Allegany County Public Schools
2015 – 2016 School Improvement Plan

SCHOOL: Northeast Elementary School　　　　　　　　　　**PRINCIPAL: Dan Clark**

SCHOOL PROGRESS INDEX: 0.9464

(Please Check)	STRAND	2014 Criteria
	1	➢ Meets and/or exceeds academic standards ➢ Minimal subgroups missing AMOs
	2	➢ Meets academic standards ➢ Some subgroups missing AMOs
	3	➢ Minimally meets or does not meet academic standards ➢ Multiple groups missing AMOs
X	**4**	➢ Usually does not meet academic standards ➢ Multiple subgroups missing AMOs ➢ Systemic whole school reform may be needed
	5	➢ Does not meet academic standards ➢ Multiple subgroups missing AMOs ➢ Systemic whole school reform may be needed

Are you a Title I school?   X Yes   ☐No
Have you ever been a Blue Ribbon School?   ☐Yes   X No
Are you a High Poverty School? ☐ Yes   X No
Please check if your school is identified in one of the Title I categories.

(Please check)	Category	Description
	Reward	➢ Meets and/or exceeds academic standards ➢ Closing the achievement gap
	Focus	➢ Need to focus on subgroups not meeting AMOs ➢ Need to focus on the gap in subgroup performance
	Priority	➢ Multiple subgroups missing AMOs ➢ Systemic whole school reform may be needed

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2015-2016 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	0	19	19
Itinerant staff	9	0	9
Paraprofessionals	2	5	7
Support Staff	1	3	4
Other	4	6	10
Total Staff	16	35	51

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2014 Official Data	2012 – 2013 Official Data
Percentage of faculty who are: ● Highly qualified to teach in assigned area(s) ● Not highly qualified to teach in assigned area(s)	100% 0%	100% 0%	100% 0%	100% 0%
For those not highly qualified, list name, grade level course	0	0	0	0
Number of years principal has been in the building	3	2	1	3
Teacher Average Daily Attendance	■	95.9%	95.7%	94.6%

B. Student Demographics

Table 3   **SUBGROUP DATA** | Data from prior year's SIP |

	2015 – 2016	**2014 – 2015**	**2013-2014**
American Indian/Alaskan	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	≤10	≤10
African American	≤10	≤10	≤10
White	294	284	290
Asian	na	na	na
Two or More Races	19	18	19
Special Education	58	56	56
LEP	na	na	na
Males	169	159	165
Females	159	155	150
Total Enrollment	328	314	315

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014**: 60.13%

C. **Special Education Data 2015-2016 School Year**

Table 4

Disability	TOTAL
01 Intellectual Disability	
02 Hard of Hearing	
03 Deaf	
04 Speech/Language Impaired	34
05 Visual Impairment	
06 Emotional Disturbance	
07 Orthopedic Impairment	
08 Other Health Impaired	≤10
09 Specific Learning Disability	≤10
10 Multiple Disabilities	
12 Deaf-Blindness	
13 Traumatic Brain Injury	
14 Autism	≤10
15 Developmental Delay	≤10

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.

Northeast utilizes the Positive Behavior Interventions and Supports (PBIS) framework to improve discipline and maintain a positive school climate. Students earn Roadrunner Rewards for their positive behavior and good choices. Roadrunner Rewards are given out by all staff members to students who are safe, responsible and respectful. Additionally, classroom exhibiting positive behaviors during resource classes are recognized by earning a weekly class roadrunner.

Additionally, the PeaceBuilders program is implemented in grades 3-5 to decrease bullying, learning distractions and the number of discipline referrals. This program is comprised of four classroom lessons to help students understand their role in the peacebuilding process. Each day, students pledge to "praise people, give up put downs, seek wise people, notice hurts and to right wrongs."

Likewise, students take part in weekly Life Skills lessons which are targeted toward appropriate school behavior. During Life Skills, lessons are focused on appropriate behaviors for a healthy learning climate. Individual and group counseling sessions are provided to at risk students. Behavior modification plans are developed for identified students with the assistance of the Pupil Service Team or the Instructional Consultation Team. Our school has received recognition from the state of Maryland for our PBIS program. We were awarded Gold status in the program based on the 2013-2014 school year. Students are recognized for their academic achievements through Principal's Choice Awards. Also, students that are excelling in their academics have the opportunity to participate in AEP and the Lego Robotics Club.

IV.   UNIVERSAL DESIGN FOR LEARNING

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

Table 5

UDL Principle/Mode	Representation – Process
Means of Representation: providing the learner various ways of acquiring information and knowledge.	-Materials such as - SMARTBoards - SMARTTables - document cameras - tablets - iPads - laptops to foster student engagement in school. -Digital materials and media to provide more auditory and visual opportunities for all students. -Hard copies of documents using various fonts, size, background color, and Lexile Measures to provide more opportunities for all students as they acquire information and knowledge.
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know).*	**Expression/Action- Product** - Increase student discourse through turn and talk and think, pair, share - Fine Arts will be embedded in instruction and used as a means of representation for student work. - Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned.

Means for Engagement: *tap into learners interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	Students are provided opportunities to select how they complete tasks, the order in which they will complete these tasks, and the means of representation. - Daily 5 - Speller's Choice Menu - Flexible Grouping - Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation.

V.   PROGRESS TOWARD MEETING ACADEMIC TARGETS

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

   A.   **Reading/ELA Data Overview**
Long Term Goal: To prepare 100% of students to be college and career ready by graduation.

