Allegany County Public Schools

2019-2020 School Improvement Plan

School: George's Creek Elementary **Principal: Mrs. Tara Fazenbaker**

Section	Table of Contents	Page
	Title Page	
I	**Integrated Educational Framework**	1 - 4
II	**School Demographics**	5 - 7
III	**Attendance**	8 - 9
IV	**Habitual Truancy**	10 - 11
V	**Graduation and Dropout Rates**	11
VI	**School Safety/ Suspensions**	12 - 13
VII	**Early Learning**	14 - 19
VIII	**Academic Progress**	20 - 39
IX	**Multi-tiered System of Support**	40 - 46
X	**Positive Behavioral Intervention & Supports or Behavior Management Systems**	46 - 49
XI	**Family and Community Engagement**	50 - 59
XII	**Professional Community for Teachers and Staff**	60 - 61
XIII	**Management Plan**	62 - 64
XIV	**Title I Components (Title I Schools Only) – Separate Document**	
XV	**Title I Evaluation (Title I Schools Only) – Separate Document**	

Allegany County Public Schools
2019-2020 School Improvement Plan

I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

Mission Statement

George's Creek Elementary School, with support from family and school-community partnerships, provides highly effective instruction that allows students to experience a comprehensive education in a safe environment that will prepare them to be college and career ready and to contribute to a changing society.

Vision

All students will learn to their fullest potential at George's Creek Elementary School. Students will grow intellectually, physically, socially, and emotionally by being active in their personalized learning goals and displaying behavior expectations of being safe, responsible, and respectful.

Core Values

Guiding **C**hildren **E**very day to **S**ucceed

- We believe it is essential to build and strengthen family and school partnerships.
- We believe in providing individualized instruction that is equitable for students to grow.
- We believe in supporting the development of the whole child in order for students to integrate learning and apply their knowledge to be successful in society.
- We believe in having school-wide behavior expectations with restorative practices to cultivate an environment that is peaceful and safe.
- We believe that a positive mindset leads to the entire school community performing at their highest potential.

B. Culture, Climate, and Inclusive Community

George's Creek Elementary School has specific expectations that are implemented to maintain a welcoming, comfortable environment geared towards the success of the overall school community. These expectations include being respectful, responsible, and safe; with the understanding that everyone will strive to perform at their best, whether it be students, staff, administration, or visitors to the building. Mindset is also a focus, emphasizing that a positive attitude determines a successful direction. Gradual Release of Responsibility (GRR) and Universal Design for Learning (UDL) continue to be part of instructional delivery, along with usage throughout the school community, in order for students to become independent learners by equitably achieving success by their own individual pathway.

At the entrance into the school, a display case is redesigned monthly sharing positivity towards both academics and behavior. Students are greeted each morning in the cafeteria and gymnasium by their classroom teachers, individually reviewing the daily expectations and making positive comments to set the focus of the day. Each marking period, students are acknowledged for their academic achievement and attendance through an awards ceremony and certificate/medal presentations. A hallway bulletin board emphasizes the behavior expectations, along with visual posters throughout the school as reminders. Students are verbally recognized for displaying the school-wide expectations by the process of stating their name, stating their action, and stating the school-wide expectation met. Restorative practices are implemented to peacefully problem-solve

between those that display harmful actions and those that are harmed by the actions in order to resolve the situation by repairing relationships. In each classroom, hula-hoops are used as a hands-on strategy for students to lead discussions towards independent social problem-solving.

The PBIS team and school/district experts provide additional behavior support to teachers through extensive intervention strategies and target students needing individual mediation. This could be through a check-in/check-out system with a mentor, visual poster cues, calming spaces, fidgets, and personal recognitions based on areas of interest. The members of the PBIS team meet monthly to review data and determine if additional faculty training is necessary and /or outside services are required to support the student. They also share feedback at faculty meetings regarding areas of concern that need to be reexamined and behavior that is exceeding the expectations. The focus of year two PBIS will be on Tier 2 students identified through the Student Risk Screening Scale (SRSS) data that is collected three times a year. These students will be provided interventions received from PBIS World, a website that recommends strategies to assist in preventive misbehavior measures. The district-level behavior specialist will continue observations and classroom teacher support with Tier 3 behaviors that are a priority.

The PeaceBuilders Pledge is recited as a reminder to approach situations with peaceful intentions. As a pledge follow-up, the guidance counselor conducts lessons about being mindful, peaceful, positive, and behavioral choices supporting the expectations. This program emphasizes the student's role in maintaining peaceful behavior throughout the school community. Students recognize a classmate who displays expected social characteristics
each month. Teachers then compose a letter to be read at the social commending the student on the trait for which they were selected. These students and parents are invited to a Donut Social to celebrate.

George's Creek faculty and staff work hard every day to ensure that all students are included. Paraprofessionals work throughout the building supplying support to students with and without disabilities in a variety of ways. They provide assistance to students in the classroom by accommodating individual students, working with small groups, and assisting the classroom teacher with instruction. Instructional assistants are able to collaborate with the classroom and special education teachers through daily discussions. Special education and general education teachers are given opportunities to plan for all students on a weekly basis. The Maryland Coalition for Inclusive Education (MCIE) planning sessions are scheduled quarterly for grade-level teachers, along with the Leadership team to continue the collaboration. These meetings will allow all teachers to develop plans for the instruction of all students during the upcoming nine weeks. Instructional assistants are also responsible for helping with duties, such as morning greeters in the gym and cafeteria, cafeteria coverage, and dismissal at the end of the day.

C. Staff Engagement Action Plan

Staff Engagement Action Plan	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Domain: Instructional Support Topic: Instructional Feedback Score: 6.33
Topic Description:	The quality of instructional feedback topic for educators describes the degree to which teachers receive useful, actionable, adequate feedback from school leadership to improve their teaching.

Strategies: Steps that will be taken in order to obtain the desired outcome.	Scheduled data meetings will be used to impact teaching Feedback will include positives and then needs for improvement Ensure that all teachers are aware that they can access walk-through observations on TPE site Review the observation process with faculty
Initiative leader and team: Who is responsible and involved in the work?	School Administration
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Conversation during team meetings Time for data meetings Faculty meeting to review3 TPE site and review observation process
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Team meeting minutes Survey score will increase Temperature check during team meetings regarding feedback
Timeline: Include dates for implementation of action steps.	Bi-monthly team meetings Schedule faculty meeting
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain: Relationships Topic: Student-student relationships Score: 5.89
Topic Description:	The **student-student relationships** topic describes the degree to which educators feel students are friendly with, care about, get along with, and respect one another.

Strategies: Steps that will be taken in order to obtain the desired outcome.	Social Emotional Learning Staff development will enable teachers to help students build relationships Social groups based on SRSS data will be conducted by the guidance counselor
Initiative leader and team: Who is responsible and involved in the work?	Administration P2P team Guidance Counselor PBIS Team
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Time for staff development, teachers will need time to develop relationships and hold morning meetings in order for students to start to build relationships among each other. Mr. Grove will need time to review SRSS data and create social groups. He will then need time to hold social groups throughout the week.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	SRSS data Guidance documentation PBIS data: referral decrease Tier 2 evaluation of data
Timeline: Include dates for implementation of action steps.	Ongoing throughout the year

D. Student Engagement Action Plan

Allegany County Public Schools

2019-2020 School Improvement Plan

Student Engagement Action Plan	
Primary Area of Need State the Domain, Topic, and Score	Domain: Relationships Topic: Student-student relationships Score: 4.54
Topic Description	The **student-student relationships** topic describes the degree to which students feel other students are friendly with, care about, get along with, and respect one another.
Strategies: Steps that will be taken in order to obtain desired outcome.	Social Emotional Learning Staff development will enable teachers to help students build relationships Social groups based on SRSS data will be conducted by the guidance counselor
Initiative leader and team: Who is responsible and involved in the work?	P2P team Guidance Counselor PBIS Team
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Time for staff development, teachers will need time to develop relationships and hold morning meetings in order for students to start to build relationships among each other. Mr. Grove will need time to review SRSS data and create social groups. He will then need time to hold social groups throughout the week.

Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	SRSS data Guidance documentation PBIS data: referral decrease Tier 2 evaluation of data
Timeline: Include dates for implementation of action steps.	Feb. 3 Social Emotional Learning staff development Feb. 6 PBIS Team Daily morning meetings ongoing throughout the year Guidance Meeting as scheduled
Secondary Area of Need State the Domain, Topic, and Score	Domain: Safety Topic: Physical Safety Score: 4.81
Topic Description:	The **physical safety** topic describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property.
Strategies: Steps that will be taken in order to obtain the desired outcome.	Social Emotional Learning will create empathy Therapeutic use of the LAP room Guidance lessons and social groups
Initiative leader and team: Who is responsible and involved in the work?	P2P Social Emotional Learning Administration Guidance Counselor LAP Teacher
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to	Professional development to help teachers implement Social Emotional Learning Professional development to assist with the implementation of a therapeutic

achieve the desired outcome(s)?	LAP room Review of SRSS data to determine individual guidance sessions and social groups
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Reduction in referrals Increase in therapeutic LAP use
Timeline: Include dates for implementation of action steps.	Ongoing throughout the year

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part-Time	Full Time	Total

Administrators	0	2	2
Teachers	1	20	21
Itinerant staff	11	0	11
Paraprofessionals	1	6	7
Support Staff	0	5	5
Other	2	10	12
Total Staff	15	43	58

Table 2					
Under each year, indicate the percent as indicated of individual in each category.	**2016-2017 Official Data**	**2017 – 2018 Official Data**	**2018-2019 Official Data**	**2019-2020 Official Data**	
Percentage of faculty who are: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	 100 0	 100 0	 100 0	 100 0	
For those not certified, list name, grade level course	na	na	na	na	
Number of years principal has been in the building				7	
Teacher Average Daily Attendance	95.60%	93.00%	92.90%		

B. Student Demographics

Table 3
SUBGROUP DATA

Allegany County Public Schools

2019-2020 School Improvement Plan

SUBGROUP	2017-2018 TOTAL	2018-2019 TOTAL	2019-2020 TOTAL
Hawaiian/Pacific Islander	**≤ 10**	**≤ 10**	**≤ 10**
White	**306**	**299**	**284**
Two or More Races	**≤ 10**	**≤ 10**	**≤ 10**
Special Education	**55**	**46**	**52**
Males	**161**	**161**	**146**
Females	**150**	**141**	**139**
Total Enrollment (Males + Females)	**311**	**302**	**285**
Farms (Oct 31 data)	**69.16%**	**71.15%**	**82.45%**

Special Education Data 2019-2020 School Year (As of September 30, 2019)

Table 4					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	0	06 Emotional Disturbance	1	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	0
03 Deaf	0	08 Other Health Impaired	9	14 Autism	0
04 Speech/Language Impaired	28	09 Specific Learning Disability	8	15 Developmental Delay	6
05 Visual Impairment	0	10 Multiple Disabilities	0		

I. ATTENDANCE

Allegany County Public Schools

2019-2020 School Improvement Plan

Table 5	2018-2019	
School Progress Attendance Rate	**All Students AMO = 94.0%**	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All (Excluding PreK & K)	94.3%	Y
Grade 1	93.9%	N
Grade 2	93.4%	N
Grade 3	94.0%	Y
Grade 4	94.6%	Y
Grade 5	95.5%	Y

Table 6				
Attendance Rate				
Subgroups – School Level Data	**2016-2017**	**2017-2018**	**2018-2019**	**Indicate if current rate is less than 94%**
All Students	94.6%	93.7%	93.7%	**Yes**
Asian	≥ 95.0%	NA	NA	**NA**
Black or African American	≥ 95.0%	NA	NA	**NA**
White	94.6%	93.9%	93.7%	**Yes**
Two or more races	92.2%	84.7%	91.2%	**Yes**
Male	93.9%	93.1%	92.8%	**Yes**
Female	95.3%	94.4%	94.6%	**No**
Special Education	93.0%	93.1%	93.7%	**Yes**
Free/Reduced Meals (FARMS)	94.0%	93.0%	93.7%	**Yes**

Allegany County Public Schools
2019-2020 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, FARMS, ELL and lowest attending.

