

Allegany County Public Schools
2024-2025 School Improvement Plan for Title I Schools

School: George's Creek Elementary

Principal: Shannon Green

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I. INTEGRATED EDUCATIONAL FRAMEWORK

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A. VISION, MISSION, AND CORE VALUE

Mission Statement

The mission of George's Creek Elementary is to guide and support students to use higher level thinking and work to solve real world problems, independently and cooperatively. While providing a safe and nurturing learning environment, we will also work to build strong partnerships between school, families, and community members, in order to develop college and career ready students.

Vision

At George's Creek Elementary, we will work to increase student achievement and engage parents and the community in order to build strong relationships which promote learning. We will strive to provide a safe and nurturing environment, which recognizes and celebrates achievements and successes.

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Core Values

George's Creek faculty and staff will work hard to:

- build a strong partnership between school, families, and community members
- provide a safe and nurturing environment
- maximize the intellectual, personal, and social potential of our students

School Motto:

GC is the place to be!

B. SCHOOL CLIMATE AND CULTURE

Climate

George's Creek Elementary has a positive school climate that:

- Nurtures the social and emotional well-being of all students so they feel safe
- Promotes positive interactions among all members of the school community in order to create an atmosphere of acceptance and support
- Strengthens relationships with all stakeholders so that our school community can thrive
- Recognizes that physical safety and emotional well-being are critical for student growth
- Contributes to the development of students emotional and intellectual development so that students can become productive members of society

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Culture

George's Creek Elementary strives to have a strong and positive school culture by

- Creating connections and interactions with all members of the school community
- Sharing fundamental beliefs that promote collaboration, hard work, and open communication
- Fostering an atmosphere of mutual respect among all stakeholders
- Celebrating achievements and recognizing efforts of students and staff
- Engaging parents in meaningful conversations and activities

II. SCHOOL DEMOGRAPHICS

Number of years the principal has been in the building? 3

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		20	20
Itinerant staff		10	10
Paraprofessionals	4	3	7

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Support Staff		5	5
Other		13	13
Total Staff	4	53	57

B. Student Demographics

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Table 2	
SUBGROUP DATA	2024-2025 COUNT
American Indian/Alaskan Native	≤10
Hawaiian/Pacific Islander	≤10
African American	≤10
White	259
Asian	≤10
Two or More Races	≤10
Special Education	52
LEP	≤10
Males	147
Females	125
Gender X	≤10
Total Enrollment	272

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FARMS Rate (2022-2023)	83.76
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Special Education Data 2024-2025 School Year (Sept 30 data)

Table 3					
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Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability		06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	3	14 Autism	2
04 Speech/Language Impaired	19	09 Specific Learning Disability	13	15 Developmental Delay	15
05 Visual Impairment		10 Multiple Disabilities		TOTAL COUNT	52

III. ATTENDANCE

Table 4a	2022-2023	2023-2024
Grade Level – School Level	Attendance Rate	Attendance Rate
All (Excluding PreK & K)	91.0%	92.1%
Grade 1	90.2%	90.8%
Grade 2	90.2%	91.3%
Grade 3	91.9%	93.0%

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Grade 4	91.8%	92.4%
Grade 5	91.4%	93.4%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024
All Students	90.2%	91.2%
Hispanic/Latino of any race	78.3%	91.5%
American Indian or Alaska Native	N/A	N/A
Asian	93.9%	85.6%
Black or African American	94.5%	N/A
Native Hawaiian or Other Pacific Islander	N/A	N/A
White	90.3%	91.2%
Two or more races	85.0%	90.6%
Male	89.7%	91.1%
Female	90.8%	91.4%
EL	N/A	N/A
Special Education	88.3%	90.4%
Free/Reduced Meals (FARMS)	89.1%	90.4%

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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.

As a school, all grade levels are still below the 94% target. Percentages range from 90.8 to 93.4; and growth is ranging from 0.6% to 2.0% depending on the grade band.

The following subgroups are also below the 94% target, but have seen growth since the 2022-2023 school year as shown in the table.

Subgroup	2023-2024 Attendance Percentage	Growth
Hispanic/Latino of any race	91.2%	+1.0%
White	91.2%	+0.9%
Two or more races	90.6%	+5.6%
Male	91.1%	+1.4%
Female	91.4%	+0.6%
Special Education	90.4%	+2.1%
Free/Reduced Meals (FARMS)	90.4%	+1.3%

Since all subgroups are below the 94% target, all students will be targeted in order to improve attendance.