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

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

Table 6: ELA									
Subgroup	**All Students**								
	2014			**2013**			**2012**		
	#	**# Prof.**	**%**	**#**	**# Prof.**	**%**	**#**	**# Prof.**	**%**
All Students	126	119	94.4	139	130	93.5	151	143	94.7
Hispanic/Latin	≤10	≤10	≥95	n/a	n/a	n/a	n/a	n/a	n/a
American	≤10	≤10	≥95	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	111	106	95.0	125	118	94.4	138	130	94.2
Two or more	≤10	≤10	77.7	n/a	n/a	n/a	n/a	n/a	n/a
Special	20	16	80.0	16	15	93.8	19	17	89.5
Limited English	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced	73	67	91.8	82	73	89.0	84	77	91.7

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

Table 9 :									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	142	134	94.4	139	122	87.8	151	143	94.7
Hispanic/Latino	≤10	≤10	≥95	n/a	n/a	n/a	n/a	n/a	n/a
American Indian	≤10	≤10	≥95	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	127	121	95.2	125	110	88.0	138	131	94.9
Two or more	≤10	≤10	77.7	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	24	19	79.2	16	13	81.3	19	16	84.2
Limited English	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced	81	76	93.8	82	71	86.6	84	76	90.5

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Academic Data Review

1. In a review of your historical academic data (MSA, HSA, and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement. Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your school-wide thinking.

When looking at the Math Data, we will work to maintain the percent proficient in the above subgroups and work to further close the achievement gaps between the groups. After taking local assessments into consideration, we will focus on the areas listed below:

Pre-K	Counting & Cardinality
Kindergarten	Counting & Cardinality
Grade 1	Operations & Algebraic Thinking
Grade 2	Numbers & Operations in Base Ten
Grade 3	Operations & Algebraic Thinking
Grade 4	Number & Operations-Fractions
Grade 5	Number & Operations- Fractions

In ELA, our goal: We will work to maintain the percent proficient in the aggregate and all subgroups and work to further close the achievement gaps between the groups. We will have a strong focus in the area of writing, specifically focusing on opinion pieces.

80% of students will score 75% or above on each administration of the ELA benchmark

	Administration 1	Administration 2	Administration 3	Administration 4
Pre-K				
Kindergarten				

Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				

Moving Forward

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

When looking at the Math Data, we will work to maintain the percent proficient in the above subgroups and work to further close the achievement gaps between the special education population and all students.

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

ELA Instruction – Teachers will enhance their lessons through the use of the lessons and resources available on the MSDE.Blackboard.com. Teachers will use teacher designed, text dependent questions in all content areas. Additionally, teachers will apply the MD Tools for determining text complexity when selecting texts across the curriculum. To support reading for information, teachers will use Scholastic News, Discovery Education, and the Treasures Reading Series. Professional development will be continuous throughout the year through faculty meetings and team planning sessions. Teachers will be provided the opportunity to take part in various Professional Learning Communities.

Math Instruction- Teachers will participate in cadre planning in which we will map out the curriculum and create units of study. Teachers will participate in professional development based upon the Math Solutions strategies.

Writing Instruction –Teachers will implement analytic writing across all subject areas. Professional Development will be provided through faculty meetings and team planning sessions. The reading specialist will provide resources during team meetings throughout the year. Teachers will utilize supplemental materials related to the 6+1 Traits of Writing during instruction.

Transdisciplinary Instruction – Teachers will use teacher designed, text dependent questions in all content areas. Additionally, teachers will apply the MD Tools for determining text complexity when selecting texts across the curriculum.   Teachers will develop lesson plans using a variety of complex texts such as *Scholastic News and Discovery Education TechBooks.*

Differentiation - ELA instruction will include whole group and small group settings. During flex group, students work with the teacher or engage in independent, partner, and/or small group activities. Activities include leveled text, skill practice and/or center work.

Intervention- The reading specialist will support teachers in analyzing data in order to meet individual student needs. Identified students will take part in research based intervention programs.

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

Money has been budgeted to purchase materials of instruction to support priority activities meeting the needs assessment.

Northeast will use Title I funding to purchase/pay for the following to support new initiatives:

Laptops with cart $10,841.00
Parent workshop materials to support instruction: $446.50
IXL License: $1,950
Articulation Meetings $883.50
Vertical Team Meetings: $744.00
Math Games Materials: $490.00
Common Ground Conference: $1,800

C. **Science**

Table 13: Maryland School Assessment Performance Results – Science MSA	
Subgroup	**All Students**

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	2015			2014			2013		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students				51	45	88.2	50	40	80.0
Hispanic/Latino				≤10	≤10	≥95	n/a	n/a	n/a
American Indian				≤10	≤10	≥95	n/a	n/a	n/a
Asian				n/a	n/a	n/a	n/a	n/a	n/a
Black or African				n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian				n/a	n/a	n/a	n/a	n/a	n/a
White				45	41	91.1	47	37	78.7
Two or more				≤10	≤10	33.3	n/a	n/a	n/a
Special Education				≤10	≤10	85.7	n/a	n/a	n/a
Limited English				n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced				25	21	84.0	34	25	73.5

1.   **Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups.**

Our scores have shown an increase from 80.0% in 2013 to 88.2% in 2014. While this shows an increase, there is a slight gap between Special Education and All Students. Our focus will be to decrease the achievement gap. After three years of declining scores, our White subgroup has increased their score from 78.7% to 91.1%. We will continue to decrease the achievement gap.

2.   **Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where**

appropriate. **Include a description of corresponding resource allocations. Your method of measuring student progress should be written as an objective milestone.**

STEM- Teachers are STEMifying lessons to engage students in problem solving of authentic, real world situations by integrating related science concepts and the 5E MODEL with technology, engineering, and mathematics. These learning opportunities may include a variety of text materials, resources, field trips, and interactive demonstrations. Teachers will enhance their instruction through the use of the lessons and resources available on the Curriculum Management System and commoncore.allconet.org. Professional development will be continuous throughout the year.

Transdisciplinary Instruction – Teachers will devise lesson plans that implement the Next Generation Science Standards as well as the Standards for Mathematical Practices and STEM Standards of Practice across all content areas. Teachers will implement analytic writing across all subject areas.

Cooperative Learning – Students will receive support through cooperative learning groups while investigating and researching various science concepts.

VI.   **EARLY LEARNING Based on the examination of the 2014-2015 R4K Kindergarten Readiness Assessment Data:**

A.   **Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness 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.** Kindergarten teachers will use small group instruction, Readiness Packets, and progress monitoring to ensure that students who are identified as emerging readiness or approaching readiness are supported in the classroom.