   Challenges can be found in both Table 5 and Table 6. Specifically on Table 5: School Progress Attendance Rate indicates that Grade 1 and 2 attendance last year were slightly below the 94.0% rate, and Grade 3 just made the 94.0% rate. This would indicate that Grades 2, 3, and 4 should be targeted this year. However, when looking at Table 6: Attendance Rate, this chart indicates that only females achieved a 94.6% rate. Additional data indicates that the attendance rate in all other subgroups is below the 94.0% acceptance rate. The Special Education rate is 91.8% and FARMS is at 93.7% which is the same rate for all students. The attendance rate for males has been on the decline for the past three years and last year's attendance is the lowest in three years at 92.8% Based on this data, attendance will be a focus this school year at all grade levels.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.

Strategy	Timeline
A "Be an Attendance Hero" board is displayed in the cafeteria. This board has all classrooms identified and each day those classrooms with 100% attendance are identified with a star. This board is visible to all students when they are in the cafeteria for lunch, it is also on display for parents who visit the cafeteria. At the end of the month, the classroom(s) with 100% attendance get a reward based on choices provided by students and teachers.	Daily, those classrooms who are 'Heros' are identified with a star. HERO stands for Here Every Day Ready On time.
Attendance incentive at each grade level.	Attendance is monitored daily, then each week, classrooms with the best attendance are identified, recognized and rewarded based on a menu of choices. Competitions through grade levels will be used to encourage higher male school attendance.

Perfect Attendance for classrooms is announced at the end of the day.	Daily
Phone calls will be made to students who are absent	Daily by the automated phone system
Attendance meetings will be held with parents and school staff	As needed
Follow-up calls will be made to parents of students who are frequently absent, students may be conferenced on the importance of being in school if needed	As needed, by the school counselor
Students with Perfect Attendance and students with 1-2 absences will be recognized.	Quarterly, at Awards Assemblies

III. HABITUAL TRUANCY and CHRONICALLY ABSENT

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is a habitual truant if (a) the student is unlawfully absent from school for a number of days, or a 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 fewer days.

	2018	2019
Count Habitual Truant	NA	NA
Percent Habitual Truant	NA	NA
Percent Chronically Absent	17.47%	20.52%

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

There are no habitually truant students at George's Creek Elementary.

B. If the chronically absent percent is higher than 20%, state plans or changes to reduce the number. If the chronically absent percent is less than 20%, the state plans to maintain or improve.

- A daily attendance board is present in the cafeteria by grade-level classes, perfect attendance winners are announced daily on the PM announcements. At the conclusion of each month, the highest class winners receive a reward, generated by the class.
- Communication with parents/guardians when absent (robocall) and Mr. Grove (counselor) calls home. Also, collaboration with PPW to work towards getting the student to attend.
- We are focusing on weekly attendance challenges in order to improve attendance. Classroom attendance is recorded daily and posted in the cafeteria for students, staff and parents who come for parent pickup to see. Daily announcements are made of the classrooms with 100% attendance. The classroom with the most days of 100% attendance vote at the conclusion of each month and are rewarded with a class chosen reward.
- Chronologically absent students will be monitored weekly and the guidance counselor will meet with them to encourage attendance. Personalized plans for each student will be developed, shared with parents and incentives will be determined with input from students.

- All parents will be educated about the benefits of children attending school regularly through school correspondence and through Facebook posts.

II. GRADUATION AND DROPOUT RATE – N/A to Elementary or Middle

III. SCHOOL SAFETY/ SUSPENSIONS

Table 9: SUSPENSIONS

Subgroup	All Students			
	2016-2017	2017-2018	2018-2019	Percent of increase (+)/decrease (-) from 2017-2018
Total Referrals	114	85	109	+28.24 %
All Suspensions	5	5	3	-40.0 %
In School	0	0	0	NA
Out of School	5	5	3	-40.0 %
Sexual Harassment Offenses	1	0	2	+200.0 %
Harassment/Bullying Offenses	8	7	3	-57.1 %

2. Comment on the number of referrals, suspensions, and specific offenses. Provide a plan to reduce the number, if applicable or comment on what is attributing to the low, decreasing number and how it will be maintained.

The faculty and administrators work diligently to prevent negative behaviors by implementing the school-wide discipline procedures which identify leveled behaviors with related consequences. Documentation of escalating behaviors is listed on classroom behavioral logs and through a shared folder recording behavioral incidences by the administration. The school is beginning the second year of implementing the Positive Behavior Intervention and Supports (PBIS) approach to discipline in which the faculty and staff have established the social culture, behavior levels, and consistent methods towards school-wide expectations of being safe, responsible, and respectful.

The Aspen online referral system is used for immediate communication between the office and classrooms and is the central location for collecting, disaggregating, and discussing discipline concerns. Discipline data and procedures are reviewed consistently at faculty meetings and during PBIS team meetings to examine individual incidents, change approaches, and develop intervention strategies. Parents are always contacted regarding behavior incidents to help determine triggers of escalating behavior and a parent-school approach to interventions. The school uses district services such as the psychologist, behavior specialist, Judy Center personnel, and special education supervisors as additional resource support for staff trainings, intervention suggestions, and teaching strategies.

Last year was the first year for PBIS implementation, and there was some confusion about how to implement this program. Based on this confusion, referrals increased from 85 in 2017-2018 to 108 in 2018-2019. While conversations were held during PBIS, Leadership Team, and School Improvement Team meetings the confusion continued. Mrs. Kathy Eirich also visited and spoke to individual grade levels to help clarify information. While the total number of referrals increased, out of school suspensions and referrals for Harassment and Bullying declined. The number of sexual harassment referrals increased, however. At the beginning of this school year, the PBIS Team and staff worked to clarify information from last year. After genuine conversation and clarification, there seems to be a clearer understanding of the expectations for this year. It is the hope of the PBIS Team and the staff that based on these discussions, referrals will decrease this school year.

PBIS Tier II interventions such as, Check-In, Check-Out is utilized with students who require additional mentoring. Collaboration with Mrs. Robin Fochtman, a Behavior Support Specialist is crucial for those students who need specialized support through behavior plans. Mrs. Fochtman will observe students and then conference with teachers and administrators to help develop and implement these plans. Mr. Brian Grove, School Counselor, relies on the behavior data to develop social groups when working with students.

Building relationships with behavior at-risk students is the first approach to intervention. This is necessary in order to understand the choices that are made during inappropriate actions. From these relationships, individual intervention strategies are developed to support the maturity and capabilities of students. This is a continuous process as various strategies are attempted to eliminate the negative behaviors. Consistent communication is maintained between school/district staff and parents, involving all who are concerned and supportive for students to achieve success.

IV. EARLY LEARNING

1. Complete the chart for composite scores of the Kindergarten Readiness Assessment.

Table 10

Kindergarten Readiness Assessment

	2017-2018		2018-2019		2019-2020	
	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated
Language & Literature	22	44.8%	17	44.7%	26	59.1%

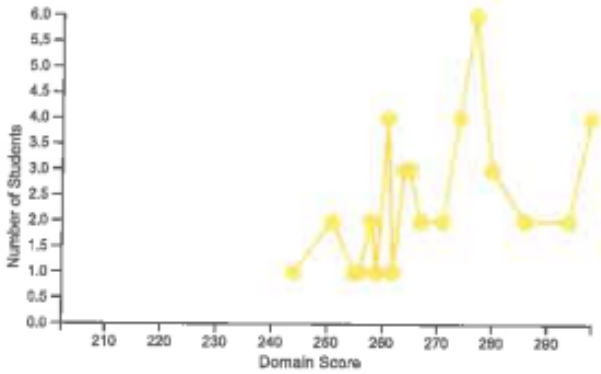
Mathematics	20	40.0%	7	18.4%	23	52.3%
Social Foundations	38	77.5%	26	68.4%	37	84.1%
Physical Development	36	72.0%	22	57.8%	40	91.0%

2. Input the data report from maryland.kready.org site to show domain strengths and needs. (*Range Distribution: All Domains*)