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

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Strategy	Timeline
Attendance is Important Messaging	<p>Beginning of the Year: Parents are reminded about the importance of being in school at the annual Back to School Night where teachers share what a student misses if they miss a day.</p> <p>Newsletter Communication: A graphic showing how many hours of instruction is missed when a student misses a day to a week and more is shared throughout the year.</p> <p>Phone Calls Home: Daily automated phone system calls go out to anyone absent. If a student is absent for several days and no communication has occurred a staff member will reach out to the family asking if they need assistance.</p> <p>Attendance Meetings: Are conducted as needed and as a follow-up to Pupil Services Team meetings. A letter is sent home to parents notifying of attendance concerns and PPW and Principal schedule attendance meetings with parents when needed.</p> <p>Bulletin Board: A bulletin board featuring all classroom teachers racing to the finish line is located outside the gym doors so all students have the</p>

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	<p>opportunity to view it on their way to the gym. The race cars move ahead for each day the class has 0 or 1 person absent.</p> <p>Posters- Posters are hung outside the main entrance doors reminding of the importance of attendance on academic success and achievement.</p>
Attendance Incentives	<p>MONTHLY: At the end of each month students who have had “Perfect Attendance” for the month will be placed in a random drawing to participate in a monthly trip. Students will not know the incentive until winners are announced at the beginning of the new month. Incentives may include a trip to Mr. Toad’s Pottery, Polar Express Train, Bowling, and others.</p> <p>END OF THE YEAR: Students are recognized and awarded a gold (100%), silver (99-97%) OR bronze (96-94%) level prize for their attendance.</p>
Attendance Works Resource	<p>Attendance Works is a resource that provides handouts to parents. These are sent home and address the importance of good attendance. There are also posters and banners available that we have hung in the main entry of the school. These are reminders of the importance of good attendance.</p>

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Chronically Absent

Chronically absent is defined as missing 10% or more of days enrolled in a school year.

MD Report Card reports students NOT chronically absent.

Table 5	2022	2023	2024
Not Chronically Absent (percentage)	56.20%	61.2%	64.9%
Not Chronically Absent (student count)		157	163
Report Card Points Earned	4.5	1.5	3

Habitually Truant

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

Table 6	2022	2023	2024
Habitually Truant (percentage)	1.33%	0.85%	0.46%
Habitually Truant (student count)	3	2	1

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

The Pupil Services Team meets weekly every Thursday to monitor students in danger of becoming habitually truant. Attendance meetings will be held with parents of any students identified as moving toward

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and possibly meeting the criteria for becoming habitually truant. Individual attendance plans are written for these students as well as check in/check out, mentors, incentives such as reading the morning announcements when attending, are all possible attendance interventions for students in this category.

IV. GRADUATION RATE – High Schools Only

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2021-2022	2022-2023	2023-2024
Total Referrals	158	97	98
All Suspensions	5	6	9
In School	2	1	0
Out of School	3	5	9
Sexual Harassment Offenses	0	0	2
Harassment/Bullying Offenses	0	1	0

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. If your school is on the watch list or fully disproportionate, also complete numbers 3 and 4 in this section.

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Our referrals have decreased since the COVID virtual instruction period. Our PBIS program and mental health supports have contributed to this decrease. Resources for teachers are introduced/reintroduced during PD sessions at the beginning of the school year. Weekly PST meetings utilize the MTSS to address student needs. Schoolwide PBIS programs and tiered interventions will continue to decrease the number of overall referrals. The students who were suspended had Tier II and Tier III plans put in place as well as counseling services.

VI. EARLY LEARNING (Elementary Only)

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

Table 9				
Kindergarten Readiness Assessment				
	2021-2022	2022-2023	2023-2024	2024-2025
	Percent Demonstrated	Percent Demonstrated	Percent Demonstrated	Percent Demonstrated
Language & Literature	33.33%	71.79%	31.00%	Not available
Mathematics	30.00%	35.90%	57.00%	Not available
Social Foundations	73.33%	35.90%	54.00%	Not available
Physical Development	76.67%	69.23%	43.00%	Not available

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

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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”.
 - Co-planning among Kindergarten General Education and Special Education teachers
 - Articulation meetings between Pre-K 4 and Kindergarten teachers to communicate student needs
 - Identify students at risk in weekly faculty meetings in order to provide support from school counselor, mental health worker, and social worker to support students in their physical and social development
 - Invite PreK and Kindergarten parents to family engagement activities especially those focusing on literacy
 - Provide early learning activities throughout the school year and summer to prepare students to transition to Kindergarten
 - Encourage participation of PK3, PK4, and K students in summer school program and/or ESY program
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 to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.
 - Experiences for background knowledge
 - Opportunities for listening and speaking

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- Continual immersion in print
- Multiple means of instruction: kinesthetic, visual, and auditory
- Phonemic Awareness Program for all Pre-K and Kindergarten students
- Guidance lessons for Pre-K and Kindergarten students
- Development of lessons for active engagement and implementation of principles of UDL in all circular areas
- Use of ELA and Math assessments in Pre-K and Kindergarten
- DIBELS and progress monitoring for students in Kindergarten
- Activities/Lessons from Phonemic Awareness Program for Pre-K and Kindergarten students
- Use of collaborative learning tasks daily to enhance learning and build social skills
- Flex groups for math
- Incorporating technology
- Incorporating movement into math lessons: interactive songs and musical math DVDs
- Math Talks
- Hands-on activities in math
- Take home math activities
- Independent math practice
- Send a letter home detailing information and resources about how parents can help with math at home

Data that will be collected to show that the best practices have been effective are:

- ELA and Math assessments

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- DIBELS 8th Edition benchmark and progress monitoring

VII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ART

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 increase proficiency rates of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