B.   D**escribe 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".** Prior to entering kindergarten, students have the opportunity to participate in pre-K programs and Head Start. Other community programs that are made available to young children include; summer reading programs through the local library, Speech, OT, and PT as needs are specified. Pre-K students are also included in Math Night, Tech Night, and Reading events held at the school level.

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

The 2013 School Progress Index is .946

This SPI places our school in Strand 4

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

Table 17

2013(4) Achievement Calculation	Math (MSA or Algebra/Data Analysis)	Reading (MSA or English 2)	Science (MSA or Biology)	Combined Indicator
% of students who scored Advanced	87.77%	93.53%	79.59%	
2013(4) Achievement AMOs	88.56%	89.92%	90.74%	
Measure Progress Scale Values	.9910	1.0401	.8771	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	.3303	.3467	.2924	
Achievement Contribution Value				.2908

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

Math and Science

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

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

Table 18

2013 Gap Reduction Calculation	Math	Reading	Science	Combined Indicator
2013(4) Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	White 95.62%	White 94.89%	White 91.11%	
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	FARMS 86.59%	FARMS 89.02%	FARMS 72.73%	
This Year's Gap (complement)	90.97%	94.13%	81.62%	
2013 Gap Reduction AMO	90.56%	93.62%	92.43%	
Measure Progress Scale Values	1.0044	1.0055	.8830	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	.3348	.3352	.2943	
Gap Reduction Value				.3857

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

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

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

Table 20

2013 Student Growth Calculation	Math	Reading	Combined Indicator
2013 Growth Rate	50.53%	85.26%	
2013 Growth AMO	67.35%	81.29%	
Measure Progress Scale Values	.7502	1.0488	
Proportional Significance	50%	50%	
Measure Contribution	.3751	.5244	
Growth Contribution Value			0.2699

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

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

VIII.   ATTENDANCE – Elementary and Middle Schools Data

Table 22: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All Students	≥95%	Y
Grade	≥95%	Y
Grade	≥95%	Y
Grade	≥95%	Y
Grade	≥95%	Y
Grade	≥95%	Y

Table 23: Attendance Rate	All Students				
	94%	**90%***	**94%**	**94%**	**94%**
Subgroups – School Level Data	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**
All Students			≥95	≥95%	≥95%
Hispanic/Latino of any race					
American Indian or Alaska Native					
Asian					
Black or African American					
Native Hawaiian or Other Pacific Islander					
White			≥95	≥95%	≥95%
Two or more races			94.9	93.9%	≥95%
Special Education			≥95	94.9%	≥95%
Limited English Proficient (LEP)					
Free/Reduced Meals (FARMS)			94.5	94.8%	≥95%

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.
    We will continue to monitor attendance through the 2015-2016 school year.

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.
    We will continue to monitor attendance through the 2015-2016 school year.

3. *If applicable*, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

IX.   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.

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

   a. **How many students were identified as habitual truants?** 0
   b. **Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.**
       Appropriate school personnel will contact parents through the use of phone calls, letters, and home visits.

X.   GRADUATION AND DROPOUT RATE - N/A

XI.   **SCHOOL SAFETY – SUSPENSIONS**

      Suspension – In school and out of school suspensions

      There were ≤10 in school and out of school suspensions.

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

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

There were no suspension for sexual harassment, harassment or bullying.

XII.   **POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**

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

a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
b. Improve the link between research –validated practices and the environments in which teaching and learning occur.

1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school.

Northeast's office referrals decreased from the 2013-2014 school year (93 referrals) to the 2014-2015 school year (59 referrals). The total of 59 referrals represents 32 students. The greatest areas of incidence for the 2014-2015 school year were physical attack (19/59; 32%) and disobedience (10/59; 16.09%). The number of bus referral incidents decreased from 19 bus referrals in the 2013-2014 school year to 13 bus referrals in 2014-2015 school year.

Northeast utilizes the Positive Behavior Interventions and Supports (PBIS) framework to improve discipline and maintain a positive school climate. Students earn Roadrunner Rewards and Class Dojo for their positive behavior and good choices. Roadrunner Rewards are given out by all staff members to students who are safe, responsible and respectful.

Additionally, the Peace Builders program is implemented in grades 3-5 to decrease bullying, learning distractions and the number of discipline referrals. This program is comprised of four classroom lessons to help students understand their role in the peace building process. Each day, students pledge to "praise people, give up put downs, seek wise people, notice hurts and to right wrongs."

Likewise, students take part in weekly Life Skills lessons which are targeted toward appropriate school behavior. During Life Skills, lessons are focused on appropriate behaviors for a healthy learning climate. Individual and group counseling sessions are provided to at risk students. Behavior modification plans are developed for identified students with the assistance of the Pupil Service Team or the Instructional Consultation Team. Our school has received recognition from the state of Maryland for our PBIS program. We were awarded Gold status in the program based on the 2014-2015 school year.

XIII.   **PRINCIPAL'S SLOs**

PRINCIPAL SLO 1

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
The content focus is on writing, specifically opinion pieces. Students will write opinion pieces on topics or texts, supporting a point of view with reasons. This SLO is targeting all grade 3 students.
Explicit instruction will focus on:
giving thoughtful, strong, memorable details to support an opinion.
providing facts and evidence to support an opinion.
narrowing ideas down to what is most important, making the writing manageable.

Describe the information and/or data that was collected or used to create the SLO.
38% of our grade 3 students reached their individual growth targets for the 13/14 school year in writing and 67% of our grade 3 students reached their individual growth targets for the 14/15 school year. Additionally, 62% of our current grade 3 students met their individual growth targets last year as second-graders.

How does the SLO support School Improvement Needs and/or Goals?
This SLO supports our ELA goal in the area of writing opinion pieces.

Describe what evidence will be used to determine student growth for the SLO.
Evidence of growth will be assessed using student scores from beginning-of-year writing samples compared to end-of-year writing samples. All students with a rubric score of 4 or less will improve their rubric score by 2 points. Students scoring a 5 will improve to a score of 6. Students scoring a 6 on the first assessment will maintain that score.

PRINCIPAL SLO 2

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
The content focus of this SLO is Mathematics, specifically in the domain of operations and algebraic thinking.
This SLO focuses on all students in grade 1.

