	25.0	0	0.0	0	0.0
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	47	10	21.3	15	31.9	15	31.9	6	12.8	1	2.1	34	10	29.4	11	32.4	8	23.5	5	14.7	0	0.0
Female	24	4	16.7	7	29.2	8	33.3	5	20.8	0	0.0	21	4	19.0	6	28.6	4	19.0	7	33.3	0	0.0
Male	25	7										19	6	31.6	5	26.3	5	26.3	3	15.8	0	0.0

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Table 10

Math Student Group Grade 4, 7 or Geometry	2015											2016											
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	
All Students	42	10	23.8	15	35.7	13	31.0	4	9.5	0	0.0	40	5	12.5	16	40.0	9	22.5	10	25.0	0	0.0	
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	n/a	n/a
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	≤10	n/a	n/a	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latin o of any race	≤10	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	n/a	n/a	≤10	n/a	n/a	n/a	n/a	≤10	≤10	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	28	6	21.4	9	32.1	10	35.7	3	10.7	0	0.0	32	5	15.6	10	31.3	8	25.0	9	28.1	0	0.0	
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	≤10	n/a	n/a	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Special Education	≤10	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	37	10	27.0	13	35.1	11	29.7	3	8.1	0	0.0	39	4	10.3	16	41.0	9	23.1	10	25.6	0	0.0	
Female	20	5	25.0	6	30.0	9	45.0	0	0.0	0	0.0	18	3	16.7	6	33.3	5	27.8	4	22.2	0	0.0	
Male	22	5	25.0	6	30.0	9	45.0	0	0.0	0	0.0	22	2	9.1	10	45.5	4	18.2	6	27.3	0	0.0	

Table 11

Math Student Group Grade 5 or 8	2015											2016											
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	
All Students	42	6	14.3	8	19.0	13	31.0	14	33.3	1	2.4	36	2	5.6	16	44.4	7	19.4	11	30.6	0	0.0	
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	≤10	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a
Hispanic/Latino of any race	≤10	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	≤10	≤10	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	30	6	20.0	7	23.3	7	23.3	9	30.0	1	3.3	28	1	3.6	13	46.4	5	17.9	9	32.1	0	0.0	
Two or more races	≤10	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	n/a	n/a	≤10	n/a	n/a	n/a	n/a	≤10	≤10	n/a	n/a	n/a	n/a	
Special Education	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Free/Reduced Meals (FARMS)	37	6	16.2	7	18.9	12	32.4	12	32.4	0	0.0	32	2	5.6	16	44.4	7	19.4	11	30.6	0	0.0	
Female	21	2	9.5	4	19.0	7	33.3	8	38.1	0	0.0	16	0	0.0	8	50.0	4	25.0	4	25.0	0	0.0	
Male	21	4	19.0	4	19.0	6	28.6	6	28.6	1	4.8	20	2	10.0	8	40.0	3	15.0	7	35.0	0	0.0	

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Academic Data Review

1. Based on available PARCC data, describe the challenges in **Mathematics for grades 3-8, Algebra I, Algebra II and Geometry**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.
 - **Special education scheduling requires flexibility because as students qualify the schedules must be reviewed and adjusted. At this time, we do not have a subgroup for limited English proficiency students. Students have been identified to receive an intervention and academic gaps have been flagged due to attendance issues and students missing their assigned intervention which has prevented students from making progress towards meeting state performance standards.**

Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.
 - **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. Mandy Schall, county Math Specialist, will meet during team meetings to track and document student progress. Think Through Math (TTM) will be implemented during the 2016- 2017 school year. The pathways are created based on the individual student needs and grade level standards. The goal would be to increase the percentage of students performing at the proficient level.**
 - **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 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 are implementing the Gradual Release of Responsibility Framework, which is student focused and gives more of the responsibility of learning on the students. This model contributes to higher levels of student engagement.**
 - **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.**
 - **The math specialist, Mandy Schall and the Title I specialist, Laura Michael 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 2017. A summer STEM Academy is being considered for summer 2017.**

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

- 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 four and five 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.
- 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.
- 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.
- 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.
- 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 parconline.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.
- Through disaggregating the PARCC data, the math specialist will provide resources such as PARCC released questions, which support the areas of need.
- The math specialist and teachers will utilize achievethecore.org/coherence-map. The Coherence Map shows the connections between Common Core State Standards for Mathematics and the spiraling that occurs. This site also provides the teachers with tasks that align with the standards.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Title I funding will be utilized to purchase materials and provide professional development for teachers to ensure sufficient progress throughout the 2016 - 2017 school year.

- Active Math materials
- Math Center and Flex group materials
- Collaborative resource materials
- STEMifying materials
- Starfall, IXL, spelling city type to learn
- Articulation
- After school planning - curriculum mapping, number talks, and tasks

C. Science

Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2016			2015			2014		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	40	27	67.5	43	30	69.8	38	30	79
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	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	≤10	≤10	≤10	≤10	≤10	≤10	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	23	17	73.9	31	20	64.5	26	21	81
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a
Special Education	≤10	≤10	≤10	≤10	≤10	≤10	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)	36	25	69.4	37	26	70.3	32	26	81

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

1. Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups. Address what your school is doing (has done) to address and implement the new Science Standards.

- **The challenge would be the percentage of students scoring proficient or advance. The goal would be to increase scores in each subgroup and continue Next Generation Science professional development with teachers. STEM day will be planned across all grade levels and supported with Title I funds.**

2. To support student achievement, describe the changes or strategies and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

- **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.**

Title I funding will be utilized to purchase materials and provide professional development for teachers to ensure sufficient progress throughout the 2016 - 2017 school year.