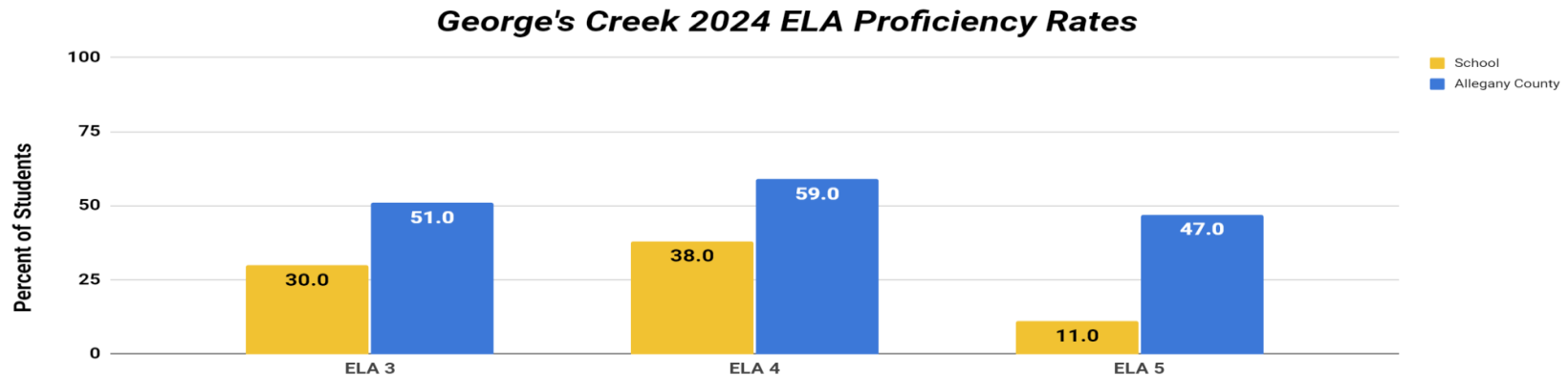
MD Report Card Data (to be filled in after the release of 2024 Report card in December)

Points for ELA Proficiency out of 5 = 1.3

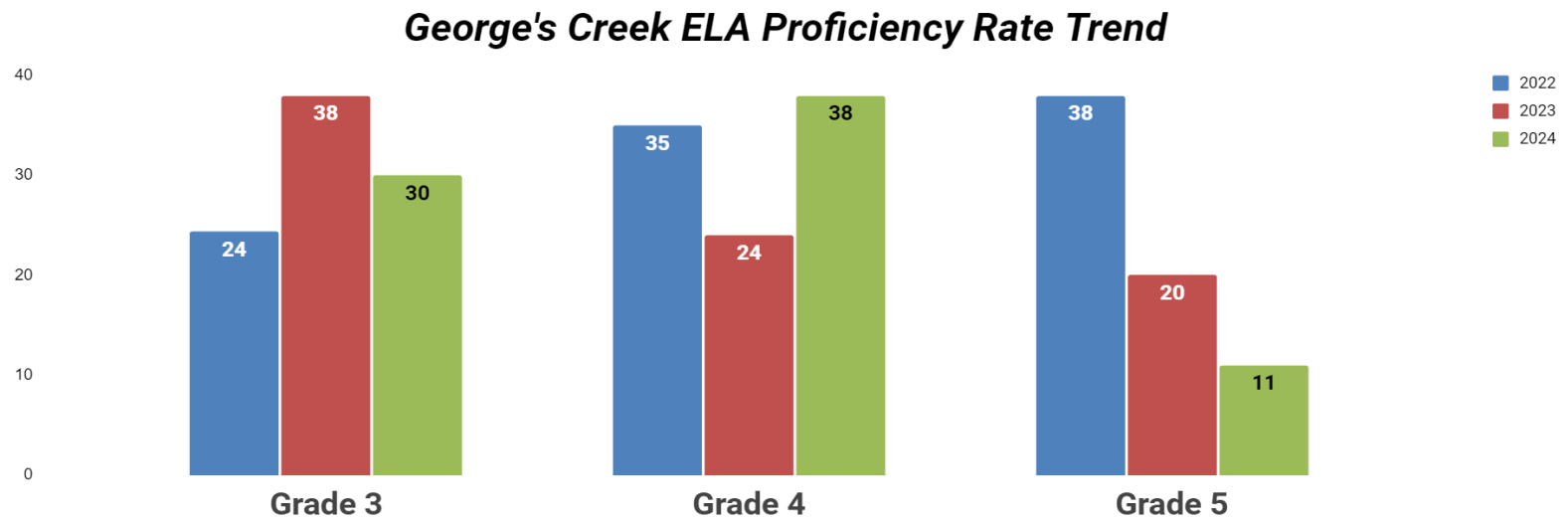
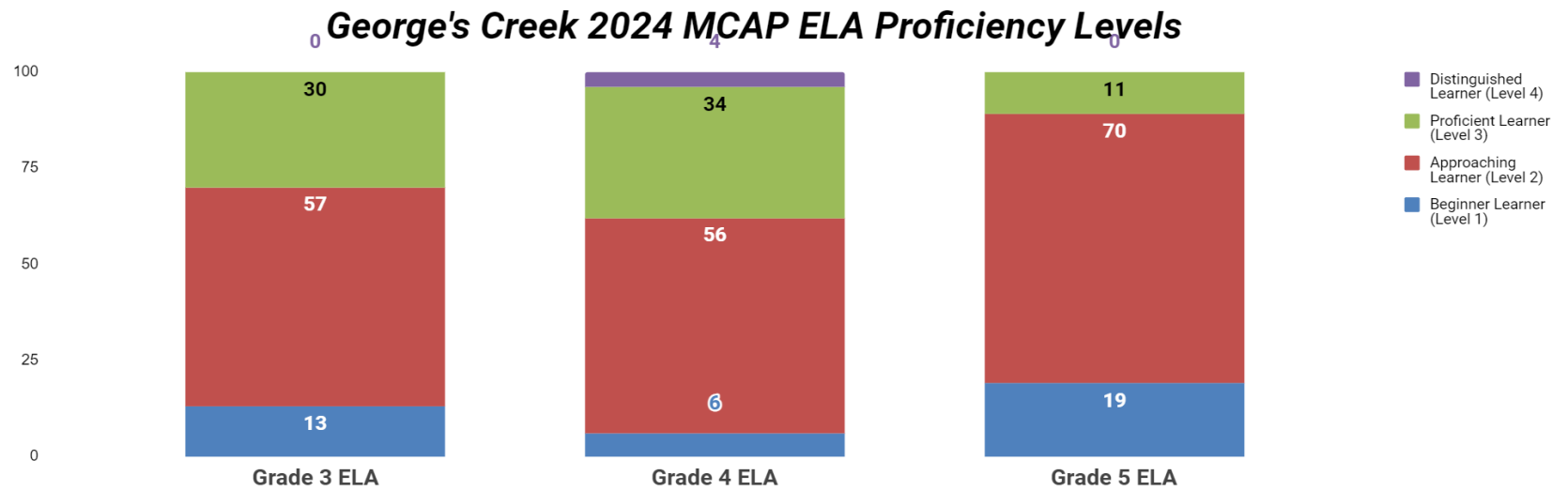
Points for ELA average levels out of 5 = 2.7