Describe the information and/or data that was collected or used to create the SLO.
Scores on the 14-15 benchmarks were consistently low in this domain.
1.OA.1 60.5%AVG.
1.OA.3 59.7%AVG.
1.OA.5 47.7%AVG.
1.OA.6 79.3%AVG.
1.OA.7 72.3%AVG.
1.OA.8 67..5%AVG.

How does the SLO support School Improvement Needs and/or Goals?
This SLO is aligned with our mathematics goal in the SIP for grade 1.

Describe what evidence will be used to determine student growth for the SLO.
The second and third quarter mathematics benchmarks will be used to measure student growth. A pre-assessment will be administered at the
 beginning of both quarters, as well as a post-assessment at the conclusion . Students will show a minimum of 50% gap growth (half the gap)
on both post-assessments when compared to their scores on the pre-assessments.

XIV.   TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

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

In describing our school's family/community involvement and in response to our Title I Parent Interest Survey, the following activities are our focus:
- Volunteer workshops with the Parent Involvement Coordinator will be held every Tuesday. We will be working to increase the number of volunteers.
- We continue our partnerships with the 21st Century Afterschool Program and the Head Start agency.
- We will hold several parent involvement activities this year including:
  - Parent Teacher Conference Days
    - October 1, 2015: 152 adults attended
    - February 24 & 25, 2016
  - Back to School Night, September 10, 2015: 78 adults attended. (Title I budget: $337.65)
  - Math Night, October 6, 2015: 32 adults attended. (Title I budget: $685.32)
  - Technology Night, November 10, 2015:35 adults attended. (Title I budget: $511.46)
  - Interest Fair, April 5, 2016: (Title I budget: $335.06)
  - Fun Fair, May 13, 2016
  - Guest Reader Program: Parents are invited to be guest readers. A schedule has been set up, and guests have been visiting and will continue to visit classrooms weekly to read aloud to students.

Parent Advisory/ Title I Parent Committee 2015 – 2016

Name	Grade Level Representation	Position
Malinda Darber	Parent/Community Rep	PAC Representative
		PAC Alternate
Melissa Moran	Pre K/K	Representative
Stacia Wisner	1st	Representative
Tracey Greely	2nd	Representative
Tangela Wilson	3rd	Representative
Kristi Thomas	4th	Representative
Heather Hook	5th	Representative
Jennifer Bratton	PIC	Parent Involvement Coordinator

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

Northeast Elementary School PARENT INVOLVEMENT PLAN

Expectations

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

Northeast Elementary 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 Northeast Elementary 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

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

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in

increasing skills to support academics at home, the school will meet all AMO targets on the MSA for 2014-2015.

Action Plan

Title I Requirements	Description of Activities/ Actions/ Initiatives	Date(s)	Whom should you contact for more information?
I. Shared Decision Making ♦ The school improvement plan is developed with input from parents.	Parent representatives on SIT and other decision-making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office Technical Assistance Team.	October 2015	Administration
♦ The school improvement plan is available for parent review and input at any time.	A synopsis of the school improvement plan and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	December 2015	Administration
♦ The parent involvement plan is developed with input from parents.	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. SIT will review the proposed plan. In September, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to SIT for approval.	May 2016	Administration

		December 2015	
♦ The parent involvement plan is distributed to all parents	A summary of the parent involvement plan is distributed to all families after the Central Office Technical Assistance Team has approved the school improvement plan.		Administration
♦ With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.	A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year's Home-School Compact(s) and make revisions. The proposed compact(s) will be reviewed by SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to SIT for approval.	May 2016	Administration Jennifer Bratton, Parent Involvement Coordinator
♦ Parents are involved in the decisions regarding the spending of the parent involvement funds.	A committee that includes a least one parent representative from each grade level will meet in April or May to review the proposed budget. The proposed budget will be reviewed by SIT. In September, parents of all students will have an opportunity to review the budget and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to SIT for approval.	May 2016	Administration

II. Annual Meeting ♦ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental involvement.	Back to School Night: $337.65	September 10, 2015	Administration
III. Building Parental **Capacity** 1) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.	Parent Guides - Grade Level Expectations and Progress Report Information is published by ACPS. Guides give an overview of instructional objectives and explanations of [ ] student progress is evaluated and reported. Parent Welcome Letter- Parents receive letters from classroom teachers outlining expectations and grading policies for each grade level. Parent Conference Day - Parents are invited in for individ[ ] conferences with teachers. An overview of academic expectations are discussed. Northeast's SIP is published on the school webpage. Pare[ ] receive notification explaining where the document can [ ] found and a tri-fold is created that highlights Northeast S[ ] Communication materials: $458.60 A school wide newsletter containing school news, topics [ ] study and parent resource tips is published monthly .	August 2015 August 2015 October 1, 2015 February 24 & 25, 2016 December 2015 Monthly	Classroom Teachers Classroom Teachers Classroom Teachers Administration Janell Lamberson, School Secretary
2) Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	Family Math Night-A workshop will be held for Northeast families that focus on engaging math concepts and skills facilitated within the classroom. The workshop will be held in the evening with dinne[ ]	October 6, 2015	Janel Shoemaker, Jan Waugaman, Heather Peters, Cheri Helmstetter

	provided for all. Students continue practicing and engaging in these skills at home. Materials: $400.00 Stipends: $185.32 Food: $100.00 Technology Fun Night-We will offer technology resources that can be incorporated in fun, engaging and educational way to parents. Stipends: $178.65 Food: $132.81 Materials: $200.00 Interest Fair will allow student to focus on an intere project and develop research skills. Parents will be invited in for a workshop to hear research, prepare, and present their project. Stipends: $135.06 Materials: $200.00 The Project Fair will be held in the evening. Student will display and present their project.	 November 10, 2015 April 5, 2016	PAT Chair Janel Shoemaker, Greg Troutman, Natalie Williams, Mike Fiscus, County Police Officer Janel Shoemaker, Mike Fiscus
3) Educate school personnel on how to work with parents as equal partners in their child'	Parent Survey - A survey is distributed to families regarding the school wide program and climate of t school. The results are shared with faculty and	February 2016	Jennifer Bratton, PIC