Allegany County Public Schools

2019-2020 School Improvement Plan

Language and Literacy



Range Minimum: **202** Range Maximum: **298**

Whole population

Lowest Score: **244**

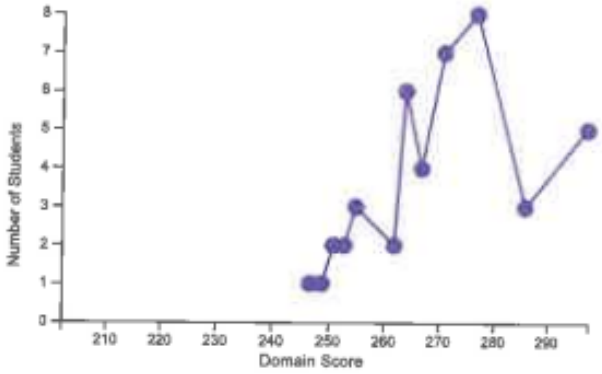
Highest Score: **298**

Mean Score: **271.6**

Median Score: **271**

Standard Deviation: **13.8**

Mathematics



Range Minimum: **202** Range Maximum: **298**

Whole population

Lowest Score: **247**

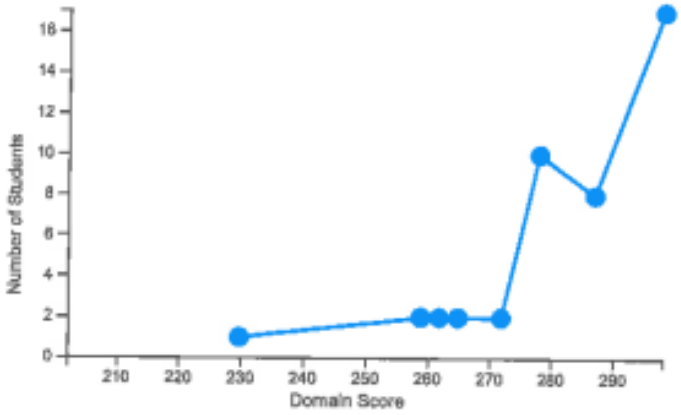
Highest Score: **298**

Mean Score: **270.6**

Median Score: **271**

Standard Deviation: **14.0**

Social Foundations



Range Minimum: **202** Range Maximum: **298**

Whole population

Lowest Score: **230**

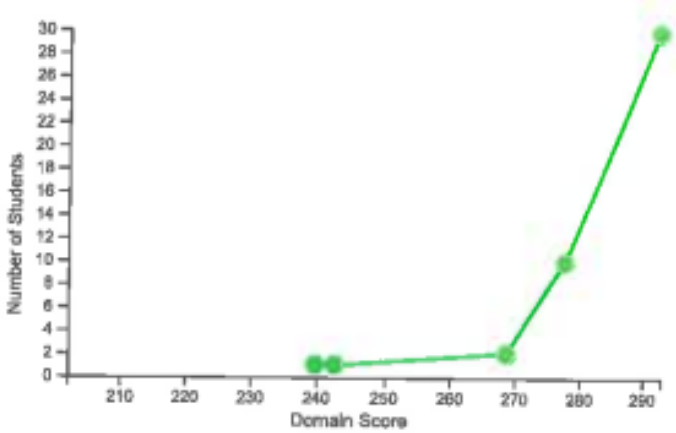
Highest Score: **298**

Mean Score: **283.8**

Median Score: **287**

Standard Deviation: **15.2**

Physical Development



Range Minimum: **202** Range Maximum: **293**

Whole population

Lowest Score: **240**

Highest Score: **293**

Mean Score: **286.2**

Median Score: **293**

Standard Deviation: **12.4**

3. In consideration of the trend data, discuss efforts the school is making to improve your early childhood programs and / or practices. Include ways you are working in collaboration with early learning partners (i.e., Judy Center, Head Start, Child Care,

Preschool Expansion sites, Preschool Special Education, School Therapy Services, etc.) to strengthen supports and ensure more children enter kindergarten "demonstrating readiness".

- Collaboration with Head Start occurs throughout the year if issues arise regarding individual students. They also collaborate on strategies that can improve student learning. Joint registration is held at the school, then during the spring articulation meeting, the Head Start Lead Teacher provides information on students in the program. Dual enrollment of students in Pre-K/Head Start.

- Preschool Special Education and School Therapy Services are consulted throughout the year to help address issues such as speech, pencil grip and control, and physical activities like skipping, hopping, and balancing.

- Special Educators are part of the School Leadership Team.

- Students with IEPs are provided opportunities to attend the Judy Center Summer Program if determined appropriate by the team.

4. Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with deficits in specific domain areas. Discuss the evidence-based practices your school is implementing or will implement to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.

Allegany County Public Schools
2019-2020 School Improvement Plan

Based on the KRA data, the two lowest areas of readiness are Language and Literacy and Mathematics, each of these domains had a median score of 271. The Pre-K and Kindergarten teachers have discussed areas of concern and have developed activities to address these two areas.

Language and Literacy

- Extra opportunities will be provided in the following ways:
    - Providing experiences for building background knowledge
    - Continuing to immerse students in print
    - Implementing the Super Kids reading program with integration of the Zaner-Bloser handwriting program
    - Reading rhyming stories during literature time
    - Focusing on the Heggerty Phonemic Awareness Program
    - Distinguishing words from letters through a variety of activities
    - Sequencing activities during literature time with a focus on vocabulary
    - Incorporating small groups to work on letter recognition, rhyming, first sound fluency, and other reading skills
    - Organizing small groups for instruction on various concept needs
    - Providing reading intervention to identified students in the area of Phonemic Awareness

Mathematics

Extra opportunities will be provided in the following ways:

- Completing sets using ten frames and other manipulatives

- Ordering objects by size using a variety of manipulatives
- Emphasizing vocabulary for ordering objects
- Focusing on counting to 20 and beyond
- Practicing counting using the calendar and place value chart
- Introducing songs to students to help them with rote counting
- Utilizing Math Talks
- Grouping students for particular skills and reinforcement
- Using interactive songs and musical math DVDs
- Sending home math activities and websites for helping with concepts at home
- Incorporating Hands-on activities
- Allowing for independent practice

- The following will be used for both Language and Literacy and Math
  - Multiple means of instruction: kinesthetic, visual, and auditory
  - Development of lessons for active engagement with UDL implementation

Data Collection will occur throughout the year. In the area of Language and Literacy assessments will consist of the countywide Phonemic Awareness Screener from the Michael Heggerty book, DIBELS benchmark and progress monitoring, and report card assessments that are created by teachers. During team meetings, teachers will review this data when available and discuss student progress. The data will also be discussed during data analysis meetings held after each DIBELS administration. During these times, small groups, as well as intervention groups, could be adjusted if needed. In the area of math, the countywide benchmark and report card assessments will be utilized to gather data on student performance. Teachers will analyze and discuss student performance during team meetings. At these meetings, teachers will identify students who need to work on particular concepts and determine the best use of resources to address these needs during small group instruction.

Allegany County Public Schools
2019-2020 School Improvement Plan

V. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

Long Term Goal: to prepare 100% of students to be college and career ready by graduation.
to reduce the 2017 non-pass rate by 50% by the year 2030.

Short Term Goal: to close or reduce achievement gaps between subgroups and their counterparts.

1. Complete data charts using 2017, 2018, and 2019 Data Results.

	2016-2017							2017-2018							2018-2019							2018 to 2019 change in prof. rate
TABLE 12a ELA Grade 3	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	
All Students	38	14	36.9	11	28.9	13	34.2	54	25	46.3	11	20.4	18	33.3	39	13	33.3	11	28.2	15	38.4	+5.1
Black or African American	≤ 10							0							≤10							
White	37	14	37.8	11	29.7	12	32.4	54	25	46.3	11	20.4	18	33.3	38	13	34.3	11	28.9	14	36.8	+3.5
Two or more races															≤10							
Special Education	≤ 10	≤10	66.7	0	0.0	≤ 10	33.3	13	≤ 10	77.0	≤10	7.7	≤ 10	15.4	≤10	≤ 10	50.0	≤10	33.3	≤ 10	16.7	+1.3
Free/Reduced Meals (FARMS)	22	≤10	36.3	≤10	31.8	≤ 10	31.8	39	18	46.1	≤10	20.5	11	28.2	39	13	33.3	11	28.2	15	38.4	+10.2
Female	22	≤10	40.9	≤10	31.8	≤ 10	27.3	29	≤ 10	31.0	≤10	17.2	15	51.7	14	≤ 10	28.5	≤10	28.6	≤ 10	42.9	-8.8
Male	16	≤10	31.3	≤10	25.0	≤ 10	43.8	25	16	64.0	≤10	24.0	≤ 10	12.0	25	≤ 10	36.0	≤10	28.0	≤ 10	36.0	+24.0

Allegany County Public Schools
2019-2020 School Improvement Plan

TABLE 12b ELA Grade 4	2016-2017							2017-2018							2018-2019							2018 to 2019 change in prof. rate
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	
All Students	47	16	34.1	12	25.5	19	40	38	11	28.9	≤10	26.3	17	44.7	57	23	40.3	19	33.3	15	26.3	-18.4
White	46	15	32.6	12	26.1	19	41.3	38	11	28.9	≤10	26.3	17	44.7	56	23	41.1	19	33.9	14	25.0	-19.7
Two or more races	≤10	0													≤10							NA
Special Education	≤10	≤ 10	66.6	≤10	22.2	≤ 10	11.1	≤10	≤ 10	75.0	0	0.0	≤ 10	25.0	18	≤ 10	50.0	≤10	38.9	≤ 10	11.2	-13.8
Free/Reduced Meals (FARMS)	36	13	36.1	11	30.6	12	33.3	21	≤ 10	28.6	≤ 10	38.1	≤ 10	33.3	57	23	40.3	19	33.3	15	26.3	-7.3
Female	21	≤ 10	28.6	≤10	28.6	≤ 10	42.9	22	≤ 10	31.8	≤ 10	22.7	≤ 10	45.5	28	11	39.6	≤10	28.6	≤ 10	32.2	-13.3
Male	22	≤ 10	35.0	≤10	45.0	≤ 10	20.0	16	≤ 10	25.0	≤ 10	31.3	≤ 10	43.8	29	12	41.3	11	37.9	≤ 10	20.6	-23.2

Allegany County Public Schools
2019-2020 School Improvement Plan

TABLE 12c ELA Grade 5	2016-2017							2017-2018							2018-2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	43	19	44.2	≤10	23.3	14	32.6	42	12	28.5	13	31.0	17	40.3	41	≤ 10	19.5	15	36.6	18	43.9	+3.6
White	43	19	44.2	≤10	23.3	14	32.6	42	12	28.5	13	31.0	17	40.3	41	≤ 10	19.5	15	36.6	18	43.9	+3.6
Two or more races	≤10	≤ 10																				
Special Education	≤10	≤ 10	80.0	0	0.0	≤ 10	20.0	≤10	≤ 10	71.5	≤10	14.3	≤ 10	14.3	≤10	≤ 10	60.0	≤10	40.0	0	0.0	-14.3
Free/Reduced Meals (FARMS)	26	13	50.0	≤10	19.2	≤ 10	30.8	32	≤ 10	31.3	12	37.5	≤ 10	31.3	41	≤ 10	19.5	15	36.6	18	43.9	+12.6
Female	22	13	59.1	≤10	18.2	≤ 10	22.7	23	≤ 10	34.7	≤10	39.1	≤ 10	26.1	21	≤ 10	23.8	≤ 10	28.6	≤ 10	47.6	+21.5
Male	21	≤ 10	28.6	≤10	28.6	≤ 10	42.9	19	≤ 10	21.2	≤10	21.2	11	58.9	20	≤ 10	15.0	≤ 10	45.0	≤ 10	40.0	-18.9

Table 13: Cohort Growth (Elementary Cohort 2027)			
Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	34.2	26.3	-8.2
Economically Disadvantaged	28.2	26.3	-1.9
Special Education	15.4	11.2	-4.2
Male	12.0	20.6	+8.6
Female	51.7	32.2	-19.5

Table 14: Cohort Growth (Elementary Cohort 2026)					
Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	34.2	44.7	43.9	-.8	+9.7
Economically Disadvantaged	31.8	33.3	43.9	+10.6	+12.1

Special Education	33.3	25.0	0.0	-25.0	-33.3
Male	43.8	43.8	40.0	+3.8	+3.8
Female	27.3	45.5	47.6	-5.5	+20.3

2. Use current data to determine if goals from last year's SIP were met.

- Key Ideas and Details in Informational Text was the focus of last year's plan, based on the data the average was 42.3% this is a slight increase of 2.3%. Since the increase was only 2.3%. Key Ideas and Details in Informational Text will continue to be a focus this year.