Points for ELA Growth out of 12.5 = 4.5

1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

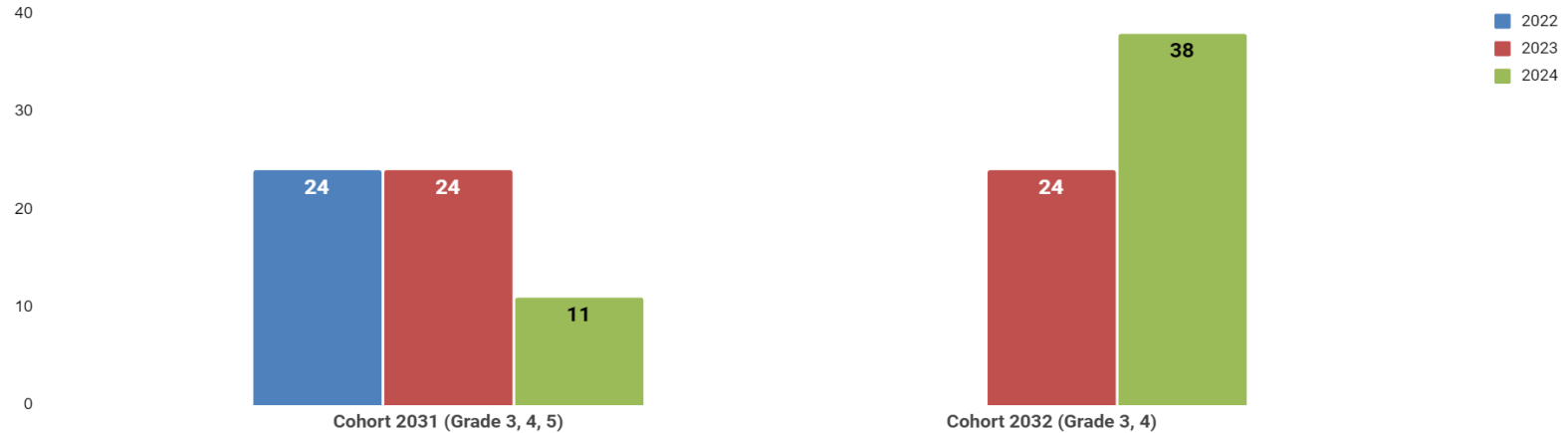


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George's Creek ELA Cohort Proficiency Growth