education.	concerns are addressed. The principal shares with parents how concerns are resolved. Title 1 Survey - In the spring, a survey is distributed to all families regarding the implementation of the Title school - wide plan and topic of interest for planning Parent Involvement activities for upcoming school year. Action Team Meetings - Parent Representatives who participate in the decision making for the appropriate teams by providing parent input.	April 2016 Monthly	Jennifer Bratton, PIC Team Chairs
4) 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.	21st Century Afterschool Program parent involvement activities related to nutrition and health, tips to help with reading and math, familiy collaboration around seasonal activities, Assessment night and Science topics. Northeast Pre-K works collaboratively with Head Start. Both agencies provide communication regarding procedures as well as student progress.	Monthly Ongoing	Mandy Hawkins, Site Coordinator Cheri Helmstetter, Pre-K Teacher
5) Ensure information is presented in a format and /or language parents can understand.	Monthly newsletters are based on the "parent friendly" format as set forth by Ruby Payne and are sent home va Northeast Communication folder. Assignment Notebooks (Grades 1-5) and Roadrunner Communication Folders (PreK - 5) are utilized daily. PIC serves as a resource to help explain school procedures and deliver information via home visits a	Monthly Ongoing Ongoing	Classroom Teachers Janell Lamberson, School Secretary Classroom Teachers Jennifer Bratton, PIC

	phone calls.		
6) Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent involvement opportunities	Parent Logs will be kept to document contacts mad to those families that are in need of additional supp	Ongoing	Jennifer Bratton
IV. Review the Effectiveness ♦ The effectiveness of the school's parental involvement activities will be reviewed.	Parent surveys will be given out after each parent ment activity to review the effectiveness of each . Results will be discussed at the PAT meetings ly. Title 1 parent survey is distributed to all families ng the implementation of the Title 1 school-wide pla d topics of interest for planning parent involvement es for the upcoming school year.	Ongoing February 2016 April 2015	PAT Team members Dan Clark, Principal Jennifer Bratton, PIC
V. Mid Atlantic Equity Consortium, (MAEC) ♦ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org	A parent resource center is located in the lobby of t school. It will be introduced, along with the Mid-Atlantic Equity Consortium, Inc. www.maec.org website, at Back to School Night. The website will al be referred to in the monthly newsletter.	September 2015	Dan Clark, Principal
IV. Joyce Epstein's Third Type **of Parent Involvement** ♦ Volunteering	Guest Reader Program - Parents, grandparents and other guest are invited into the classroom weekly to read to the entire classroom. Parent Involvement Coordinator Workshops and	Weekly Weekly	Cheri Helmstetter, PAT Jennifer Bratton, PIC

	volunteer activities.		
	Fun Fair - A fun fair will be held at the school. It consists of games, activities,face painting and other crafts. Community partners also participate. Both school staff and parents work the fun fair together.	May 13, 2016	Janel Shoemaker, PAT Chair

XV.   PROFESSIONAL DEVELOPMENT PLAN – N/A

XVI.   TELL SURVEY

2015 EVALUATION

Teaching Empowering Leading & Learning Survey - (TELL Maryland)

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

2013 to 2015 Evaluation:

ACTUAL Percent
___100%____2015%   Factor: 6.1d Item: The average percent for teachers' favorable responses will increase from 66.7 % in 2013 to 70%% in 2015

    MET? (Yes)

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

    Q6.1.d Teachers are encouraged to participate in school leadership roles. Teachers were provided increased opportunities to provide feedback on SIT agendas and activities.

2015 TELL Survey

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

Table 26

Survey Factor (Domain)	Professional Development
Item Number	Q8.1.e
Item Statement	Professional development is differentiated to meet the needs of individual teachers.
School %	38.9%
County %	54.5%
State %	60.4%

Strategy: To enhance the school environment and improve teaching conditions related to the ___Q8.1.e___ factor (domain).			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
8.1.e	Professional Learning Communities- Teaching the Critical Vocabulary of the Common Core during grade level team meetings.	Administration and staff	2015-2016 school year

New Goal:

The average percent for teachers' favorable responses will increase from __38.9____% in 2015 to ____80___% in 2017.

Section XVII.   MANAGEMENT PLAN

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

Parts of the School Improvement Plan and changes from the previous year will be reviewed with the faculty during facility meetings in 2015-2016. Action Teams will meet and determine plans of action based on 2014-2015 data from MSA, benchmarks, parent surveys, etc. SIT and Action Teams will determine a calendar of meeting dates. The completed SIP will be presented and reviewed during a faculty meeting. The entire plan will be accessible on the school server or Google Drive.

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

Monthly grade level team planning with an administrator will address the implementation of the activities represented in the reading and math portions of the plan. Action teams will meet monthly to monitor specified portions of the plan. PBIS will focus on discipline incentives, SIT will analyze milestone data and implementation of Reading and Math activities, PAT will focus on the parent involvement activities as stated in the plan. Minutes, sign-ins, and agendas will be filed in the Title I binder and a copy sent to the Federal Office. Action Team chairs will present items of discussion at monthly SIT meetings. Minutes from SIT will be given to all staff.

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

Benchmark tests (reading, math) and science benchmarks will be disaggregated by subgroups and analyzed during grade level team meetings following each benchmark window. Results of findings will be submitted to SIT chairs to monitor milestone progress. Reading and Math Specialists will be utilized to assist in this process.

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

SIT members are scheduled to meet monthly. SIT will determine necessary adjustments of activities and/or professional development

needs following the analysis of assessment data.

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

A tri-fold brochure will be created and presented to families and community members sharing Northeast's areas of focus for Reading, Math, Science, and Discipline. The 10 components of the Title I components will be included as well. During the fall Title I meeting, a PowerPoint presentation will highlight the SIP contents.

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

The SIT will notify staff members of any revisions to the SIP during regularly scheduled faculty meetings. The SIT will inform the broader school community of SIP revisions through monthly newsletters and messages posted to the school webpage. The affected activities will be changed on the SIP document posted on the webpage.