- **Whole group and Flex group materials (Ex) Leveled readers that align with the science curriculum)**
- **Collaborative resource materials**
- **STEMifying materials**
- **Articulation**
- **After school planning - curriculum mapping, and tasks**

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

VI. EARLY LEARNING

Based on the examination of the 2015-2016 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 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”.
- **2015 - 2016 data indicated 14% (6 students) were Emerging and 33% (14 students) were Approaching, and 52% (22 students) were Demonstrating. This data has been used to create flex groupings and make instructional matches throughout the kindergarten program. 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.**
 - **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 with the principal to be shared with the Council. Articulation takes place in the Spring with Head Start and our Pre-kindergarten teacher. 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 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.**

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

VII. ATTENDANCE

Table 15: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	94.1	Y
Grade 1	94.1	Y
Grade 2	92.6	N
Grade 3	93.5	N
Grade 4	≥95.0	Y
Grade 5	≥95.0	Y

Table 16: Attendance Rate	All Students				
Subgroups – School Level Data	94%	94%	94%	94%	94%
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
All Students	≥95.0	94.6	94.7	94.7	94.1
Hispanic/Latino of any race	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
Asian	n/a	n/a	n/a	n/a	n/a
Black or African American	≥95.0	94.8	94.7	≥95.0	93.9
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a
White	94.9	94.5	94.5	94.4	94.3
Two or more races	≥95.0	94.8	94.7	≥95.0	93.0
Special Education	93.8	94.9	94.5	94.4	94.1
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	94.8	94.4	94.5	94.5	94.0

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially Special Education, ELL and lowest attending.
 - **There are several attendance challenges in grade level bands at John Humbird Elementary School. Grades 2 and 3 did not meet the AMO goal of 94%. When looking at the school population, African-American students did not meet the AMO goal either.**

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.
 - **School LAP Coordinator will make daily phone calls to touch base with parents/ guardians.**
 - **Mentoring programs among the students. Let older students with good attendance regularly assist younger students. Specifically, determine ways to have older students help younger students transition from elementary to middle school and also from middle school to high school.**
 - **Home visits concerning student absences if parents/guardians cannot be reached by telephone. Explore the possibility of creating flexible schedules for counselors to complete home visits.**
 - **Hold assemblies for parents/guardians and the students who are chronically absent. Provide suggestions to get students back to school and describe consequences if they don't return. Make necessary resources available at the meeting to make it effective for parents and guardians; the point of the assembly is to be educational, not punitive.**
 - **Addressing individual student needs- Identifying risks of student disengagement from education needs to happen early so that actions can be taken to reduce or avoid these risks. In order to effectively address these risks, schools should work in partnership with the significant adults in the students' lives, including families, as well as with community agencies and services.**
 - **Follow State and County Guidelines & policies.**

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.
 - **Grade 5 did not meet the attendance goal last year. We want to continue some of our attendance activities as well as incorporate new attendance activities into our plan. School discussions around phone calls home have led to positive conversations with parents and students often come to school tardy after the phone call has been made.**

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

VIII. 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?
 - **Less than ten students would be identified as habitual truants.**
 - b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.
 - **Reasons include health-related illness, homelessness, transportation, and family issues that impacted attendance.**
 - **We hold weekly pupil service team meetings with our school pupil service worker, work with the guidance counselor forming attendance groups, complete home visits, make daily phone calls, participate in the Red Dog program, schedule conferences and attendance letters are sent home, as well as agency referrals for additional support.**

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

X. 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 2014-2015 and 2015-2016 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
2014-2015	0	≤10	0	0	0
2015-2016	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 fourth 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.

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

XI. 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. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.
 2. Discuss the research-based strategic/group interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

John Humbird School Community has incorporated for many years the Positive Behavior Intervention Support (PBIS) program as well as the Multi-Tiered System of Supports (MTSS) to cultivate school climate and culture as positive, supportive, encouraging, and proactive. Our staff invests in maintaining positive relationships with students and families in order to foster an environment that is optimal for learning. The school teaches social expectations such as the “PAWS” Rules to display how to “Be Respectful, Be Responsible, and Be Ready.” The PBIS team analyzes discipline data monthly, brainstorms solutions to school issues, and implements resolutions when possible. In this climate, students feel safe, because they are made aware of expectations and routines that are established for safety clearly and consistently.

Administration and classroom teachers discuss acceptable behavior and expectations for each rule in every school setting throughout the year. These procedures help to build school-wide consistency and safety. Celebrations to reward positive behavior are held at the end of each marking period. These celebrations include student participation in a Hayride, a Pajama/Movie afternoon, a Disco Dance, and Field Day. “Positive Paw” coupons are given to students who demonstrate appropriate behavior daily. Then, they are given the opportunity to spend their coupons at the school store monthly. Weekly guidance lessons for each grade level are presented by the school counselor which are based on student surveys completed at the end of the previous school year.

John Humbird School participates in character education. The school counselor delivers character lessons each month to all grade levels 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 that displays the character

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

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 and students are invited to celebrate student successes and character education.

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 “Positive Paw” 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.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

XII. PRINCIPAL'S SLOs

PRINCIPAL SLO 1

- 1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.**
 - English Language Arts - Writing
 - The students selected are in grades 1,2, and 3

- 2. Describe the information and/or data that was collected or used to create the SLO.**
 - Due to the increased focus on writing and the importance of writing through all content areas, students will increase on demand narrative writing proficiency.

- 3. How does the SLO support School Improvement Needs and/or Goals?**
 - PARCC data and county benchmarks indicate this need.

- 4. Describe what evidence will be used to determine student growth for the SLO.**
 - Students in grades 1-2 will show growth on the pre-writing test to the post writing test using the 6+1 rubric of Ideas and Organization and grade 3 students will show growth using the PARCC rubric. Writing samples will be scores at the beginning of the year , mid year, and end of the year.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

PRINCIPAL SLO 2

- 1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.**
 - **Math**
 - **Students in grades 3- 5 are selected**

- 2. Describe the information and/or data that was collected or used to create the SLO.**
 - **PARCC scores indicate a need to increase math proficiency.**

- 3. How does the SLO support School Improvement Needs and/or Goals?**
 - **PARCC data and county benchmarks indicate this need.**

- 4. Describe what evidence will be used to determine student growth for the SLO.**
 - **Evidence of growth will be measured by county math grade level benchmarks on the growth calculator. Data from Engrade will be transferred to a growth calculator.**

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

XIII. TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

- **Describe in a narrative your school’s parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation 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 parent/community involvement and in response to our Title I Parent Interest Survey, the following activities are our areas of focus:

- Our Parent Involvement Coordinator will be at our school every Monday and Tuesday to reach out to underserved families, work with administrators to support parent involvement activities, and help build enthusiasm for our parent programs. Volunteer workshops with the Parent Involvement Coordinator will be held every Tuesday from 9:00 a.m.-12:00 noon. We regularly have 5-10 volunteers, which is an increase from past years, and we are working to increase that number, including getting volunteers into the classrooms to support activities and be guest readers.
- We continue our partnership with Emmanuel Bethel United Methodist Church. They provide school supplies in the fall, act as our emergency evacuation site, and have members/volunteers attend our volunteer activities and luncheon. We also partner with the Western Maryland Food Bank in our participation in the backpack supplemental food program. 40 students/families benefit from this program. The school resource officer, Andy Tichnell, supports students and families by conducting the DARE program. Utz provides free potato chips for family activities.
- We will hold more than 15 family engagement activities this year including: Back to School Carnival/Title I Meeting (August 22, 2016, 94 adults attended), Parent Conference Days on September 29, 2016 and February 15, 2017, Grandparents’ Day, Fall Festival Parade, Field Trips, STEM Activities, Coffee with the Principal, Math & Reading Activities (as requested in parent interest survey), Students of the Month Character Tea, a Veterans’ Day Program (Nov. 9, 2016), and Student Showcase/Interest Fair, and Grade Level Orientation Meetings. The following activities will also be held and will be supported with Title I funds: Technology Day (\$179.55 for stipends for 5 teachers and \$192.90 for materials for parents to support their students), Assessment Day (\$200 for materials to give parents), Education, Health, and Safety Fair (\$179.55 for stipends, \$200 for materials), and STEM Day (\$405.77 for materials).
- Improved communication will also be a focus. The principal’s monthly newsletter, *The Bulldog Buzz*, will provide grade level information, Title I information, important dates, and other to families. A school FACEBOOK page will also be managed by an administrator and SIT chair.

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

Parent Advisory/ Title I Parent Committee 2016 – 2017

Name	Grade Level Representation	Position
Charity Walters	volunteer	PAC Representative
Angie Frost	4	PAC Alternate
Gene Riffey	pre-k	
Josh Borland	K	
Katie Bradley	1	
Jamie Kegg	2	
Ashley Pomeroy	3	
Charissa Bishop	5	
Heather Eisenhour		Parent Involvement Coordinator
Robbie Hammond	volunteer	Emmanuel Bethel United Methodist

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.**

**Allegany County Public Schools
2016 – 2017 School Improvement Plan
JOHN HUMBIRD’S PARENT INVOLVEMENT PLAN**

Expectations

As a schoolwide Title I school, John Humbird’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 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 welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

- I – Shared decision-making opportunities
- II – Annual meeting to explain the 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 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 2016-2017.

Action Plan

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
<p>I. Shared Decision Making</p> <ul style="list-style-type: none"> ➤ The School Improvement Plan (SIP) is developed with input from parents ➤ The SIP is available for parent review and input at any time ➤ The Parent Involvement Plan is developed with input from parents. ➤ The Parent Involvement Plan is distributed to all parents. ➤ With parents, develop a written Home-School Compact(s) 	<p>Parent representatives on SIT and other decision-making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.</p> <p>A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.</p> <p>A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parent of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.</p> <p>A summary of the Parent Involvement Plan is distributed to all families after the Central Office has approved the SIP.</p> <p>A committee that includes a least one parent representative from each grade level will meet in</p>	<p>Monthly meetings</p> <p>Principal invite for parent input on SIP at all stages in monthly newsletter</p> <p>Spring Meeting was held May 16, 2016. 5 parents attended.</p> <p>Summary provided to all in principal's newsletter.</p> <p>May 16, 2016</p>	<p>Josh Cook, SIT Chair Heather Morgan, Principal Caren Kurtz, Assistant</p> <p>Principal</p> <p>Laura Michael, Title I School Support Specialist Heather Morgan, Principal Caren Kurtz, Assistant Principal</p> <p>Principal</p> <p>Laura Michael, Title I School Support Specialist</p>

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

<p>supporting instruction that is signed by teachers, parents, and students.</p> <p>➤ Parents involved with spending of the parent involvement funds.</p>	<p>April or May to review the current year’s Home-School Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval.</p> <p>Parents provided input on spending the parent involvement funds at the Spring Meeting.</p>	<p>May 16, 2016</p>	<p>Heather Morgan, Principal Caren Kurtz, Assistant Principal</p> <p>Laura Michael, Title I School Support Specialist Heather Morgan, Principal Caren Kurtz, Assistant Principal</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 he school will provide for parental involvement.</p>	<p>Back to School Carnival/Annual Title I Meeting including power point presentation sharing.</p>	<p>August 22, 2016</p>	<p>Heather Morgan, Principal Caren Kurtz, Assistant Principal Laura Michael, Title I School Support Specialist</p>
<p>III. Building Parental Capacity</p> <p>➤ Provide assistance to parent in understanding the State’s academic content standards and student academic achievement standards, State and local academic assessments.</p>	<p><i>PTA Parent Guides to Student Success</i> were distributed to all parents of students in grades kindergarten through grade 5 to provide assistance in understanding academic standards. Assessment Day will provide an opportunity for parents to take practice PARCC assessments and participate in discussion about the tests.</p>	<p>August 23, 2016 & August 30, 2016</p> <p>February</p>	<p>Title I Office, Administrators, Classroom Teachers</p> <p>Administrators, Teachers of Grades 3-5</p>