2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Reading Informational Text- Grades 3, 4, & 5
Focus Area Goal	All grades were below the ACPS proficiency rates in ELA. Our goal is to increase this proficiency at all three grade levels. Students will increase performance on MCAP in each grade level by at least 10%. The proficiency rate in grade 3 ELA will increase from 30 to 40%, grade 4 will increase from 38 to 48%, and grade 5 will increase from 11 to 21%.
Root Cause(s):	<ul style="list-style-type: none"> *Consistency of small group instruction in all grades/classrooms. *The need to strengthen the text based questioning, especially during the reading of informational text, to include more opportunities for students to engage in discussion with each other to express their understanding of the ideas, arguments, or information in the text. *Not maximizing resources available for teaching informational text (Scholastic News; NewsELA; ReadWorks, CKLA). *More opportunities needed in comparing and contrasting important details in two texts of the same topic. *Attendance- all three grade levels are below the 94% attendance goal.
Focus Content Standard(s):	RI.5.2- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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	<p>RI.5.3-Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.4.3-Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.3.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.9- 9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
Barriers:	<p>*Student attendance concerns</p> <p>*Continued need for increased collaborative planning time for teachers with Literacy Coach</p>
Needed Resources:	<p>*Continued and even increased time for focused/guided team planning with Literacy Coach for an extended time to evaluate text dependent questioning and opportunities for student discourse within the CKLA curriculum.</p> <p>*Attendance incentives</p>
Strategies and/or evidence-based interventions:	<p>*Consistently incorporate small group instruction in all classroom</p> <p>*Utilize the Literacy Coach to provide professional development on CKLA and appropriate methods therein</p> <p>*Model lessons provided by Literacy Coach</p> <p>*Time for teachers to evaluate data and implementation of strategies for CKLA</p> <p>*Use of Read Live as an intervention for identified students, as well as opportunities for students to interact with and discuss informational text in enrichment groups during literacy lab instructional time.</p> <p>*Ensuring students refer back to the text through the use of post it notes, highlighting strategies, referring back to page numbers when discussing text.</p> <p>*Promoting an increase in student discourse about the text.</p> <p>*Communicate with parents the importance of attendance and not missing ELA instructional time through newsletter, phone calls, and conferences when necessary.</p>
How will it be funded?	<p>*Title I- books for School-wide Literacy Study, headphones, additional materials to support core reading program and availability of informational text in classroom libraries, subscriptions for SuperStem Magazine - Nonfiction, Generation Genius, additional materials for literacy lab, and supplies and materials for volunteers to create materials of instruction for differentiation</p> <p>*School and county instructional funds to increase informational text in classroom libraries.</p>
Steps towards full implementation with timeline:	<p>*Continued learning walks with feedback given to teachers.</p> <p>*Continued implementation of CKLA program and providing weekly opportunities for student discussions of text dependent questions.</p> <p>*Beginning in January, weekly MCAP practice activities utilize the online format.</p>

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	*Students identified for the afterschool program based on assessment scores will receive additional intervention and instruction four nights per week.
Monitoring Procedure:	<ul style="list-style-type: none"> * Monitoring of planbooks * Minutes from Team Planning/Data Meetings reviewed * Data from ReadLive, NewsELA, ReadWorks. * Walkthroughs by admin and core program consultants and debriefing with feedback given.

ELA FOCUS AREA 2:	Reading Literature-grades 3, 4, & 5
Focus Area Goal	All grades were below the ACPS proficiency rates in ELA. Our goal is to increase this proficiency at all three grade levels. Students will increase performance on MCAP in each grade level by at least 10%. The proficiency rate in grade 3 ELA will increase from 30 to 40%, grade 4 will increase from 38 to 48%, and grade 5 will increase from 11 to 21%.
Root Cause(s):	<ul style="list-style-type: none"> *Attendance- all three grade levels are below the 94% attendance goal. *More consistency is needed of small group instruction in all grades/classrooms. *The need to strengthen the text based questioning to include more opportunities for students to engage in discussion with peers and their understanding of the ideas, arguments, or information in the text to express ideas. *More opportunities needed for independent reading of literature with the opportunity to discuss book selections with peers. *More opportunities needed for identifying figurative language, drawing inferences, and point of view.
Focus Content Standard(s):	RL.5.4- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.4.1- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.3.6- Distinguish their own point of view from that of the narrator or those of the characters.
Barriers:	<ul style="list-style-type: none"> *Student attendance concerns *Continued need for increased collaborative planning time for teachers with Literacy Coach
Needed Resources:	<ul style="list-style-type: none"> *Continued and even increased time for focused/guided team planning with Literacy Coach for an extended time to evaluate text dependent questioning and opportunities for student discourse within the CKLA curriculum. *Diversity of book selections in classroom libraries for independent reading

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	*Attendance incentives
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> *Utilize the Literacy Coach to provide professional development on CKLA and appropriate methods therein *Model lessons provided by Literacy Coach *Time for teachers to evaluate data and implementation of strategies for CKLA *Use of Read Live as an intervention for identified students, as well as opportunities for students to interact with and discuss informational text in enrichment groups during literacy lab instructional time. *Ensuring students refer back to the text through the use of post it notes, highlighting strategies, referring back to page numbers when discussing text. *Promoting an increase in student discourse about the text to increase understanding.
How will it be funded?	<p>Title I- books for School-wide Literacy Study, headphones, additional materials to support core reading program, Novels for literacy focus, additional materials for literacy lab, additional books for classroom libraries, and supplies and materials for volunteers to create materials of instruction for differentiation</p> <p>*School and county instructional funds to increase classroom library selections.</p>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> *Continued learning walks with feedback given to teachers. *Continued implementation of CKLA program and providing weekly opportunities for student discussions of text dependent questions. *Beginning in January, weekly MCAP practice activities utilize the online format. *Students identified for the afterschool program based on assessment scores will receive additional intervention four times per week.
Monitoring Procedure:	<ul style="list-style-type: none"> * Monitoring of planbooks * Minutes from Team Planning/Data Meetings reviewed * Data from ReadLive, NewsELA, ReadWorks. * Walkthroughs by admin and core program consultants and debriefing with feedback given.
FOCUS AREA 3:	Grades 3, 4, and 5 Female students
Focus Area Goal	<p>Males are outperforming female students in grades 3 & 4 with a 6% gap in grade 3, 17% gap in grade 4. Female students in grade 5 declined in grade 5 from 29% to 11% with a 18% decline in the percentage of female students scoring proficient or above on MCAP. Female students will increase their proficiency in math at each grade level by at least 10%.</p>