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

The BOE has provided funds for the SIT members to meet and write/update the SIP. To assist in the writing of the plan, the central office, including the Title 1 Instructional Specialists and the Elementary Office staff were readily available to answer any question that came during the writing phase of the plan. The Central Office provides the Engrade to access and analyze benchmark scores. Parent surveys and various other data and reports are also provided. The Title 1 School Support Specialist participates in SIT meetings and assists with completing all parts of the plan, and serves as a liaison between school and Central Office to monitor the school wide Title 1 plan and program. Using a rubric, the Central Office Technical Assistance Team reviews and provides feedback on the school's plan. County Reading and Math Specialists will be utilized by classroom teachers and school administration to assist in implementing and monitoring the school improvement plan and its components.

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

Date/Activity/Action
August 2015
Share data analysis and MSA results with staff.

September 10, 2015
Meet the Teacher Night: Present Title One power point including SIP. Teachers share grade level information with parents.

October 6, 2015
Family Math Night Workshop will focus on problem solving.

November 10, 2015
Technology Night will focus on the online resources available to students.

November 2015
Present SIP to Northeast staff at Faculty Meeting.

November 2015
School Improvement Team (SIT) will analyze first quarter data to determine whether benchmark targets have been met.

November 2015
Review of SIP by Central Office.

SIT will make revisions based upon review

and share with faculty.
January 2016
SIT will analyze second quarter data to determine whether benchmarks have been met.
February 2016
SIT will monitor implementation of activities.
March 2016
SIT will analyze benchmark data to determine whether targets have been met.
March 14, 2016
Interest Fair Project Day for parents
Parents will be provided with the opportunity to work on an interest project with their child using school resources.
April 2016
SIT will analyze third quarter data to determine whether benchmarks have been met.
April 5, 2016
Interest Fair will be held.
May 2016
SIT will analyze fourth quarter data to determine whether benchmarks have been met.

Section XVIII. SIP ROSTER

Name	Position	Signature	Date
Natalie Williams	SIT Co-chair/Grade 1	*Natalie Williams*	
Melissa Moran	SIT Co-chair/Grade 1	*Melissa Moran*	
Rachel McGann	SIT Co-chair/Grade 1	*Rachel McGann*	
Heather Hook	Second Grade	*Heather Hook*	
Allyson Ruddell	Third Grade	*Allyson Ruddell*	
Heather Peters	Fourth Grade	*Heather Peters*	
Karen Wertz	Fifth Grade	*Karen Wertz*	
Maureen Mathews	Reading Intervention	*Maureen Mathews*	
Megan Harris	Special Education	*Megan Harris*	
Terri Simpson	School Counselor	*Terri Simpson*	
Mike Fiscus	Media Specialist	*Michael Fiscus*	
Tim Farrell	Assistant Principal	*Tim Farrell*	
Malinda Darber	Parent	*Malinda Darber*	

Principal
:

_____*Daniel E Clark*_____   _____10/30/15_____

(Signature)   (Date)

Title I Schools – Ten Components

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

ALLEGANY COUNTY PUBLIC SCHOOLS **NO CHILD LEFT BEHIND**	**COMPONENT ONE: COMPREHENSIVE** **NEEDS ASSESSMENT**

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

ALLEGANY COUNTY PUBLIC SCHOOLS **NO CHILD LEFT BEHIND**	**COMPONENT TWO: SCIENTIFICALLY- BASED** **SCHOOLWIDE REFORM STRATEGIES**

ELA

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

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 9-16 Please complete the chart with additional best practices and strategies that support ELA achievement.

SBR/Best Practice Strategies	Materials/Resources for Implementation
UDL Strategies	Choice Menus, technology, Daily 5, journals
Technology	SMARTBoards, SMARTTables, document cameras, tablets, IPads, laptops, Discovery Education
Reading Interventions	Fundations, ERI, Orton-Gillingham
Differentiated Instruction	Flexible Grouping, Daily 5, MSDEblackboard.com, Text-dependent Questions
Guest Reader	High-interest literature
Channel 2 News	Teaching the Critical Vocabulary of the Common Core

Supportive Text	Scholastic News, Treasures Reading Series, Discovery Education,
Team Meetings with Reading Specialists	Reading Specialists
Analytic Writing Across Grade Levels	6+1 Writing Traits

MATH

The math instructional program is based on Maryland's College and Career Ready standards. The 2012 *enVISION* series by Pearson is utilized as the core program and is based on the NCTM Standards. Teachers utilize this math resource to implement the math pacing guide. Math benchmarks are administered in grades K-5, four times per year. Please complete the following chart to include the page number of the SIP where the program or practice can be found.

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 9-16. Please complete the chart with additional best practices and strategies that support math achievement.

Best Practice Strategies	Materials/Resources for Implementation
UDL	technology, manipulatives, math journals, Math Solutions
Technology	SMARTBoards, SMARTTables, document cameras, tablets, IPads, laptops, Discovery Education
Differentiated instruction	Flexible Grouping
Math Night	Presentations, manipulatives, take-home activities

Team Meetings with Specialists	Math Specialists
Cadre Planning/Long Range Curriculum Planning with Specialists	Standards, Math Specialists
Math Solutions	Implementation of Strategies: Math Solutions Book

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ALLEGANY COUNTY PUBLIC SCHOOLS   **COMPONENT THREE: HIGHLY QUALIFIED**
NO CHILD LEFT BEHIND   **STAFF**

PROFESSIONAL STAFF:

According to the teacher requirements of the NCLB and the State of Maryland, 19 of _19 teachers (100 percent) are highly qualified for the grade level in which they provide core subject instruction and are the teacher of record. (Core subjects: English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, Geography)

90 % of teachers holds an advanced professional certificate.

_0___ # of teachers with National Board Certification.

PARAPROFESSIONAL STAFF:

According to the NCLB requirements for all instructional assistants (Title I funded, Special Education funded, and locally funded),_7of 7 instructional assistants (100 per cent) have met one of the three qualification requirements. Instructional assistants work under the direct supervision and in close proximity of the classroom teacher.