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

<p>➤ Provide materials and parent trainings/workshops to help parent improve their children’s academic achievement.</p>	<p>Parent Conference Days Weekly workshops Family STEM Day Technology Days/American Education Week</p>	<p>September 29, 2016 & February 15, 2017 Nov. 17, 2016 Nov. 14-18</p>	<p>Administrators, Teachers Administrators, Teachers</p>
<p>➤ Educate school personnel on how to work with parents as equal partners in their child’s education.</p>	<p>Parent Conference Days Title I Surveys Family Evaluations from School Activities</p>	<p>September 29, 2016 & February 15, 2017 Ongoing</p>	<p>Teachers, SIT, Administrators, Title I Specialist</p>
<p>➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After School Program, Head Start, etc.</p>	<p>Lions Club vision screening. Judy Center coordinates with Lions. Articulation and Transition meetings with Head Start and Prekindergarten teachers Queen City Striders sponsor field day/mile run. Education, Health and Safety Fair 21st Century Afterschool Program activities.</p>	<p>October 10, 2016 Spring 2017 Sept.-May May 10, 2017</p>	<p>Principal, Pre-K teacher Administration, Teachers, and Head Start staff Kelly Oyer and Melissa Zinn Kari Brown/Krissy Jackson</p>
<p>➤ Ensure information is presented in a format and/or language parents can understand.</p>	<p>FACEBOOK page, principal’s monthly newsletter, memos, school messenger, etc.</p>	<p>Ongoing</p>	<p>Administration and teachers</p>
<p>➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent</p>	<p>PIC and teachers make individual contacts to underserved students and families inviting them to activities.</p>	<p>ongoing</p>	<p>PIC and teachers</p>

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

involvement opportunities.			
IV. Review the Effectiveness ➤ The effectiveness of the school's parental involvement activities will be reviewed.	Title I parent team will meet to discuss the effectiveness of the plan during the Spring Meeting. Use of summaries of parent evaluations from parent involvement activities are used to make improvements for future events.	May 2017	Administrators and Title I Specialist
V. Mid Atlantic Equity Consortium, (MAEC) ➤ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org	Parents were informed of MAEC during the annual meeting powerpoint, in principal newsletters, and on Title I resource center bulletin board.	August 22, 2016 and ongoing	Administrators and Title I Specialist
IV. Joyce Epstein's Third Type of Parent Involvement ➤ Volunteering	Volunteer workshops are held every Tuesday from 9:00 a.m.-12:00 Noon. Field trips, Accelerated Reader Helpers, Guest Readers, Fun and Field Day, Secret Santa Shop, Grade Level/Classroom Activities	Tuesdays, Ongoing as requested	PIC, teachers

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

Section XV. MTSS PRACTICE PROFILE AND PRIORITIES

Please include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan.

- 1. Based upon the results of the MTSS Practice Profile, what are the priorities that the MTSS team selected?**

Trained school personnel use reliable and valid universal screening tools to identify students with at-risk social behavior. Use behavioral screening data to evaluate current Tier II and Tier III interventions.

- 2. How will these priorities be addressed?**

The PBIS Team, Guidance Counselor, Administration and staff will analyze data. Based upon results relevant teams will evaluate current Tier II and Tier III interventions and determine if current interventions are appropriate or need adjustments to better meet student needs. Additional interventions may be explored if data determines need.

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

Section XVI. 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. Faculty meetings will be used to share school data. Individual teachers can access the plan on the school website. Grade level teams will also review the plan during team data meetings.

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

- The SIT has been divided into reading and math. 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 and administration. 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 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. Data will drive individual SLOs and will be analyzed. 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 data 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.

**Allegany County Public Schools
2016 – 2017 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.
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 Mandy Schall will provide resources and support.
8. List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.

Month	School Improvement Team	CAT / PBIS	Family Involvement	UDL	Math Leadership Team
September	1, 21- Construct the SIP, Home/School Compact Revisions	13-Reviewed data and revisited consistent school procedures	-facilitate, monitor and implement the partnership and parent involvement sections of the plan		standards / long range planning
October	5-SIP Update, Discuss	12-Monitor attendance and	7-facilitate, monitor and implement the partnership	Team will present information from	Team members will meet with grade level teammates and discuss number

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

	parent STEM Day and schedule family activities based on the parent survey results	discipline, schedule booster activities	and parent involvement sections of the plan	MCIE	talks.
November	2-SIP Update	9-Monitor attendance and discipline	4- facilitate, monitor and implement the partnership and parent involvement sections of the plan	Focus on Engagement principle of UDL Provide lesson strategies	Team members will observe grade level teammates leading a number talk. Team members will provide feedback. Disaggregate PARCC data with standards and Think Through Math grade level data
December	7-Discuss milestone data sources for SIP	14-Monitor attendance and discipline	2- facilitate, monitor and implement the partnership and parent involvement sections of the plan		Discuss student tasks.
January	4-Finalize SIP	11-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	1-Collect milestone data for Title I report and SIP revisions	8-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	1-Review	8-Monitor	2- facilitate, monitor and		Discuss progress and look at

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

	implementati on of activities outlined in SIP	attendance and discipline	implement the partnership and parent involvement sections of the plan		providing additional PD on number talks and student tasks.
April	5-Focus on SIP implementati on	12-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.
May	3-Collect milestone data	3-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.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Instructional Program: \$20,898.67 (including PIC, 21st)

Materials

\$12,400

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Science	Materials to support STEM	14 teachers x\$400.00	\$5,600	All students, FARMS, Special Education
ELA/Math/Science	Collaborative Resource Materials	3 teachers x \$400.00	\$1,200	All students, FARMS, Special Education
Math	Materials to support Math	14 teachers x \$200.00	\$2,800	All students, FARMS, Special Education
ELA	Materials to support ELA	14 teachers x \$200.00	\$2,800	All students, FARMS, Special Education

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Equipment

\$3,384.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA	Lenovo Yoga Multi-touch window8/10	3 x 743.00	\$2229.00	All students, FARMS, Special Education
Math /ELA	Computer Cart (20)	\$1,155	\$1,155	All students, FARMS, Special Education

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

PIC Materials

\$237.17

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	\$237.17	\$237.17	All students, FARMS, Special Education

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

21st Century

\$2,849

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math/Science	Salary for Science Consultant	\$2,800	\$2,800	FARMS
ELA/Math/Science	Science Materials	\$49.00	\$49.00	FARMS

Web-based

\$2028.50

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/ Math	IXL Grades 2,3,4,5	\$1,400.00	\$1,400.00	All students, FARMS, Special