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Root Cause(s):	<ul style="list-style-type: none"> *Lack of confidence in some female students when answering questions both orally and in writing. *Attendance concerns *Differentiation of instruction to reach the needs of female students consistently across grade levels. *Lack of data analysis by subgroup to monitor more the performance of this subgroup and the gender gap specifically in data meetings.
Focus Content Standard(s):	<p>RL.5.4- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.4.1- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.3.6- Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.5.2- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3-Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.4.3-Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.3.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.9- 9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
Barriers:	<ul style="list-style-type: none"> *Classroom libraries need more high level interest independent reading selections for female students. *Some female students lack confidence during whole group instruction and small groups with male students.
Needed Resources:	Additional high interest book for classroom libraries to promote independent reading of females.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> *Small group instruction with all female groups when possible to promote confidence *Teacher to promote confidence of female students by having students display answers before calling on students and then selecting students to participate who have the correct answer.

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	<p>*Targeted instruction for struggling female readers based on data analysis by subgroup of benchmark assessments.</p> <p>*Collaboration between special education teachers and general education students to promote confidence of female identified students.</p>
How will it be funded?	<p>*Title I- books for School-wide Literacy Study, headphones, additional materials to support core reading program, subscriptions for SuperStem Magazine - Nonfiction, Generation Genius, Novels for Grade 3 literacy focus, additional materials for literacy lab, additional books for classroom libraries, and supplies and materials for volunteers to create materials of instruction for differentiation</p> <p>*School and county instructional funds to increase selections in classroom libraries with high interest for female students.</p>
Steps towards full implementation with timeline:	<p>*Continued learning walks with feedback given to teachers.</p> <p>*Continued implementation of CKLA program and providing weekly opportunities for student discussions of text dependent questions.</p> <p>*Beginning in January, weekly MCAP practice activities utilize the online format.</p> <p>*Students identified for the afterschool program based on assessment scores will receive additional intervention four times per week.</p>
Monitoring Procedure:	<p>* Monitoring of planbooks</p> <p>* Minutes from Team Planning/Data Meetings reviewed</p> <p>* Data from ReadLive, NewsELA, ReadWorks.</p> <p>* Walkthroughs by admin and core program consultants and debriefing with feedback given.</p>

Universal Design for Learning for ELA.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> • Audio materials such as stories on the SMART boards and/or TV display • Technology components: Amplify, Boost,, and Schoology, as well as laptops, SMART boards, and TVs

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	<ul style="list-style-type: none"> • Visuals such as print, photography, video clips, maps, and displaying vocabulary • Kinesthetic activities: dance, movement, gross motor movements, and use of manipulatives for various activities
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge.
	<p>When asked to demonstrate their knowledge, teachers provide students with a variety of choices for showing what they know. These include:</p> <ul style="list-style-type: none"> • 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 <p>When asked to demonstrate their knowledge, students are given a variety of choices for showing what they know. These include:</p> <ul style="list-style-type: none"> • Writing in a journal • Drawing a picture • Activity Mats • Presentations: multimedia, posters, oral • Acting things out • Keyboarding and computer options such as PowerPoint, Canva, and Google Slides

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<p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p style="text-align: center;">Multiple Options for Engagement</p> <p>In order to tap into learners interests, teachers do a number of things to identify these areas:</p> <ul style="list-style-type: none"> • Interest surveys for enrichment groups • Interest inventories for reading materials • Choices for various projects <p>To challenge students appropriately and to motivate them to learn, teachers incorporate the following activities into classroom learning environment</p> <ul style="list-style-type: none"> • Differentiated assignments • Levels of challenge within the choice board • Grouping options: alone, with a partner, small group • ReadWorks and NewsELA articles • Rigorous Questioning <p>In order to engage male/female students teachers do a variety of things including:</p> <ul style="list-style-type: none"> • Choosing books of interest for male/female students • Providing materials that are of interest to male/female students • Choices for various projects
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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 increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

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MD Report Card Data (to be filled in after the release of 2024 Report card in December)