In 2018-2019, the percentage of students who met or exceeded expectations was 33%, this is only a 2% increase from the 2017-2018 school year. Our goal is to increase the crosscutting concepts percentage by 5%.

When looking at the cohorts from 2016-17, 2017-28 and 2018-2019, data shows that those students have only increased scores by 2% from third to fifth grade. Fourth grade students in 2018-19 who were in

When comparing data from 2016-2017, 2017-18 and 2018-19 in literary text, we find an up and down growth pattern. Students in third grade showed a score of 40% in 2016-17, 12% in 2017-18 and 24% in 2018-19. Fourth grade showed 41% score in 2016-17, 44% in 2027-18 and a 27% score in 2018-19. Our goal will be to increase by at least 6%..

3. FOCUS AREAS

FOCUS AREA 1:	Literary Text
Focus Area Goal	When comparing data from 2016-2017, 2017-18 and 2018-19 in literary text, we find an up and down growth pattern. Students in third grade showed a score of 40% in 2016-17, 12% in 2017-18 and 24% in 2018-19.

	Males in all grades are performing Fourth grade showed 41% score in 2016-17, 44% in 2017-18 and a 27% score in 2018-19. Our goal will be to increase scores in Literary Text by at least 6%.
Root Cause(s):	Students were not exposed to multiple experiences of responding to questions using consistent close reading strategies within and across grade levels.
Focus Content Standard(s):	RL 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI 2: Determine the theme of a story, drama or poem from details in the text; summarize the text. RL 3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
Barriers:	Lack of analyzing assessment data and making changes to instruction; lack of sharing the data and ideas among staff.
Needed Resources:	Consistent time to analyze assessment data in order to determine needs of students. Team meetings need to be structured to provide teacher collaboration about instructional strategies.
Strategies and/or evidence-based interventions:	When working on answering questions teachers will help develop students using the following strategies and/or evidence-based interventions: ● Use complete sentences to answer questions when speaking and writing ● Utilize close reading strategies ● Success criteria will vary in each grade level but will be used consistently ● Use of the GRRUDL model.to support students to independent learning. ● Graphic organizers may be used to begin the process of learning how to organize thoughts for composing answers and stories.
How will it be funded?	Not applicable
Steps towards full implementation with timeline:	At the beginning of the year, teachers will provide modeling for students and utilize GRR. As the year progresses, the students will learn to use the Collaborative Cloze Reading strategy to become more independent when answering questions. Group scoring of written responses with a discussion for student improvement. Throughout the year students will complete mini-lessons that focus on various lessons focusing on the literary text standards. GRRUDL will be followed to help students be independent in responding to text.
Monitoring Procedure:	Progress monitoring will occur using student responses that focus on grade-level skills. Also, weekly

	assessments that focus on the skill will also be reviewed. At team meetings, grade levels will discuss student progress and examples. Planbooks will also be monitored to ensure grade levels are utilizing close reading strategies, graphic organizers, and scoring of passages as a whole group.

FOCUS AREA 2:	Informational Text:
Focus Area Goal	After focusing on Information Text last year, third and fourth grade FARM students increased their ELA scores in informational text by 13 and 9 percentage points, respectively. Fifth grade decreased their percentage by 9%. We will focus on increasing FARM scores in the area of informational text by at least 5%.
Root Cause(s):	Students in the FARMS subgroup come without background knowledge, stamina and prior content knowledge.
Focus Content Standard(s):	RI 1: Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers. RI 2: Determine the main ideas of a text and explain how it is supported by key details; summarize the text. RI 5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution_ of events, ideas, concepts, or information in a text or part of a text.
Barriers:	Students must be introduced to the vocabulary and content of the subject in a classroom with varied experiences and limited knowledge. Many teachers are teaching students to read as they are trying to help students to read to learn. There is a need to teach close reading strategies consistently across grade levels. There is limited time for analysis of data and collaborating with teachers based on these results and for planning.
Needed Resources:	Consistently analyzing assessment data to inform teachers of areas where changes need to occur; making sure there's a balance in instructional materials; continuing to focus on gender in order to decrease the gap. Information related to the differences in learning between males and females.
Strategies and/or evidence-based interventions:	When working on answering questions teachers will help develop students using the following strategies and/or evidence-based interventions: ● Use of the GRRUDL model.

	● Utilize close reading strategies ● Graphic organizers will be used to begin the process of learning how to organize thoughts for composing answers and explanations ● Group scoring of written responses with a discussion about what is good and what needs work.
How will it be funded?	Planning opportunities will be funded by the TSI Grant and the Collaborative Planning monies. Book Study funded by Title I Funds
Steps towards full implementation with timeline:	● Use complete sentences to answer questions when speaking and writing ● Utilize close reading strategies including using symbols for annotation ● Teacher will develop success criteria for students understanding of tasks. Students will self-assess. ● Continued use of the GRRUDL model to support student learning and independence ● PD with Donna Beeman, Reading Specialists, on Annotation Strategy, November 1; ● Teachers will read, discuss, and implement strategies from the book, Hear Our Cry: Boys in Crisis by Paul D. Slocumb, Ed.D., to assist males and females when learning. It will begin when Title I Money is released.
Monitoring Procedure:	Progress monitoring will occur using student responses that focus on Key Ideas and Details at each grade-level. Also, bi-weekly assessments from Scholastic News that focus on the skill will also be reviewed. At team meetings, grade levels will discuss student progress and examples. Planbooks will also be monitored to ensure grade levels are utilizing close reading strategies, graphic organizers, and scoring of responses, and that the annotation strategy is being used.

Table 15	
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	● Audio materials such as stories on CDs ● Technology components such as Discovery Ed. and ConnectEd, as well as laptops and SMARTboards

	● Visuals such as prints, photographs, video clips, maps, and displaying vocabulary ● Kinesthetic activities: dance/movement, gross motor movements, and use of manipulatives for various activities ● Flex group instruction
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.** When asked to demonstrate their knowledge, teachers provide students with a variety of choices for showing what they know. These include: ● Utilizing Choice Boards in class for assignments and projects ● Providing a variety of manipulatives and leveled games or centers ● Providing opportunities to work collaboratively in small groups and with partners When asked to demonstrate their knowledge, students are given a variety of choices for showing what they know. These include: ● Writing in a journal ● Drawing a picture ● Activity Mats ● Presentations: multimedia, posters, oral ● Acting things out ● Keyboarding and computer options such as PowerPoint
Means for Engagement: *tap*	**Multiple Options for Engagement**

into learners' interests, challenge them appropriately, and motivate them to learn.	In order to tap learners interests, teachers do a number of things to identify these areas: ● Interest surveys for enrichment groups ● Interest inventories for reading materials ● Choices for various projects To challenge students appropriately and to motivate them to learn, teachers incorporate the following activities into the classroom learning environment: ● Differentiated assignments ● Levels of challenge within the choice board ● Grouping options: alone, with a partner, small group ● ReadWorks articles ● Rigorous Questioning In order to engage boys teachers do a variety of things including: ● Choosing books of interest for male and female students ● Providing materials that are of interest to male and female students ● Choices for various projects

B. MATHEMATICS

Long Term Goal: to prepare 100% of students to be college and career ready by graduation.
to reduce the 2017 non-pass rate by 50% by the year 2030.

Short Term Goal: to close or reduce achievement gaps between subgroups and their counterparts

1. Complete data charts using 2017, 2018, and 2019 Data Results.

	2016-2017							2017-2018							2018-2019							2018 to 2019 change in prof. rate
TABLE 16a MATH Grade 3	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	38	12	31.6	16	42.1	≤ 10	26.4	54	23	42.6	15	27.8	16	29.6	39	16	41.0	11	28.2	12	30.8	1.6
Black or African American	≤10	0	0.0	0	0.0	≤10	100	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	37	12	32.4	15	40.5	≤10	27.0	54	23	42.6	15	27.8	16	29.6	38	16	42.2	≤10	26.3	12	30.8	1.2

Two or more races	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≤10	0	0.0	≤10	100	0	0.0	NA
Special Education	≤10	≤10	33.3	≤10	33.3	≤10	33.3	13	≤10	66.6	≤10	15.4	≤10	23.1	≤10	≤10	50.3	≤10	33.3	≤10	16.7	-6.4
Free/Reduced Meals (FARMS)	22	≤10	36.4	≤10	45.5	≤10	18.2	39	15	38.5	16	33.3	11	28.2	39	16	41.0	11	28.2	12	30.8	2.6
Female	22	≤10	31.8	≤10	45.5	≤10	22.7	29	≤10	31.0	≤10	31.0	11	37.9	14	≤10	42.8	≤10	28.6	≤10	28.5	-9.4
Male	16	≤10	30.3	≤10	37.5	≤10	31.3	25	14	56.0	≤10	24.0	≤10	20.0	25	≤10	40.0	≤10	28.0	≤10	32.0	12.0

TABLE 16b MATH Grade 4	**2016-2017**							**2017-2018**							**2018-2019**							**2018 to 2019 change in prof. rate**
	Total #	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		**Total #**	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		**Total #**	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		
		#	**%**	**#**	**%**	**#**	**%**		**#**	**%**	**#**	**%**	**#**	**%**		**#**	**%**	**#**	**%**	**#**	**%**	
All Students	47	16	34.1	12	25.5	19	40.0	38	≤10	21.1	14	36.8	14	36.8	57	21	36.9	17	29.8	19	33.4	-3.4
White	46	15	32.6	12	26.1	19	41.3	38	≤10	21.1	14	36.8	14	36.8	56	21	37.5	16	28.6	19	33.9	-2.9
Two or more races	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≤10							NA
Special Education	≤10	≤10	66.6	≤10	22.2	≤10	11.1	≤10	≤10	25.0	≤10	25.0	≤10	50.0	18	≤10	44.4	≤10	33.3	≤10	22.2	-28.8