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

				Education
ELA	Accelerated Reader	\$500.00	\$500.00	All students, FARMS, Special Education
ELA/ Math/ Science	Planbook.com	\$128.50	\$128.50	All students, FARMS, Special Education

Allegany County Public Schools
2016 – 2017 School Improvement Plan

Title I Budget 2016 – 2017

Professional Development: \$1,662.50

Stipends / Substitutes

\$1,153.68

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math/Science	Articulation	9 substitutes x \$93.00	\$837.00	All students, FARMS, Special Education
ELA/Math/Science	Book Study	14 teachers x 1 hour x \$22.62	\$316.68	All students, FARMS, Special Education

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

**Hourly Stipends: Teaching- \$23.94
\$22.62**

Non-Teaching-

Substitutes: Highly Qualified- \$93.00

Materials

\$509.15

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA /Science	Books for Book Study	17 books x \$29.95	\$509.15	All students, FARMS, Special Education

Allegany County Public Schools
2016 – 2017 School Improvement Plan

Title I Budget 2016 – 2017

Parent Involvement: \$ 3,304.18

Stipends

\$ 1,556.10

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Back to School Night / Title I meeting	\$23.94 x 2 hours x 25 teachers	\$1,197.00	Building Parent Capacity
Title I Parent Involvement	Education, Health and Safety Fair	\$23.94 x 1.5 hours x 5 teachers	\$179.55	Building Parent Capacity
Title I Parent Involvement	Technology Day	\$23.94 x 1.5 hours x 5	\$179.55	Building Parent Capacity

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

t		teachers		
----------	--	-----------------	--	--

**Hourly Stipends: Teaching- \$23.94
\$22.62**

Non-Teaching-

Materials

\$ 1,529.08

*Food Allowance - 10% = \$330.41

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Refreshments for Parent Sessions	\$330.41	\$330.41	Building Parent Capacity
Title I Parent Involvement	Colored paper for newsletters, announcements, and	20 reams x \$10.00	\$200.00	Building Parent Capacity

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

t	invitations			
Title I Parent Involvement	Materials for Technology Day	\$192.90	\$192.90	Building Parent Capacity
Title I Parent Involvement	Materials for Assessment Day	\$200.00	\$200.00	Building Parent Capacity
Title I Parent Involvement	Materials for Education, Health and Safety Fair	\$200.00	\$200.00	Building Parent Capacity
Title I Parent Involvement	Materials for family STEM day	\$405.77	\$405.77	Building Parent Capacity

Allegany County Public Schools
2016 – 2017 School Improvement Plan

Subscriptions

\$ 219.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Home School Connection Newsletter	\$219.00	\$219.00	Building Parent Capacity

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Title I Schools – Nine Components

The Nine 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 Nine Components. Between the activities and strategies that are identified in the School Improvement Plan and the Nine Components, a snapshot of your efforts to meet the requirements of No Child Left Behind/Every Student Succeeds Act 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.

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

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

**COMPONENT ONE
COMPREHENSIVE NEEDS ASSESSMENT**

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

ELA Needs Assessment	pages 15 - 23
Math Needs Assessment	pages 24 - 32
Science Needs Assessment	pages 33 - 34
Attendance Needs Assessment	pages 36 - 37
MTSS Practice Profile	page 52

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT TWO

NO CHILD LEFT BEHIND

SCHOOLWIDE REFORM STRATEGIES

ELA

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

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 15 - 23. Please complete the chart with additional best practices and strategies that support ELA achievement

Research Based/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 Treasures, interactive focus wall, Strategies from Teaching the Critical Vocabulary of the Common Core
Collaborate during ICT team, SIT	Formative and summative assessments,

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

meetings, and Grade level Team meetings to discuss and analyze data.	benchmarks, unit tests for Treasures, focus groups, grade level SLO's and work samples
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	County ELA Specialists align standards with teachers during long range planning.
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, Treasures weekly writing purpose
Use of mentor texts for writing	<i>6+1 Trait Crate Plus Kits</i> , Ruth Culham's <u>The Writing Thief</u> companion book

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

MATH

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

Activities to meet the needs of the targeted subgroups(s) and the identified factors hindering student performance are found on pages 24 - 32. Please complete the chart with additional best practices and strategies that support math achievement.

Research Based/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, <i>Think Through Math</i>
Differentiation/Differentiate instruction through flex groups, Universal Design for Learning (UDL)	Supplemental Pearson Math materials, Math Specialist, Mandy Schall, 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 Mentoring Minds, Strategies from Teaching the Critical Vocabulary of the Common Core
Use explicit vocabulary instruction	Math Journals, Interactive Focus Walls, and Mentoring Minds, Strategies from Teaching the Critical Vocabulary of the Common Core

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

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 Envision, focus groups, grade level SLO's and work samples
Math Talks	Math Solutions professional development follow-up with Math Specialist Mandy Schall
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	County Math Specialist to align standards with teachers during long range planning
Math Review/Reinforcement Games	<i>Box Cars and One Eyed Jacks</i> kits

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

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

**COMPONENT THREE
HIGH QUALITY PROFESSIONAL
DEVELOPMENT**

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

Please see School Improvement Plan:

ELA	pages 15 - 23
Math	pages 24 - 32
Science	pages 33 - 34

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	SIP Alignment	What/How (Content/Process)	Date(s)	Evidence of Successful Completion	Presenters/Facilitators Audience	Funding Source	Budget Calculation
Title I District wide Initiative	Strategy: ELA Improve effective writing instruction	Trait Crate Plus Follow up: Team Meetings work samples/discussions	October 2016	Teachers attend pd session and utilize writing strategies from Crate	ELA Specialist, Title I Specialist K-5 Teachers	Title I	Subs @ \$93/day

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Title I District wide Initiative	Strategy: Boxcars and One Eyed Jacks	Math games to reinforce curriculum Follow up: Team meetings and work samples/discussions	November/December 2016	Students will utilize games and activities	John Felling of Box Cars and One-Eyed Jacks	Title I	Subs @ \$93/day Consultant Fee Kits
School Initiative	Strategy: Gradual Release of Responsibility (GRR)	Professional Learning Community (PLC) <i>Better Learning Through Structured Teaching</i> Follow up: Lesson Plan	Friday Faculty Meetings	Lesson Plans/Observations	Heather Morgan, Caren Kurtz	Title I	17 books x \$29.95 = \$509.15 14 teachers x 1 hour x \$22.62 = \$316.68