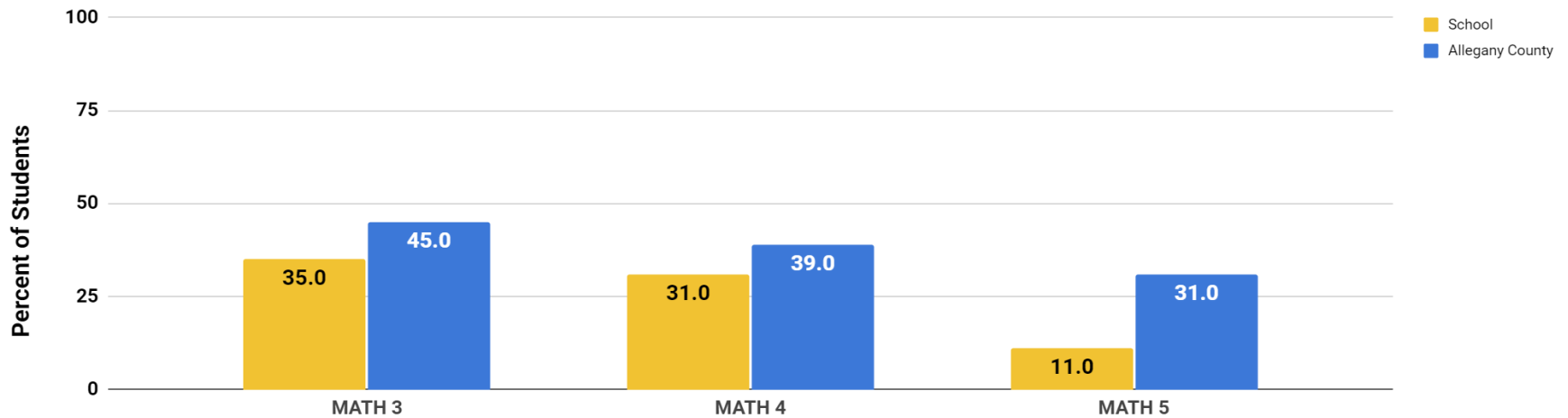
Points for Math Proficiency out of 5 = 1.2

Points for Math average levels out of 5 = 2.6

Points for Math Growth out of 12.5 = 8

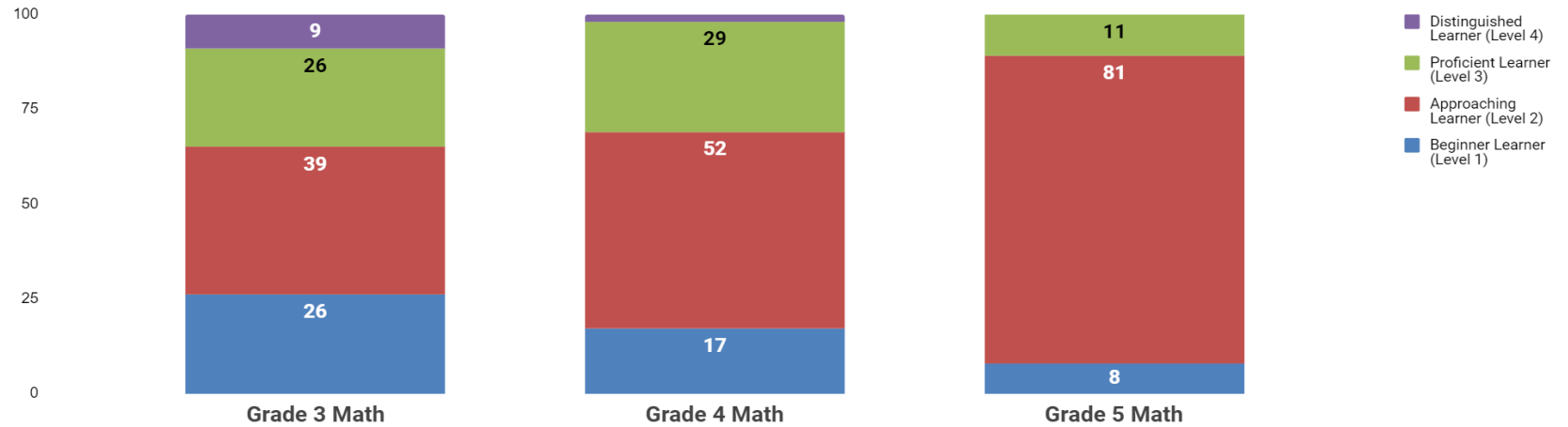
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