Free/Reduced Meals (FARMS)	36	13	36.1	11	30.6	12	33.3	21	≤10	28.5	≤10	38.1	≤10	33.4	57	21	36.9	17	29.8	14	33.4	0.0
Female	23	≤10	26.0	≤10	17.4	13	5.6	22	≤10	31.8	≤10	27.3	≤10	40.9	28	≤10	32.1	≤10	25.0	12	42.9	2.0
Male	24	≤10	41.7	≤10	33.3	≤10	25.0	16	≤10	6.3	≤10	50.0	≤10	43.8	29	12	41.3	≤10	34.5	≤10	24.1	-19.7

	2016-2017							**2017-2018**							**2018-2019**							**2018 to 2019 change in prof. rate**
TABLE 16c MATH Grade 5	**Total #**	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		**Total #**	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		**Total #**	**Level 1 or 2**		**Level 3**		**Level 4 or 5**		
		#	**%**	**#**	**%**	**#**	**%**		**#**	**%**	**#**	**%**	**#**	**%**		**#**	**%**	**#**	**%**	**#**	**%**	
All Students	43	19	44.2	≤10	23.3	14	32.6	43	16	37.2	16	37.2	11	25.6	41	13	31.7	≤10	22.0	19	46.3	+20.7
White	43	19	44.2	≤10	23.3	14	32.6	43	16	37.2	16	37.2	11	25.6	41	13	31.7	≤10	22.0	19	46.3	+20.7

Special Education	≤10	≤10	80.0	≤10	0.0	≤10	20.0	≤10	≤10	50.0	≤10	25.0	≤10	25.0	≤10	≤10	60.0	≤10	40.0	≤10	0.0	-25.0
Free/Reduced Meals (FARMS)	26	13	50.0	≤10	19.2	≤10	30.8	33	13	39.4	14	42.4	≤10	8.2	41	13	31.7	≤10	22.0	19	46.3	+38.1
Female	21	≤10	28.6		28.6	≤10	42.9	20	≤10	20.0	≤10	45.0	≤10	35.0	21	≤10	33.3	≤10	14.3	11	52.4	+17.4
Male	22	13	59.1	≤10	18.2	≤10	22.7	23	12	52.1	≤10	30.4	≤10	17.4	20	≤10	30.0	≤10	30.0	≤10	40.0	+22.6

Table 17: Cohort Growth (Elementary Cohort 2027)			
Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	29.6	33.4	+3.8
Economically Disadvantaged	28.2	33.4	+5.2
Special Education	23.1	22.2	-0.9
Male	20.0	24.1	+4.1

Female	37.9	42.9	+5.0

Table 18: Cohort Growth (Elementary Cohort 2026)					
Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	26.4	36.8	46.3	+9.5	+19.9
Economically Disadvantaged	18.2	33.4	46.3	+12.9	+28.1
Special Education	33.3	50.0	0	-50.0	-33.3
Male	31.3	43.8	40.0	-3.8	+8.7
Female	22.7	40.9	52.4	+11.5	+29.7

2. Use current data to determine if goals from last year's SIP were met.

- Last year's goal was to increase the scores of the boys in the area of Modeling and Reasoning. The following explains the results of males Meeting or Exceeding Expectations. Even though the goal was met in grades 3 and 5, it was not met in grade 4.

Cohort Growth for Modeling and Reasoning for Males (Meeting or Exceeding Expectations)		

Percent Proficient	Modeling 2017-2018	Modeling 2018-2019	Growth from 2018-2019	Reasoning 2017-2018	Reasoning 2018-19	Growth From 2018 to 2019
Grade 3	32	36	+4	32	32	0
Grade 4	38	35	-3	38	31	-7
Grade 5	22	44	+22	22	26	+4

3.

FOCUS AREA 1:	Major Content in Grades 3 and 4.
Focus Area Goal	The overall performance on the PARCC Assessment of students in Grades 3-5 showed that 69.1%, 66.5% and 53.7%, respectively, did not meet or exceed the PARCC expectations. Fifth grade improved by 20.7% from the previous year, fourth grade decrease by 3% and third grade increased by 1.6% When looking at the Major Content category on the DMR site, third grade scored a 23%, fourth scored 44% and fifth scored 34%. Operations and Algebraic Thinking is embedded in the Major Content area of PARCC testing. Understanding math concepts and processes is important and is a foundational skill for solving math problems. It is for these reasons, our focus will be on Operations and Algebraic Thinking in Grades 3-5 with on at least a 6% increase on PARRC scores..
Root Cause(s):	It is difficult to help students make and extend meaning when they do not understand the properties of adding, subtracting, multiplying and dividing.
Focus Content Standard(s):	OA.8 Solve multi-step word problems using the four operations. OA 9 Identify arithmetic patterns and explain them using properties of the operations.
Barriers:	Time for both assessing student data and collaboration with students. Lack of analyzing assessment data and making changes in instruction, lack of sharing data and ideas/strategies among staff, lack of spiral review and fluency

Needed Resources:	Time to analyze assessment data and meet to adjust instructional changes; model warm-ups lessons from a master teacher that has experienced success
Strategies and/or evidence-based interventions:	Purposeful planning of lessons after analyzing data. Use the CRA (Concrete, Representation and Abstract) strategy to model for understanding of concepts. Spiral Review to build on previous learning. Implementing Number Talks. Using a variety of sources for math (enVision Daily Common Core Review, Ready Math).
How will it be funded?	None needed
Steps towards full implementation with timeline:	● Individual scores of math tasks will be monitored and reviewed at grade level team meetings. ● Collaboration with grade level teams will allow for determining strategies that can be used for reteaching. ● GRRUDL will continue to be used to allow the teacher to help students become more independent. ● Student progress will be analyzed throughout the year using the Imagine Math benchmark program and weekly assessment. ● Teachers will plan and incorporate daily and spiral reviews.
Monitoring Procedure:	Team meeting minutes will indicate the success of daily warm-ups and spiral reviews. At the beginning of each new math unit **The End of Unit Form A** test will be given as a pretest and at the conclusion of the unit **The End of Unit Form B** test will be given. Once the tests have been given, teams will meet to review data in order to identify the skills and students who need additional support. A team level data chart will be used to clearly see what concepts need additional attention, this chart will also be shared during SIT meetings.

FOCUS AREA 2:	Primary Grade Math Concepts
Focus Area Goal	Third grade PARRC scores showed that 62.9% of the students did not meet or exceed expectations on their

	Math Assessment. Attention is needed in the Primary grades to increase student knowledge. Understanding math concepts, operations and the processes of mathematics in earlier grades will allow students to build their math skills based on their prior knowledge and will prepare them for third grade George's Creek will focus on Grades 1 and 2 for understanding properties of operations, relationships of numbers and computation in two step problems. Students will become proficient at adding and subtracting two digit numbers and apply their knowledge in real world problems. Our goal will be for students to meet or increase their individual targeted score on a grade level end of unit assessment.
Root Cause(s):	Students do not understand the relationships between numbers and symbols in order to solve mathematical problems. They have not internalized the concrete, representational and abstract aspects of mathematics.
Focus Content Standard(s):	1.OA.A Represent and solve problems involving addition and subtraction 1.OA.B.Understand and apply properties of operations and relationships between addition and subtraction 2.OA.A-Represent and solve problems involving addition and subtraction 2.OA.B.-Add and subtract within 20. 2.OA.C-Work with equal groups of objects to gain foundations for multiplication.
Barriers:	Students are at different levels of understanding. Limited time for assessment, analyzing, planning and reteaching Math intervention programs are not available.
Needed Resources:	Planning
Strategies and/or evidence-based interventions:	Modeling of concrete, abstract, and representation of numbers. Number Talks Spiral Reviews Deliberate use of content vocabulary when restating explanations GRRUDL- Whole groups, small group and individual activities.
How will it be funded?	Collaborative Funding Grant
Steps towards full implementation with timeline:	Teams will look for resources from multiple sources including enVision and Ready Math during Collaborative Team Planning. Teachers will give a pretest and analyze the data to determine student knowledge. Weekly instruction will be followed with an assessment. Data will be analyzed in Team Meetings to determine student needs and to plan for small group instruction. Spiral reviews and Number Talks will be implemented at the beginning of daily instruction. The Math Specialist will meet with teams in order to identify tasks that may be

	used to help students relate math to real world problems..
Monitoring Procedure:	Monthly team collaborative planning minutes will be reviewed; weekly assessments will be analyzed during team meetings, The Math Specialist will offer suggestions for instruction, and ; these results will be put on a data chart and will also be shared with third grade..

Table 19	**UDL for Math**
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	● Focus Walls ● ReadyMath Interactive Tutorials ● ReadyMath Prerequisite skills practice ● Videos: Pearson, LearnZillion, Study Jams, Ready Common Core Tutorials ● Number Talks and Talk Moves ● Anchor charts and interactive notebooks ● Manipulatives, movement activities, and games
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.**
	Students are given a variety of choices to demonstrate their understanding of a concept in math. These include : ● Multiple strategies to solve problems ● Number talks and tasks ● Communicators and/or whiteboards ● Math journals ● Show work with multiple math tools ● Think sheets and activity mats

	● Exit tickets
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	To challenge students appropriately and to motivate them to learn, teachers incorporate the following: ● Math Talks ● Songs and movement ● One-Eyed Jacks activities ● Imagine Math ● Games and math centers ● Differentiated groupings

C. SCIENCE

1. Complete data charts using 2018 and 2019 Data Results.

TABLE 20 MISA Grade 5	2017-2018	2018-2019	2018 to 2019 change in

Allegany County Public Schools
2019-2020 School Improvement Plan

															prof. rate
	Total #	Level 2		Level 3		Level 4 or 5		Total #	Level 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	45	≤10	22.2	27	60.0	8	17.8	42	≤10	16.7	24	57.1	11	26.2	+8.4
White	44	≤10	20.5	27	61.4	≤10	18.2	42	≤10	16.7	24	57.	11	26.2	+8.0
Two or more races	≤10	≤10	100	≤10	0.0	≤10	0.0	NA	NA	NA	NA	NA	NA	NA	NA
Special Education	≤10	≤10	44.4	≤10	33.3	≤10	22.2	≤10	≤10	80.0	≤10	20.0	≤10	0.0	-22.2
Free/Reduced Meals (FARMS)	35	≤10	22.9	20	57.1	≤10	20.0	42	≤10	16.7	24	57.1	11	26.2	+6.2
Female	21	≤10	23.8	12	57.1	≤10	19.0	22	≤10	13.6	15	68.2	≤10	18.2	-0.8
Male	24	≤10	20.8	15	62.5	≤10	16.7	20	≤10	20.0	≤10	45.0	≤10	35.0	+18.3