STAFF Funded by Title I:

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

Personnel Name	HQ Status/Position	Job Responsibilities	Rationale for the Position
Janel Shoemaker	Highly Qualified Teacher	Second Grade Teacher	class size reduction
Jennifer Bratton	Parent Involvement Coordinator (PIC)	PIC may serve as a member on the School Improvement Team, family involvement team and the Title I Parent Committee. She encourages the participation of parents from diverse backgrounds through personal contacts.	

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

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

Please see School Improvement Plan:

ELA   pages 11

Math   pages 12

Science   pages 17

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

Professional Development Calendar/ Funding Table

Initiative Focus	School Improvement Plan Alignment	What/How (Content/Process)	Date(s)	Evidence of Successful Completion	Presenters/ Facilitators Audience	Funding Source	Budget Calculation
☒ Title I Districtwide Initiative ☐School Initiative	Strategy: Improve effective math instruction	Teachers in Grades 3, 4 and 5 will attend Fractions by Math Solutions Follow up: Participants will discuss the strategies at grade level team meetings	January 5, 6,or 7, 2016	Attendance at PD session	Presenters/ Facilitators: Michelle Spiers, Math Solutions Audience: grade 3, 4,	☐Local ☐Grant ☒ Title I ☐Other	

					5 teachers	
☐District Initiative ☒School Initiative	Strategy: Teaching the Critical Vocabulary of the Common Core	Teachers will participate in a PLC and discuss various ways to implement vocabulary during everyday instruction Follow up:	2015-2016 school year	Attendance at PD sessions	Presenters/ Facilitators: Mr. Clark Audience: All classroom teachers	☐Local ☐Grant ☐Title I ☐Other
☒ District Initiative ☐School Initiative	Strategy: Cadre	Teachers across all grade levels will participate in cadre's in which they will work on long range planning and writing curriculum plans	2015-2016	Attendance at PD sessions	Presenters/ Facilitators: Reading and Math Specialists Audience: All classroom teachers	☐Local ☐Grant ☐Title I ☐Other

ALLEGANY COUNTY PUBLIC SCHOOLS HIGH

NO CHILD LEFT BEHIND SCHOOLS

COMPONENT FIVE: ATTRACT AND RETAIN

QUALITY TEACHERS IN HIGH NEEDS

- **ACPS**

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

Elementary Education make recommendations to principals for candidates to be personally interviewed. The principal informs Human Resources of a selection for final approval for hiring.

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

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

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

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

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

- **School Level**

How are you attracting teachers to your building?

At Northeast Elementary, there is a collaborative, professional learning/teaching environment. New teachers feel comfortable asking their colleagues for guidance and support. Northeast has built a strong relationship with Frostburg State University as well as Allegany College of Maryland. Northeast participates in community events and has built a reputation of supporting the students.

How are you attempting to retain teachers in your building?

Northeast Elementary has created an environment that treats teachers with respect and views individuals as educational leaders. Teachers feel that they have the support of administration in making educational decisions within their classrooms. Team collaboration and the family environment have caused teachers to desire to stay at the school. Collaborative teaching and planning has a strong place at Northeast Elementary.

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

Years Teaching in this School	Number of Teachers	Percentage
First year teaching	1	.05%
2 – 5 years teaching	4	21%
6 – 10 years teaching	9	47%
More than 10 years teaching	5	26%

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

Educators in the school recognize the importance of the home-school connection. Involving parents in the school is a crucial step toward enhancing student performance. The Allegany County Public Schools' Parent Involvement Policy is published on the *ACPS* web site. Title I schools post and distribute a copy of the Allegany County Parent Involvement Plan to the families of the students in the school. Each school, in conjunction with the Title I Parent Committee, develops its own parent involvement plan. This plan is posted and a summary is distributed to parents.

A Parent Involvement Coordinator is on-site at Northeast Elementary School for 1 day per week. In this position, the Parent Involvement Coordinator serves as a liaison between the home and school and assists in planning parent activities.

Parents are encouraged to be involved in the education of their child(ren) in a variety of ways. NCLB identifies six requirements designed to build parents' capacity to be involved in school. Strategies designed to ensure the implementation of these requirements are found in the school's Parent Involvement Plan. **Please refer to the Parent Involvement section on pages 35 for a description of the implementation of these standards.**

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

Program	Date/ Timeline
Meetings with Head Start and Pre-K teachers	May 2016
Transition reports provided by Head Start for entering Kindergarten students	May 2016
Pre-K and Kindergarten Parent interviews	August 24th-25th, 2015
IEP meetings	As scheduled
Pre-K and Kindergarten Orientation Meetings- include dates	May 2015 Pre –K August 6, 2015
Buster the Bus Program	November 3, 2015
Joint registration with Head Start and Pre-K	March 2016
Transportation between Head Start and Pre-K	daily
Open House	September 10, 2015
Articulation meetings between Pre-K and K	May 2016

Articulation meetings between K and Grade One	May 2016
Articulation meetings between grades 1-5	May 2016
Data analysis meetings	September 25, 2015; January 2016
Articulation meetings with middle school staff	May 2016
Grade 5 middle school visitation	May 2016
Annual Title I Meeting	September 10, 2015

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

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

School Improvement Team membership at each school is comprised of teachers representing various grade levels and areas of expertise. The School Improvement Team manages the development, implementation, and evaluation of the School Improvement Plan. The team makes site-based decisions regarding school operations and procedures, curriculum, parent involvement activities, and budget items based upon assessment data, survey data, and observations. Serving as members of the SIT are the chairpersons from each Action Team.

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

Utilizing Dr. Lawrence Lezotte's Correlates of Effective Schools, the SIT, SAT, PAT, and CAT provide the governance structure for shared leadership and decision making. They effectively engage the school community in an ongoing, problem

solving, goal setting, and decision making process. However, the SIT is ultimately responsible for providing leadership and for monitoring the school plan.

Correlates of Effective Schools

The School Improvement Team (SIT) focuses on the correlates of:
- Shared Instructional Leadership that is collaborative and promotes clear and focused school improvement efforts as the team works and shares the responsibility necessary for accomplishing their mission.
- Clear and Focused Mission which reduces fragmentation of effort, encourages continued development of commitment to and accountability for improving the agreed upon indicators of success for all.