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

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

**COMPONENT FOUR
ATTRACT CERTIFIED
TEACHERS**

- **ACPS**

The recruitment and hiring of teachers is the role of the Human Resources Department of the Allegheny 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 Allegheny 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 Allegheny 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

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

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 School	Number of Teachers	Percentage
First Year Teaching		
2 -5 Years	1	6.25%
6 - 10 Years		
More than 10 Years Teaching	15	93.75%

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

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

**COMPONENT FIVE
INCREASE
PARENTAL INVOLVEMENT**

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

A Parent Involvement Coordinator is on-site at John Humbird Elementary School for 2 days per week. In this position, the Parent Involvement Coordinator reaches out to parents to build positive relationships between the home and school through individual communication, works with school administrators to help build a strong parent program, and builds enthusiasm for parent involvement in the school.

Parents are encouraged to be involved in the education of their child(ren) in a variety of ways. 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 44-51 for a description of the implementation of these standards.**

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

ALLEGANY COUNTY PUBLIC SCHOOLS NO CHILD LEFT BEHIND	COMPONENT SIX TRANSITIONING PRESCHOOL CHILDREN
--	---

PROGRAM	DATE/TIMELINE
Meetings with Head Start and PreK Teachers	April / May 2017
Transition reports provided by Head Start for entering Kindergarten students	April / May 2017
Pre-K and Kindergarten Parent interviews	August 23-August 29, 2016
KRA Screening	August 23-August 29, 2016
IEP meetings	As scheduled
Pre-K and Kindergarten Orientation Meetings	August 23-August 29, 2016
Buster the bus Program	TBA
Joint registration with Head Start and Pre-K	March 30 - 31, 2017
Transportation between Head Start and Pre-K	September 2016 - May 2017
Articulation meetings between Pre-K and K	April 2017
Articulation meetings between K and Grade 1	April 2017
Articulation meetings between Grades 1-5	April 2017
Articulation meetings with middle school staff	May 2017
Data analysis meetings	Held regularly with ELA and math specialists
Grade 5 middle school visitation	May 16, 2017
Annual Title I Meeting	August 22, 2016

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

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

**COMPONENT SEVEN
TEACHER INVOLVEMENT IN
DECISION-**

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

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 required members of the SIT are the chairpersons from each Action Team, school-based professional development teacher, and the Parent Involvement Coordinator. 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). 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:

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

§ 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.

John Humbird's Action team structure:

- SIT - combines SIT, SAT and PAT
- PBIS - takes the place of CAT
- Academic Teams to be developed (ELA, Math, and Science/Social Studies) This will include all staff members (classroom teachers, instructional assistants, and resource teachers)

Please see the Management Plan page(s) 45

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

ALLEGANY COUNTY PUBLIC SCHOOLS NO CHILD LEFT BEHIND	COMPONENT EIGHT 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, FSU Counselor Intern, Learning Assistance Program
Extended learning time targeting students with low academic achievement	21st Century Afterschool Program provides assistance with homework, enrichment/science activities, field experiences, parent involvement activities, and more.
Differentiated instruction	Teachers provide differentiated instruction through use of formative assessment, flexible groupings, leveled materials, manipulatives, and online resources.
Small group instruction	Instructional assistants and the special education teacher work collaboratively with the regular classroom teacher to provide small/flex group face to face instruction.
Inclusion in general education classes	Instructional assistants and the special education teacher team with regular education teacher to include all students.
Assistance to families based on identified needs	Pupil Service Team meets weekly to coordinate services.
Dental screening	Allegheny County Health Department offers screening and sealant clinics to students.

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

Vision screening	Lion's Club provides vision screening and glasses.
Social and emotional support	Mental health counselors work with students as needed.
Behavior and academic support	Learning Assistance Program provides support to students.
Behavior support	PBIS Program, Character Teas, Schoolwide Incentives
Nutrition support	Weekend Backpack Program, Holiday food baskets, Summer Lunch Box Program, Fruit and Vegetable Grant provide support to students and families.
Clothing	Safe and Snug Program by Allegheny County Social Services provides coats, gloves and scarves to identified students.
School supplies	Schools, through local funding, provide basic school supplies to students. Stuff the Bus Program also provides school supplies and backpacks to identified students. Emmanuel Bethel United Methodist Church partners to provide school supplies.
Opportunities to discuss progress of child	Parent Conferences, by parent or teacher request
Reading intervention programs	ERI, Foundations, Read Naturally, SRA, Wilson
Identification of student areas of need	KRA
Opportunity to address student educational needs	ICT and data analysis meetings with math and ELA specialists are held regularly.
Drug awareness	D.A.R.E. Program
Math intervention program	Think Through Math, a computer based math program,

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

	evaluates student concept attainment and plans a pathway for each child. This program is only provided in Title I schoolwide schools for students in grades 3-
Resources to support homeless students	Title I funding provides homeless students with financial assistance to enable students to remain in the home school, educational programs, acceptable “social-school” activities as well as Title I-like academic services.
Transportation for foster care students	Title I funding can be utilized to supplemental transportation costs in order to help a child placed in foster care to remain in the home school if it is in the child’s best interest to do so.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

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

**COMPONENT NINE
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 17.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

FY 17 Coordination of Funding Sources - JD

Activity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center	Other Funding Source
Professional Development	\$1,662.50					
Extended Day/School Year	\$2,849		\$72,250			
Materials of Instruction	\$14,665.67			\$17,378.00		
Salaries	\$104,912.94					
Parent Involvement	\$3,304.18					
Equipment	\$3,384			\$3,000.00		
Contracted Expenses						
Consumable				\$4,412.00		
Office				\$2,496.00		

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Instructional Program: \$20,898.67 (including PIC, 21st)