	Physical Science	Life Science	Earth and Space	Science and	Crosscutting Concepts

			Science	Engineering Practices	
	Met or Exceeded Expectations	**Met or Exceeded Expectations**	**Met or Exceeded Expectations**	**Met or Exceeded Expectations**	**Met or Exceeded Expectations**
2017-2018	22%	24%	20%	24%	31%
2018-2019	33%	38%	29%	29%	33%
Growth	+11	+14	+9	+5	+2

2. FOCUS AREA

FOCUS AREA:	Crosscutting Concepts
Focus Area Goal	In 2018-2019, the percentage of students who met or exceeded expectations was 33%, this is only a 2% increase from the 2017-2018 school year. Our goal is to increase the crosscutting concepts percentage by 5%.
Root Cause(s):	Lack of student experience in interpreting and analyzing data
Focus Content Standard(s):	Interdependence of Science, Engineering and Technology
Barriers:	Reading difficulty impedes understanding of test; knowledge of content vocabulary and critical vocabulary is lacking; there are only 2 practice samples for students to complete and these aren't even complete
Needed Resources:	Practice tasks: there are only 2, need more to use for practice; in-house PD about available science resources to educate teachers about what is available and can be used at each grade-level
Strategies and/or evidence-based interventions:	Hands-on labs with Mystery Science and FOSS kits; students will create charts and interpret data Focus on academic vocabulary: content and critical; discuss critical vocabulary at each grade level and make sure it is used during instruction Utilize" I Can" statements at least twice a week to help students understand what the vocabulary means

How will it be funded?	None needed
Steps towards full implementation with timeline:	Faculty meeting to discuss available resources at all grade levels and review of critical vocabulary. EdCite Website can be looked at during team planning times to assess science. Grade-level teams will determine the vocabulary to focus on using "I Can" statements based on units and concepts being taught.
Monitoring Procedure:	Faculty and team meeting minutes; Mystery Science and FOSS assessments; Walk-throughs and observations, planbooks

Table 21	**UDL for SCIENCE**
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	● Focus Walls with Purpose ● FOSS and Mystery Science Interactive Tutorials ● Videos: Mystery Science, Study Jams, EdCite ● Anchor charts and interactive notebooks ● Manipulatives, movement activities, and games
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.**
	Students are given a variety of choices to demonstrate their understanding of a concept in science. These include : ● Multiple strategies to solve problems ● Communicators and/or whiteboards ● Journals ● Show work with multiple SCIENCE tools ● Exit tickets IN FOSS kits

Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement** To challenge students appropriately and to motivate them to learn, teachers incorporate the following: ● Hands-on activities ● Songs and movement ● Collaborative groups ● Games ● Differentiated groupings ● Use of quality literature

D. SOCIAL STUDIES/GOVERNMENT: N/A for Elementary

E. Advanced Placement Data: N/A for Elementary

VI. MULTI-TIERED SYSTEM OF SUPPORT

Based on the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected?

Collaborative Team Planning

How will the priority/ priorities be addressed?

The Leadership Team from the Building Effective Inclusive School Communities grant will meet monthly to

decide the needs of the school and follow the action plan that was developed.

Grade Level teams will analyze content area data and discipline data bi-monthly. As a result, teachers will discuss strategies and barriers of their instruction.

KRA data will be analyzed by the Kindergarten Team and the Reading Intervention Specialist. The Pre-K teacher will also be part of this review. These results will be discussed and shared to drive instruction at both grade levels.

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

Funding from MCIE and SuperKids grant will address substitute needs

Support from Special Education facilitators, SuperKids coach, Reading and ELA coaches

Allegany County Public Schools
2019-2020 School Improvement Plan

PRIORITY: #1 Collaborative Team Planning and Data-based Decision-Making			
PRACTICE: Grade-level teachers and special education teachers collaborate and plan for tiered instruction and progress monitoring			
Action Step	**Who**	**By When**	**Status Update / Next Steps**
LAYING THE FOUNDATION			
MCIE Professional Development: Leadership Team Create a toolkit to be used during Create a planning schedule for collaboration between general education and special education teachers	Central Office GC Leadership Team Administration	July, 2019 Ongoing throughout the year October 2019	Share timeline for collaboration with teaching staff Share information about MCIE with faculty Reflect with staff regarding barriers for scheduling in collaborative process
INSTALLING			
Shared information with faculty pertaining to PBIS Share collected data with classroom, special education, and intervention teachers encouraging joint responsibility during planning based on data collection	MCIE Leadership Team Administration Teachers Specialists	PD: October2019); Faculty/Team Meetings (Weekly) Ongoing throughout the year	MCIE Review with teachers during PD, team and faculty meetings Personalized discussions and review Continue mentor/support, as needed

IMPLEMENTING			
Continue to work with district support in special education to improve and refine the process Based on data. Teachers will create specific lessons to improve instruction for Tier 2 and 3 students in all grade levels	Administration Teachers Central Office	Ongoing throughout the year	Personalized reflection on individual needs Review and reflect on feedback gathered from data collection
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
Evaluate implementation of MCIE with grade-level teams (walk-thoughs, team meetings, observations, planning) Plan for upcoming school year scheduling (19-20) and encourage school-wide collaborative planning and co-teaching	Administration Leadership Team Teachers Administration	Ongoing throughout the year Ongoing throughout the year	Review of MCIE Review school-wide collaborative planning and co-teaching expectations Continue conversation and learning wiaff to overcome barriers and review success
Notes- Prioritizing the essential component of collaborative planning is multi-faceted and will be an ongoing practice needing time to fully develop and be refined. This is the beginning of the second year of implementation and will continue into the school year 2019-2020.			

Based on the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected?

PBIS Behavioral Support Levels

How will the priority/ priorities be addressed?

The PBIS/Discipline Team will meet monthly to disaggregated Discipline Data. Referral forms for CI-CO are available to all teachers and needs will be addressed as needed. Mentor teachers assigned to identified students will track progress and determine goals for those students as they progress through the program. SRSS data will help identify students to work with the guidance counselor individually and in small group settings. It will also identify students in Tiers I, II and III and give the staff a direction for student success. The Behavior Specialist will be used to develop strategies and/or formal and informal plans for specific students. Mrs. Ramsey and Mr. Grove will present information about "Restorative Practices" during faculty meetings. Second Step lessons will be incorporated into classrooms to help assist with behaviors. PBIS will continue to develop incentives for positive behavior and reteaching of expectations.

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

Funding from MCIE will address substitute needs

Support from Special Education and MCIE facilitators

PRIORITY: #2 PBIS Behavioral Support Levels			
PRACTICE: Implementation of a consistent approach to discipline through research-based strategies and group interventions used for leveled behavioral support			
Action Step	**Who**	**By When**	**Status Update / Next Steps**
LAYING THE FOUNDATION			
School team receives training on implementing PBIS for Tier 2 and 3 Professional development provided to faculty regarding PBIS implementation into the current	PBIS Team Faculty and PBIS Team Classroom	Summer 2019 Aug. 27, 2019 October, 2018	-School team receives two days MSDE/ACPS PBIS training, develop a plan for school-wide implementation into the current discipline procedures

discipline procedures. First administration of Universal Behavioral Screener (SSRS) Training on Restorative Practices	Teachers AP/Guidance and Faculty	November, 2019	-School team delivers professional development to faculty for PBIS implementation -Classroom teachers complete the October submission of the SRSS screener to determine baseline data of behavior perceptions and pathway for behavioral supports
INSTALLING			
PBIS Team meets to review discipline data and program implementation process Continuous PBIS review during professional development days, faculty and team meetings Revise school-wide behavior expectations throughout the school community, as needed	PBIS Team Administration and PBIS Team Administration PBIS Team Faculty	Monthly Ongoing throughout the year Ongoing throughout the year	-PBIS Team meets monthly to review data, leveled behavior concerns, school-wide expectations, and grade-level feedback -Discipline expectations review and areas of concern for necessary changes -School-wide behavior expectations throughout the community are revised to make implementation consistent
IMPLEMENTING			

Psychologist, health counselors, and behavior specialist provide support and share strategies	District and Community Personnel	Requested as needed	-Student observations, parent conferences, and various intervention approaches used to guide positive behavior
School-wide expectations of behavior are implemented consistently in all areas of the school community	Administration and Faculty	Ongoing throughout the year	-School-wide expectations are visual in all areas and reviewed daily with students
Reteaching of Expectations ongoing throughout all areas of the building	Administration and Faculty	Ongoing throughout the year	-Teachers establish access to submit online referrals directly through ASPEN for documentation and data
Use ASPEN online referral system and LAP support	Administration and Faculty	Ongoing throughout the year	-Referred behavior is revised by administration to determine appropriate level of intervention
Dojo access between classroom teachers, resource teachers, and parents	Faculty and Parents	Ongoing throughout the year	-Dojo is the communication tool used to build partnership between teachers and parents by recognizing positive behavior and communicating about areas of concern
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
Continuous evaluation of behaviors by examining prior and current behavior data	PBIS Team Administration Faculty	Ongoing throughout the year	-Data (SRSS, Aspen, Referrals, Google Non-Referrals, Faculty/Parental Communication) is examined to identify areas of needed support
	PBIS Team		-Data is shared with faculty to determine needs

Implement changes as needed with interventions determined at school and district levels. Assess implementation of the PBIS model and revise to target discipline areas as needed	Administration Faculty PBIS Team Administration	Ongoing throughout the year Ongoing throughout the year	and intervention strategies -Discipline flipbook created to assist faculty in identification of leveled behaviors and procedures -Faculty feedback is continuously used to make revisions to the PBIS implementation model -Documentation (discipline log, parent contact, Google non-referral, Aspen, referrals) is completed reflection behaviors, interventions, and outcomes -PBIS binder provides criteria to evaluate implementation and progress of the discipline model
Notes- Overview of behavior referrals for three years: 111 (2015-2016), 114 (2016-2017), 85 (2017-2018); Disrespect, disruption, attack on student most common incidents; occurring at lunch/play and dismissal, most at primary level; additional 56 referrals that were determined to be Level 1 or 2 behaviors			

VII. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

George's Creek Elementary School is in the second year of PBIS for the 2019-2020 school year. Although there was an increase in referrals, through an examination of the 2018-2019 discipline data the focus areas are the following:

- The most common types of referrals were disrespect, and attack on a student; therefore, teachers will model and review the expectations of being safe, responsible, and respectful.

- The majority of referral incidents occurred during lunch/recess and dismissal; therefore, consistent dismissal expectations have been established for both students and faculty.

- Other common but less frequent locations of the referral incidents were in the classroom and on the bus; therefore, teachers will create classroom expectations that are reflective of the school-wide expectations and bus leaders will daily monitor dismissal procedures while addressing students on the bus once seated.

- Intermediate students had the most referral incidents; therefore, the administration and Learning Assistance Personnel (LAP) will visit these classrooms daily to observe student behavior and teacher strategies, providing additional support as needed.