The Student Achievement Action Team (SAT) focuses on the correlates of:
- Increased Opportunities to Learn/Time on Task through interdisciplinary integration of subject matter performance based instruction, and real world application of knowledge and problem solving skills.
- Frequent Monitoring of Student Progress and Instructional Approaches and Programs ensure effective implementation/accountability and/or the modifications necessary for increasing learner outcomes and indicators of success.

The Partnership Action Team (PAT) focuses on the correlate of:
- More authentic family/school/community partnerships through the building of trust and shared involvement between and among all stakeholders in the educational process.

The School Climate Action Team (CAT) focuses on the correlates of:
- Safe and Orderly Environment which is conducive to teaching and learning and to the development of sound character and ethical citizenship.
- A Climate of High Expectations that fosters learning and provides high quality educational opportunities and successful experiences for all.

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

Please see the Management Plan page(s) 50 of the SIP.

ALLEGANY COUNTY PUBLIC SCHOOLS NO CHILD LEFT BEHIND	COMPONENT NINE: EFFECTIVE, TIMELY ADDITIONAL ASSISTANCE

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

Service	Explanation of Service
Health care	School nurse provides health support to students and their families.
Tutoring program	Tutoring is provided for identified students during after school sessions.
Extended learning time for academic and social support for students and parents	21st Century Afterschool Program provides academic support to students grade 1-5.
Differentiated instruction	Teachers provide differentiated instruction through utilization of UDL strategies.
Small group instruction	Instructional assistants, special education teacher, and classroom teacher collaborate to provide small group instruction in Reading and Math.

Inclusion in general education classes	Instructional assistants and special education teacher collaborates with the classroom teacher to meet the needs of special education students in an inclusive setting.
Assistance to families based on identified needs	Pupil Service Team meets weekly to discuss the needs of identified students.
Dental screening	Allegany County Health Department will provide Dental sealants on February 18th.
Behavior support	PBIS Program
Opportunities to discuss progress of child	Parent conferences are held
Reading intervention programs	ERI, Fundations, Orton-Gillingham
Identification of student areas of need	The KRA, and Dibels are used to identify and target areas of need for students.
Opportunity to address student educational needs	ICT meetings are held monthly. Data analysis meetings are held in October and January.
Drug Awareness	D.A.R.E. Program

ALLEGANY COUNTY PUBLIC SCHOOLS	**COMPONENT TEN: COORDINATION OF FEDERAL,**
NO CHILD LEFT BEHIND	**STATE, AND LOCAL PROGRAMS**

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

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

       All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 16.

FY 16 Coordination of Funding Sources – Northeast Elementary

Activity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center			
Professional Development	$3,918							
Extended Day/School Year	$3,058.40		$96,333.25					
Materials of Instruction	$2,396.83			$19,658				
Salaries	$83,966.32							
Parent Involvement	$2,328.15							
	$10,841			$3,000				

Equipment							
Contracted Expenses							
Consumable			$5,338				
Office			$2,666				
Other							

Title I Budget 2015 – 2016

Instructional Program: $13,237.33

Materials $

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need

Equipment $10,841.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Laptop Cart w/ 20 Laptops	1 Unit X $10,841	$10,841.00	FARMS

Math				Special Ed

PIC Materials $446.83

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Parent Involvement Materials		$446.50	FARMS Special Ed

Subscriptions $

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need

Web-based $1,950

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	IXL License	1 X $1,950.00	$1,950	FARMS Special Ed

Budget 2015 – 2016

Professional Development: $3,918

Stipends / Substitutes $1,627.50

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Articulation Meetings	9.5 subs X 93.00	$883.50	FARMS Special Ed
ELA Math	Vertical Team Meetings	8 subs X 93.00	$744.00	FARMS Special Ed

Hourly Stipends: Teaching- $23.82   Non-Teaching- $22.51
Substitutes: Highly Qualified- $93.00

Materials $490.50

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Math Games for Independent Practice (Math Solutions)	14 X $32.00 = $448.00 Shipping $42.50	$490.50	FARMS Special Ed

Subscriptions $

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need

Conferences $1,800
(Include Registration, Travel, Food, Hotel, Substitutes, Tips, Parking)

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Common Ground Conference Registrations	2 X 225.00	$450.00	FARMS Special Ed

	Substitutes	2 Subs X 2 Days X 93.00	$372.00	FARMS Special Ed
	Travel Expenses	Rental $175.00 Fuel $60.00 Meals $200.00	$435.00	FARMS Special Ed
	Hotel	2 rooms X $271.50	$543.00	FARMS Special Ed

<u>Food</u>: Breakfast- $16, Lunch $20, Dinner-$35; or Daily-$71

Budget 2015 – 2016

Parent Involvement: $ 2,328.15

Stipends $836.68

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Math Night	2 Teachers X 2 hours X 23.82	95.28	FARMS Special Ed
Parent Involvement	Math Night	2 Teachers X 2 Hours X 22.51	90.04	FARMS Special Ed
Parent Involvement	Interest Fair	3 Teachers X 2 Hours X 22.51	135.06	. FARMS Special Ed
Parent Involvement	Technology Night	5 Teachers X 1.5 Hours X 23.82	178.65	FARMS Special Ed
Parent Involvement	Back-to-School Night	15 Teachers X 1 Hour X 22.51	337.65	FARMS Special Ed

Hourly Stipends: Teaching- $23.82

Non-Teaching- $22.51

Materials

$1,491.47

*Food Allowance – 10% = $232.81

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Math Night Food	100.00	100.00	FARMS Special Ed
Parent Involvement	Technology Night Food	132.81	132.81	FARMS Special Ed
Parent Involvement	Math Night Materials	400.00	400.06	FARMS Special Ed
Parent Involvement	Interest Fair Materials	200.00	200.00	FARMS Special Ed
Parent Involvement	Technology Night Materials	200.00	200.00	FARMS Special Ed
Parent Involvement	Parent Communication Materials	458.60	458.60	FARMS Special Ed