Materials

\$12,400

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Science	Materials to support STEM	14 teachers x \$400.00	\$5,600	All students, FARMS, Special Education
ELA/Math/Science	Collaborative Resource Materials	3 teachers x \$400.00	\$1,200	All students, FARMS, Special Education
Math	Materials to support Math	14 teachers x \$200.00	\$2,800	All students, FARMS, Special Education
ELA	Materials to support ELA	14 teachers x \$200.00	\$2,800	All students, FARMS, Special Education

Equipment

\$3,384.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA	Lenovo Yoga Multi-touch window8/10	3 x 743.00	\$2229.00	All students, FARMS, Special Education
Math /ELA	Computer Cart (20)	\$1,155	\$1,155	All students, FARMS, Special Education

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

PIC Materials

\$237.17

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	\$237.17	\$237.17	All students, FARMS, Special Education

21st Century

\$2,849

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math/Science	Salary for Science Consultant	\$2,800	\$2,800	FARMS
ELA/Math/Science	Science Materials	\$49.00	\$49.00	FARMS

Web-based

\$2028.50

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/ Math	IXL Grades 2,3,4,5	\$1,400.00	\$1,400.00	All students, FARMS, Special Education
ELA	Accelerated Reader	\$500.00	\$500.00	All students, FARMS, Special Education
ELA/ Math/ Science	Planbook.com	\$128.50	\$128.50	All students, FARMS, Special Education

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

**Title I Budget 2016 – 2017
Professional Development: \$1,662.50
Stipends / Substitutes**

\$1,153.68

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math/Science	Articulation	9 substitutes x \$93.00	\$837.00	All students, FARMS, Special Education
ELA/Math/Science	Book Study	14 teachers x 1 hour x \$22.62	\$316.68	All students, FARMS, Special Education

Hourly Stipends: Teaching- \$23.94
\$22.62

Non-Teaching-

Substitutes: Highly Qualified- \$93.00

Materials

\$508.82

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA /Science	Books for Book Study	17 books x \$29.95	\$508.82	All students, FARMS, Special Education

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

**Title I Budget 2016 – 2017
Parent Involvement: \$ 3,304.18**

Stipends \$ 1,556.10

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Back to School Night / Title I meeting	\$23.94 x 2 hours x 25 teachers	\$1,197.00	Building Parent Capacity
Title I Parent Involvement	Education, Health and Safety Fair	\$23.94 x 1.5 hours x 5 teachers	\$179.55	Building Parent Capacity
Title I Parent Involvement	Technology Day	\$23.94 x 1.5 hours x 5 teachers	\$179.55	Building Parent Capacity

Hourly Stipends: Teaching- \$23.94
\$22.62

Non-Teaching-

Materials

\$ 1,529.08

***Food Allowance – 10% = \$330.41**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Refreshments for Parent Sessions	\$330.41	\$330.41	Building Parent Capacity
Title I Parent Involvement	Colored paper for newsletters, announcements, and invitations	20 reams x \$10.00	\$200.00	Building Parent Capacity
Title I Parent	Materials for Technology Day	\$192.90	\$192.90	Building Parent Capacity

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

Involvement				
Title I Parent Involvement	Materials for Assessment Day	\$200.00	\$200.00	Building Parent Capacity
Title I Parent Involvement	Materials for Education, Health and Safety Fair	\$200.00	\$200.00	Building Parent Capacity
Title I Parent Involvement	Materials for family STEM day	\$405.77	\$405.77	Building Parent Capacity

Subscriptions

\$ 219.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Home School Connection Newsletter	\$219.00	\$219.00	Building Parent Capacity

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Title I Evaluation

I. After reviewing the 2014 MSA data, briefly summarize the results in terms of meeting the identified challenges and the effectiveness of the changes as well as the adjustments related to ELA, math, and science.

ELA

Academic Data Review: The special education subgroup decreased from 63.3% of 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% 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 reviewed and disaggregated the data from the county ELA benchmarks using the Engrade system. We added charts to document milestones. Jayme Golliday, county Reading Specialist, met during team meetings to track and document student progress.

Teachers implemented the 5 components of reading through the core reading program.

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

Teachers utilized 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 were implemented in daily instruction and lesson planning.

Writing was a school wide focus to increase writing proficiency. "On Demand" writing pieces were scored using the PARCC rubric and 6+1 Traits of Writing.

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

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

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

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

Allegany County Public Schools 2016 – 2017 School Improvement Plan

An administrator attended a conference which provided information/strategies to share with teachers in the instruction of ELA.

The reading specialists worked with John Humbird teachers as a Cadre with two other schools monthly for four months. Together they unpacked the standards and created 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 participated in “One Book, One School.” Every student received a copy of the book, “The One and Only Ivan” and teachers aligned standards to classroom lessons incorporating the book.

Responses to Adjustments Related to ELA: Tools that we used were websites such as msde.blackboard.com, scholasticnews.org, readworks.org and parconline.com

Reviewing benchmark data revealed that grade 3 students scoring 70% or better were at 12%, grade 4 - 0%, and grade 5 - 2.6%. This indicated that more instructional practices and resources were needed to meet the needs of the students. County reading specialist was placed in classrooms to provide additional support and team meetings focused on reading instruction and flex groups.

MATH

Academic Data Review: The percent of All Students scoring proficient or advanced decreased from 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 from 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 reviewed and disaggregated the data from the county Math benchmarks using the Engrade system. We added charts to document milestones. Jamie Clark, county Math Specialist, met during team meetings to track and document student progress.

Teachers incorporated 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 used when planning flex groups. During flex groups students used manipulatives and other tools that support the CRA sequence (Concrete, Representation, Abstract) for instruction based on individual student needs.

Allegany County Public Schools 2016 – 2017 School Improvement Plan

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

A teacher attended the NCTM Conference and shared information with the staff during team and faculty meetings.

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

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

Teachers and students used the language of the mathematical practices in daily math instruction and conversation. Teachers guided students in demonstrating the mathematical practices and using the language of the math domains during math instruction.

John Humbird teachers were 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 were developed. This was led by the county math specialists.

As an Approaching Target School, John Humbird continued 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, had the opportunity to work with the consultant this year. Grade levels worked with Ms. Spiers to set quarterly math goals. Students took pre and post assessments on these goals and recorded student data. The data was used to plan additional flex groupings.