- Graphs are used within PBIS meetings as data points to adjust focus and reevaluate Tier I expectations as needed. During principal PD sessions and in faculty meetings (as needed) data will be used as well as any review needed of Tier I support.

- The PBIS program is a district and school-level approach to improving discipline; therefore, the program will be implemented consistently by all faculty and staff and in all areas of the school community with monthly reviews conducted and continued professional development available. The school will also participate in a Fall and Spring Professional Development review process and use data to drive decision making and change as needed to address needs.

Specific strategies and interventions that are implemented for Tier II behavioral support, in addition to Tier I Behavioral Supports include the following:

- Behavior point sheets (Check In/Check Out)
- Structured Breaks (Scheduled/Unscheduled; Active/Inactive)
- Positive Peer Reports

- Prompting
- Visual Cues/Hand Signals (Non-Verbal)
- Recognition System
- Calming Area/Pacing Area (Relation and Coping Skills)
- Sensory Tools (Desk Textures, Fidgets, Puddy)
- Random Positive Teacher Attention
- Mentoring Staff/Buddy Teacher
- Individualize Curricular Modifications
- School Counseling (Individual/Group) – Social Skills Emphasis, Conflict Resolution

On October 30th and 31st, both the assistant principal and the guidance counselor attended a two day Restorative Practice training.

Other strategies may be used and are determined based on the intervention that individually supports student's behavior and expected outcome.

Through faculty and staff input, a school-wide discipline structure has been established. The past discipline method provided a foundation in which the expectations of the PBIS program were developed. The goal is to use PBIS approaches to make the academic and social expectations more effectiveness by addressing learning and discipline issues consistently and equally. Below are highlights of the PBIS discipline framework:

- Three levels of behavior, increase from minor to the most severe
- Indicators are listed under the three school expectations of being respectful, responsible, safe
- Each level lists various implementation strategies that continue student instruction with the least interference to the overall classroom environment
    - Level 1 – Initial observation of persistent behaviors
        - Behaviors that sporadically occur over short time periods; infrequently disrupts or risks safety; corrected with a brief intervention by the teacher
        - Procedures are consistently followed to address behaviors by using clear communication and documenting the behavior process

- Teacher informed the student of the expectation not met
- Teacher reviews school-wide behavior expectations
- Teacher describes expected behavior and determines the appropriate consequence
- Teacher contacts parent, if necessary
- Teacher records incident on discipline log, evidence requested by the administration and used for PBIS data collection

- Level 2 – Chronic occurrence of Level 1 behaviors
  - Behaviors that are repetitive incidences lasting over a period of time; significantly disrupts and risks safety; generally managed by the teacher, may require administrative in-class support
  - Procedures are the same as Level 1, but teachers must contact parents
- Level 3 – Chronic occurrence of Level 2 behaviors
  - Violation of county/state policies; instantly disrupts and risks safety; referral is immediate, requires administrative involvement
  - Procedures are the same as Level 2, but the teacher must complete a referral with relevant documentation

- Administrative Action
  - Work efficiently and consistently in determining disciplinary action, approach in a team format
  - Investigate trigger factors in which the classroom teacher is unaware (ex. evicted/homeless, arrests, family change, etc.)
  - Establish relationships with LAP personnel and counselor for interventions
  - The overall goal is to get the student to remain on task and be engaged in classroom instruction

In support of the school-wide discipline expectations, there are multiple practices also used to create effective learning environments where students remain in the classroom for learning and teachers can deliver instruction with minimal disruptions. Practices include the following:

- PBIS team meets monthly to determine revisions for procedures or training that may be needed.
- Expectation posters are displayed throughout the school and referenced by all teachers in all areas of the school community.

- Class Dojo is used in all classrooms and resources to validate positive behavior inside and outside the classroom; providing a visual reinforcement that is understandable to all age groups and is also a communication tool with families.
- The school resource officer is visible in the building and is available to provide safety support.
- Anti-Bullying Awareness Month is promoted by the school counselor through classroom grade-level lessons, along with weekly lessons on similar topics. (First week in May)
- The school also highlights students once a month, allowing peers to be recognized as a classmate exhibiting appropriate school-wide expectations.
- Restorative practices are implemented to peacefully problem-solve between those that display harmful actions and those that are harmed by the actions in order to resolve the situation by repairing relationships. In each classroom, hula-hoops are used as a hands-on strategy for students to lead discussions towards independent social problem-solving. This fall, administration, guidance and classroom teachers will be given researched-based PD on restorative practices.
- The PeaceBuilders Pledge is recited during daily announcements and the guidance counselor conducts lessons about being mindful, peaceful, positive, and behavioral choices supporting the expectations.
- School/district experts are contacted to provide additional behavior support to teachers through extensive intervention strategies and target students requiring individual mediation, as needed

VIII. Title I Schools

TITLE I PARENT/FAMILY ENGAGEMENT

Parent/Community Engagement Needs

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

During the 2018-2019 school year attendance at school-based activities varied. On August 28, 2018, we held our Back to School/Title 1 Night at school. There were 191 family members in attendance to meet their new teachers and learn about the school's Title 1 plan. On August 30, eighteen parents attended Pre-K orientation, during this time, Mrs. Kyle shared with parents routines and expectations for the upcoming school year. She also answered questions parents had about PreK. During the week of September 20, grandparents were invited to visit classrooms during a lesson. At this time, teachers shared information about what was being learned in the classroom and addressed how

grandparents could help children at home. October 2nd was the first Parent Conference Day, 193 parents came to review School Parent Compacts, find out about their child's progress and share concerns. First grade hosted a Gingerbread Day STEM event in December, thirty-nine parents came to help children construct gingerbread houses. Other grade-level STEM activities were held throughout the year, fifty-seven families attended these activities. On January 8, Books Before Bedtime was held for students in Pre-K through Grade 2, twenty-one parents learned about topics relevant to their grade levels including, phonemic awareness, vocabulary, and strategies to use when reading with children. On Jan. 10, Mrs. Jodi Stanton, Reading Intervention Specialist, conducted a Fun with Letters Program for Pre-K parents. This program provided parents with information and activities they could do to help their children learn their letters, and information was shared regarding volunteering. This program was offered in the morning and again in the afternoon, but still, only 4 parents attended. From January 14 through January 18, 70 parents attended ELA week presentations. During these days, teachers shared information about the reading program with parents. Math Game Night occurred on January 19, 42 parents and children attended the event. Parents learned games to play with their children that will reinforce concepts being taught in the classroom. The week of February 4-8, parents were invited to sit-in on a math lesson and learn about ways they could help at home to strengthen math concepts for their children. March 4th was the second Parent Conference Day, one hundred two parents visited school on this day to find out about their child's progress and to express concerns. The end of the year Title 1 meeting was held on April 20 with six individuals in attendance. PreK and Kindergarten orientation were conducted on May 29 and 30, nineteen parents attended the Pre-K meeting, while 27 attended the Kindergarten meeting. Our goal at George's Creek is to identify activities parents would like to take part in and increase attendance at all parent/family engagement activities.

Parent Advisory/ Title I Parent Committee 2019-2020

Name	Grade Level Representation	Position
Shannon Moyer	Pre-K	
Chantae Hawkins	Kindergarten	
Jessica Muessen	First	PAC Representative
Jenna Wilhelm	Second	
Patricia Guinn	Third	

Sarah Dersin	Fourth	
Renee Garlitz	Fifth	
Delsie Fazenbaker		Family Engagement 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.**

GEORGE'S CREEK ELEMENTARY PARENT / FAMILY ENGAGEMENT PLAN

Expectations

As a schoolwide Title I school, George's Creek Elementary School's Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Section 1116 Every Student Succeeds Act of 2005.

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

I – Shared decision-making opportunities

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/family engagement activities

V – Activities that promote a positive environment of high expectations shared by home and school

George's Creek Elementary School accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school-level Parent /Family Engagement Plan with the district's Parent/Family Engagement 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 goals on MCAP 2020.

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 (SIP)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. Parents are invited in a variety of ways to provide input into the plan.	Ongoing	Tara Fazenbaker , Principal Jenny Ramsey, Assistant . Principal Jodi Stanton, SIT Chair Delsie Fazenbaker, Family Engagement Coordinator

➢ The SIP is available for parent review and input at any time.	A synopsis of the SIP is shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	Dec. 2019	Jenny Ramsey, Assistant Principal
➢ The Parent/Family Engagement 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. The School Improvement Team (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 the SIT for approval.	May, 2019	Tara Fazenbaker , Principal Jenny Ramsey, Assistant Principal Jodi Stanton, SIT Chair Delsie Fazenbaker, Family Engagement Coordinator
➢ The Parent/Family Engagement Plan is distributed to all parents.	A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.	Dec. 2019	Tara Fazenbaker , Principal Jenny Ramsey, Assistant Principal
➢ With parents, develop a written School Parent 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 School Parent Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval.	May, 2019	Jenny Ramsey, Assistant Principal Delsie Fazenbaker, Family Engagement Coordinator

Allegany County Public Schools
2019-2020 School Improvement Plan

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/family engagement.	Information is shared by powerpoint presentation. Title I Budget Stipends: $986.80 Snacks:	August, 2019	Tara Fazenbaker, Principal; Jenny Ramsey, Assistant Principal
III. Building Parental Capacity ➢ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments. ➢ Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	Grade level expectations are distributed to parents in the fall. Teachers discuss expectations with parents during conferences, Back to School/Meet the Teacher events, and/or during classroom visitation activities. Information about testing is also distributed to parents at appropriate times. The following events are planned for this school year: ● Grandparent's Week: Math Focus Title I Budget Materials: $740.10 ● Monster Math Game Night: Math Focus Title I Budget Stipends: $740.10 Materials: $269.90	Ongoing Week Of: Sept. 16-20, 2019 Oct. 22,2019	Tara Fazenbaker, Principal; Jenny Ramsey, Assistant Principal; Teachers Tara Fazenbaker, Principal; Jenny Ramsey, Assistant Principal; Teachers Tara Fazenbaker, Principal; Jenny Ramsey, Assistant Principal; Teachers

	● Books Before Bedtime: Reading Focus Title I Budget Stipends: $246.70 Materials: $200.00	Dec. 10, 2019	Tara Fazenbaker, Principal; Jenny Ramsey, Assistant Principal; Teachers
	● Fun with Letters: Reading Focus Title I Budget Materials: $200.00	January, 2020	Jodi Stanton, Reading Intervention Specialist
	● Science Fair: Science Focus Title I Budget Stipends: $888.12	March 17, 2019	Julie Baker, Todd Snyder, Megan Mathews, Megan McKenzie, Kate Alkire, Bobbie Kirkwood, Diane Sipple, Any Stevens, Juliet Turner, Media Specialist; Kayla Jackson, Special Education Teacher
➢ Educate school personnel on how to work with parents as equal partners in their child's education. ➢ Coordinate and integrate programs to increase parent	Input from parents is gathered at parent events by activity evaluations and parent surveys. The results are shared to improve future events. Parent members of school teams attend meetings and provide input. The following programs provide opportunities to increase parent/family engagement: **Parent Advisory Council** meets monthly. Parents	Ongoing	Tara Fazenbaker, Principal; Jenny Ramsey, Assistant Principal; SIT Team; Delsie Fazenbaker, Family Engagement Coordinator

involvement such as the Judy Center and other community resources such as the Health Department, Library, Head Start, Striving Readers Grant, Local After School Program, MD Extension, YMCA, etc.	discuss information received at the ACPS PAC meeting and meet with teachers to discuss educational matters.	Monthly	Tara Fazenbaker, Principal
	Allegany County Public Library: Provides evening and summer programs for all students in our community.	Ongoing	Tara Fazenbaker, Principal
	Allegany County Health Department: Provides school health services to our students.	Ongoing	Tara Fazenbaker, Principal
	Head Start: Provides early childhood education to eligible 3 and 4-year-olds, joint Kindergarten registration	Ongoing	Tara Fazenbaker, Principal
	Frostburg Rotary: Provides student dictionaries to grade 3 students.	Fall, 2019	Tara Fazenbaker, Principal
	Goodwill Fire Department and the Midland Fire Department: Presents fire safety lessons and demonstrates a car extraction for all students following an emergency egress drill.	Oct. 30, 2019	Tara Fazenbaker, Principal
	Lions Club: Vision screening for PreK students.	Oct. 1, 2019	Tara Fazenbaker, Principal
➢ Ensure information is presented in a format and/or language parents can understand.	All written communication is drafted in a parent-friendly format. Tuesday folders are sent home for important announcements.	Ongoing throughout the year	Tara Fazenbaker, Principal

➢ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.	Assignment notebooks are sent home daily. The school website is updated regularly and available to provide information to parents. The telephone system is used to remind and provide parents with information in a timely manner. Parents can access the online gradebook, to keep up with student grades. Communications with parents are designed to be parent-friendly. Blackboard Connect mass notification phone calls, texts, and emails enhance communication with parents. Translated documents are provided on an as needed basis. Reasonable requests for transportation and childcare may be provided.	Upon request	Janell Lamberson, Secretary Tara Fazenbaker, Principal
IV. Review the Effectiveness ➢ The effectiveness of the school's parental/family engagement activities will be reviewed.	Evaluations from parent activities are reviewed and are the basis for changes in subsequent activities. The School Improvement Team reviews the effectiveness of the parental/family engagement activities.	Ongoing	Tara Fazenbaker, Principal; School Improvement Team
V. Joyce Epstein's Third Type of Parent Involvement ➢ Volunteering	Parents are given the opportunity to volunteer in a variety of ways:		Tara Fazenbaker, Principal; Jenny Ramsey, Assistant Principal, Delsie

	Parent Workshops: Parents make instructional materials for use in classrooms.	Ongoing	Fazenbaker, Family Engagement Coordinator; Teachers
	Classroom Volunteers: Parents assist students with special classroom activities. Some volunteers come into classrooms and work on materials needed by the teacher for instruction.	Throughout the year, as requested	
	Outdoor School: Parents volunteer to chaperone Grade 5 students during the week of Outdoor School	Sept. 23-27, 2019	
	Grandparents Activities: Grandparents are given ideas to help students in math when they attend the Grandparent's Day Activities	Sept. 16-20, 2019	
	Parent Conference Days	Oct. 7, 2019; March 9, 2020	
	Guest Readers: Parents and Grandparents volunteer to read to their child's class throughout the year	Throughout the year as scheduled	
	Book Fair: Parents are invited in to help students shop and to assist Mrs. Turner with the fair.	Fall, 2019 and Spring, 2020	
	School Leadership Teams: Parents are invited to participate on School Leadership Teams and to attend the monthly meeting to provide feedback and suggestions to the teams.	Ongoing	

	Classroom Activities: Parents are invited to a variety of activities throughout the year.	Throughout the year as scheduled.	

IX. Professional Community for Teachers and Staff- Standard 7

Allegany County Public Schools

2019-2020 School Improvement Plan

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a critical feature of the school improvement effort. What school based professional learning will be/has been coordinated this year to address your school's achievement gaps?

1. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Social and Emotional Learning	Fall 2019 Faculty Meetings	All Faculty	Teachers will develop and demonstrate an understanding of Social Emotional Learning in order to support student learning.	Teachers will incorporate various evidence-based strategies to foster supportive relationships with students. This will help students develop the basic social and emotional skills needed to participate in the classroom as well as preparing them to be productive members of society.	Observations during walk-throughs. Discipline data will be discussed during PBIS team meetings and grade-level team meetings.
2. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom

MCIE Team Meetings and Grade Level Planning Meetings with County Special Ed. Staff	Monthly Leadership Meeting and Quarterly Team Meetings	All Grade Level and Special Education Staff	Deliberate planning of instruction for support of all students, especially special Education Students	Identifying students who need support Modifying grade levels skills to support student needs. Grouping of students to maximize learning.	Benchmark data, Unit Tests and observations will be discussed in team meetings.
3. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Book Study, Hear Our Cry, Boys in Crisis by Paul Slocumb, Ed.D>		All Teachers	Awareness of normal male behaviors. Supplying resources that boys lack at home and providing a support system. Modeling	Explore the factors that place boys in crisis situation. Discover real-lie answers to male dilemmas, and grasp the need for better communication tools for males.	Observations and by analyzing male discipline data and root causes of incidents

X. Management Plan

Allegany County Public Schools
2019-2020 School Improvement Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.

   A hard copy of the plan will be stored in the office and an electronic copy will be stored on the school's server. Faculty and staff will review the plan during staff meetings. Any changes or additions made to the plan will be shared with faculty and staff during staff meetings.

   Dates for sharing the plan will be: Nov. 7, 14, and 21 and Dec. 3

   Additional dates will be determined when changes and/or additions need to be made to the plan.

   School Improvement Team meeting dates: Nov. 15, Dec. 5, Jan. 10, Feb. 7, March 5, April 17, and May 8

2. How will the plan be shared with parents and community members? Please include approximate dates.

   Components of the School Improvement Plan will be shared with the parents and the community in a variety of ways. These will include presenting the plan at the Back to School Night and Title I Parent Information Meeting, being delivered through the school newsletter, available for viewing in the school handbook, and providing access with various school communications sent home in the Tuesday folder. The plan can also be accessed via the school website and the Allegany County Public Schools website. The SIT encourages a community member and parent representative to be in attendance at regular meetings to assist with the communication of the plan.

   Dates for sharing: Fall Newsletter, Nov, 2019; Winter Newsletter, February, 2020; Spring Newsletter, April, 2020, Parent Information Meeting in May

   Dates for Community Sharing: Various dates as meetings are scheduled, quarterly newsletters

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

   Teachers will be responsible for planning and implementing evidence-based strategies that address the initiatives mentioned throughout the School Improvement Plan. Teachers will assess and monitor student performance by analyzing data after assessments are given. Upon completion of data analysis, teachers may need to adjust instruction and small groups. Teachers serve on the various teams that assist with planning and implementing these school-wide initiatives.

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

Student data for ELA and Math be collected. Benchmarks for ELA and Math will be analyzed and documented on grade-level performance chart. These charts will be used for discussions at team meetings and then shared with the SIT. In addition, ELA weekly assessments and student responses as well as bi-weekly assessments form Scholastic News will be given and collected for analysis. In math the grade-level End of Unit assessment Form A will be given as a pretest to assist with identifying students who need additional help during instruction of the unit. Monthly tasks and the end of the unit assessment will also be given. Once these have been completed, Jamie Clark, Math Specialist will meet with teams to assist in analyzing data. Grade-level data charts will be completed by teachers to indicate the students who have mastered a concept and those who need additional instruction. These charts will also be shared at SIT meetings. During science, teachers will utilize assessments that are found within the Mystery Science and FOSS materials. These assessments will also be analyzed to chart student performance.

Assessment data relating to the principal's SLO will be analyzed as well. Mid-point data for SLO's will be discussed during SLO conferences. This data will also be shared at SIT meetings.

DIBELS data is reviewed after each administration by classroom teachers and the reading interventionist. During data meetings, teachers will identify students who may need additional help outside the classroom. Teachers will also identify those students who need to work in small groups on various skills to improve their benchmark performance. Teachers will also complete data cycle charts which will allow them to identify classroom activities they can incorporate to improve student skills. The chart will also allow teacher to set goals for the next administration. After data is reviewed and discussed, intervention groups may or may not be adjusted based on based on student performance.

Reading Inventory results are reviewed after each administration by classroom teachers. The results are used to help determine what programs and/or evidence-based strategies are being implemented with success. The results will also be used to help make adjustments to groups if needed.

Discipline data is reviewed by the PBIS team and then shared with the faculty. This data is used to help determine the students who may need additional Tier 2 or Tier 3 behavioral intervention support.

5. How will administration monitor the plan?

   Using the School Improvement Plan as the guide, the principal and SIT team will monitor and update its implementation in conjunction with the entire faculty and staff. Each grade level team will disaggregate milestone data quarterly. Data will be reviewed by faculty, during team meeting with the Principal and then a representative from each grade level will share with the SIT team. The principal will be responsible for monitoring the instructional plans of teachers to confirm alignment with the state standards. Routine formal and informal classroom observations will be completed to determine that initiatives are evident at the classroom level.

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

   Central Office Staff continues to play a crucial role in writing and developing the School Improvement Plan. They also attend monthly meetings at the school. Central Office Staff reviews the School Improvement PLan and offers assistance with plan implementation.

Allegany County Public Schools
2019-2020 School Improvement Plan

Allegany County Public Schools

2019-2020 School Improvement Plan

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
Tara Fazenbaker	Principal
Mindy Wilkinson	Community Representative
Brandi Eakin	Community Representative
Christy Kidwell	Parent Representative
Jessica Muessen	Parent Representative
Jenny Ramsey	Assistant Principal
Delsie Fazenbaker	Family Engagement Coordinator
Kim Kyle	Pre-K Teacher
Tara Ruby	Kindergarten
Nancy McGowan	First Grade Teacher
Jamie Metz	Second Grade Teacher
Diane Sipple	Third Grade Teacher
Megan Mathews	Fourth Grade Teacher
Julie Baker	Fifth Grade Teacher
Kayla Jackson	Special Education Teacher
Jodi Stanton	Reading Intervention Specialist, SIT chair