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

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

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

Responses to Adjustments Related to Math: Tools that we used were websites such as msde.blackboard.com and parconline.com. Students also utilized the IXL site.

Reviewing benchmark 4 data revealed that grade 3 students scoring 70% or better were at 29%, grade 4 - 7.5%, and grade 5 - 0%. This indicated that more instructional practices and resources were needed to meet the needs of the students. County

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

math specialist was placed in classrooms to provide additional support and team meetings focused on math instruction, flex groups, math tasks and talks.

SCIENCE

Academic Data Review: The percentage of students scoring proficient or advanced increased in 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%.

Strategies:

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

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

Science instruction included regular, hands-on activities that engaged the students and followed the 5E model.

Discovery Education was used as resource to enhance instruction.

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

Science instruction referenced reading skills related to understanding nonfiction material. Students applied reading strategies to increase understanding of the text.

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

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

A student showcase took place in the spring. Students created science fair projects using the 5E Model. Grades K-2 did a classroom project and grades 3-5 completed small group projects with the option of doing individual projects at home.

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

Responses to Adjustments Related to Science: Benchmarks were optional. There was a staff member who was on Next Gen Science committee and she presented science standards and activities. Teachers who chose to take the benchmark, reported that students’ scores increased from pre to post-test.

II. If you had to address attendance, briefly summarize the results in terms of meeting the identified challenges and the effectiveness of the changes and adjustments.

ATTENDANCE

Daily phone calls were made to monitor the students that are absent. The pupil service team reviewed attendance weekly and identify absences that are unexcused or excessive. Letters were mailed to parents, parent conferences were scheduled, and home visits were made for chronic attendance issues. Excellent attendance was recognized quarterly with certificates and coupons. Perfect attendance was also recognized in the monthly school newsletter.

Responses to Adjustments Related to Attendance: Daily phone calls and home visits indicated a decrease in habitual absenteeism and tardies. Pupil Service Team attendance data reflected fewer students receiving attendance letters from the Board of Education.

III. Evaluate the 2014-2015 Parent Involvement Plan in the following table.

PARENT INVOLVEMENT

Title I Requirements	Discuss the Overall Success of the Plan
<p>I – Shared Decision Making</p> <ul style="list-style-type: none"> • The school improvement plan is developed with input from parents. • The school improvement plan is available for parent review and input at any time. • The parent involvement plan is developed with input 	<p>Spring Meeting was held on Friday, May 29, 2015. Parents provided input on the plan.</p> <p>The School Improvement Plan, including the Parent Involvement Plan, was posted on the ACPS website in January 2016. Hard copy of the plan was kept in the school office.</p>

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

<p>from parents.</p> <ul style="list-style-type: none"> This plan is distributed to all parents. 	<p>Parents were invited in a school newsletter and in the Parent Involvement Plan brochure to view the plan and provide input.</p> <p>A snapshot brochure of the plan was sent home with all students.</p>
<ul style="list-style-type: none"> Parents are involved in the decisions regarding the spending of the parent involvement funds. 	<p>Parents attended the Spring Title I meeting on May 29, 2015 and provided input on the spending of the parent involvement funds.</p>
<ul style="list-style-type: none"> With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students. 	<p>Parents attended the Spring Title I meeting on May 29, 2015 and provided input on the creation of the Home-School Compact.</p>
<p>II Annual Meeting</p> <ul style="list-style-type: none"> Schools hold parent meetings at least annually to inform parents of the school’s role in implementing Title I, the parents’ rights, and ways the school will provide for parental involvement. 	<p>An annual meeting was held during Back to School Night on August 24, 2015. The Title I power point was shared. 71 adults attended the meeting.</p>
<p>III Building Parental Capacity</p> <p>1) Provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards, State and local academic assessments.</p>	<p>Parent Teacher Conferences were held on October 1, 2015 and February 25 & 26, 2016. 156 adults attended.</p> <p>PARCC Night was held on February 18, 2016.</p>
<p>2) Provide materials and parent trainings/workshops to help parents improve their children’s academic achievement.</p>	<p>Family STEM Day was held on Thursday, November 19, 2015. 31 adults attended.</p> <p>Parent Technology Night was held on December 15,</p>

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

	<p>2015. 9 adults attended.</p> <p>Health, Safety, and Education Fair was held on January 21, 2016. 11 adults attended.</p> <p>Parent Teacher Conferences were held on October 1, 2015 and February 25 & 26, 2016. 156 adults attended.</p>
3) Educate school personnel on how to work with parents as equal partners in their child’s education.	Mid-Year and Parent Interest Surveys were sent home for all parents.
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 Afterschool Program, etc.	<ul style="list-style-type: none"> • Title I Family Math Night was held on Tuesday, January 12, 2016. 3 families from John Humbird attended. • Health, Safety, and Education Fair was held on January 21, 2016. 11 adults attended the event.
5) Ensure information is presented in a format and/or language parents can understand.	Information was provided in monthly newsletters from the principal. A school Facebook page was created.
6) Provide full opportunities for participation of parents of students from diverse backgrounds.	Transportation was offered and provided for 1 family for Title I Family Night. PIC made phone calls to personally invite families to parent involvement events.
<p>IV Review the Effectiveness</p> <ul style="list-style-type: none"> • The effectiveness of the school’s parental involvement activities will be reviewed. 	Parent surveys were completed and summarized after each family event. The mid-year survey was conducted in January. 85 people completed and returned the survey.
<p>V. Mid-Atlantic Equity Consortium (MAEC)</p> <ul style="list-style-type: none"> • The school will inform parents about the existence of the Mid-Atlantic Equity Consortium. 	Information about MAEC was shared in the powerpoint at the annual meeting, distributed in the parent involvement snapshot brochure, and posted on the Title I bulletin board.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

www.maec.org	
IV. Joyce Epstein’s Third Type of Parent Involvement <ul style="list-style-type: none">• Volunteering	The Parent Involvement Coordinator facilitated weekly volunteer workshops. Up to 6 volunteers participated each week. 2 parent volunteers were nominated for the PIMA award.