George's Creek 2024 Math Proficiency Rates

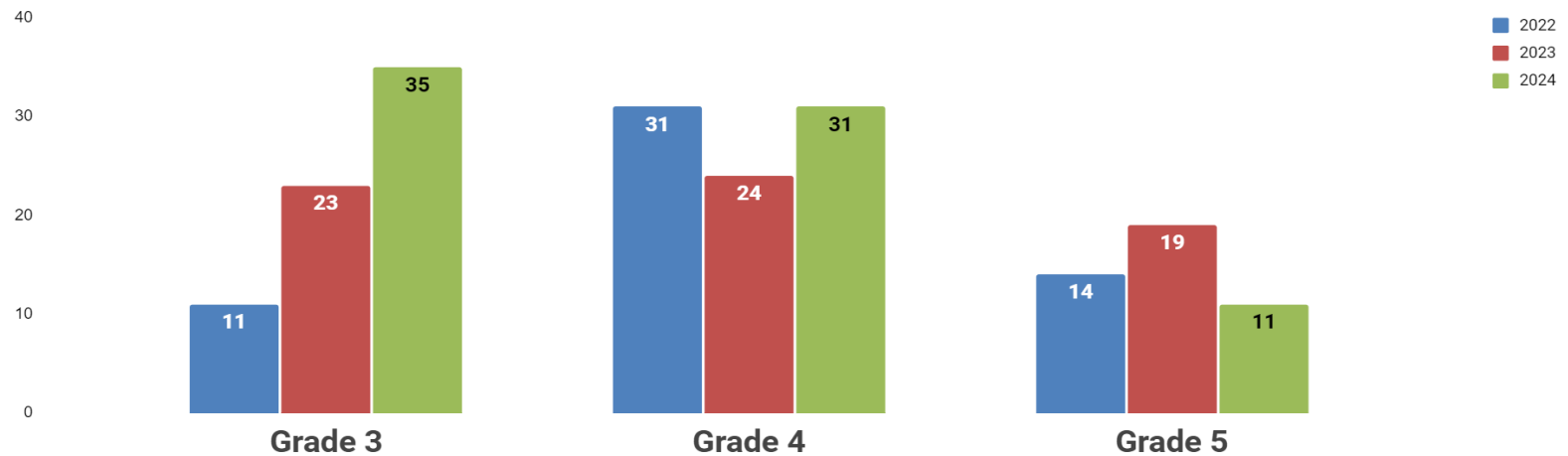


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George's Creek 2024 MCAP MATH Proficiency Levels

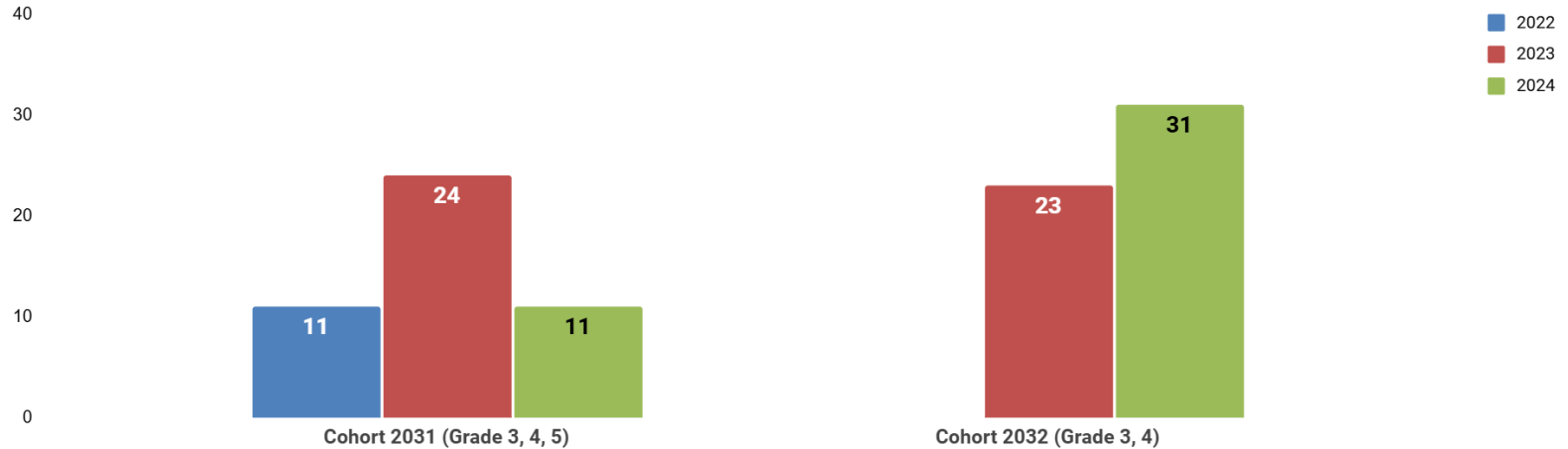


George's Creek Math Proficiency Rate Trend



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George's Creek Math Cohort Proficiency Growth



MATH FOCUS AREA 1:	Grade 5- All Students
Focus Area Goal	Students in grade 5 showed the biggest gap below the county average of proficiency with a gap of 20%. Fifth grade also decreased by 8% of students reaching proficiency or above since 2023. Fifth grade students will increase their proficiency in math by at least 10%.
Root Cause(s):	<ul style="list-style-type: none"> *Need for consistency of math vocabulary in daily instruction *Need for increase in number talk during instruction *Lack of writing responses that use appropriate vocabulary. *Lack of consistency with small group instruction *Attendance concerns
Focus Content Standard(s):	<p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</p> <p>5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or</p>

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	<p>area models.</p> <p>5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
Barriers:	<p>*Vocabulary isn't consistently used throughout instruction</p> <p>*Lack of consistent routines when having classroom discussions and instruction</p>
Needed Resources:	<p>*Time for collaborative planning</p> <p>*Rubric from MCAP used consistently</p> <p>*Writing to be done on a daily basis</p> <p>*Manipulatives</p> <p>*Spiral review notebooks</p>
Strategies and/or evidence-based interventions:	<p>*Incorporate vocabulary into daily instruction consistently</p> <p>*Spiral review items (modeled and/or explained by Math specialist as necessary)</p> <p>*Modeling and correction to enhance and encourage student use of proper vocabulary.</p> <p>*Checking written items for appropriate vocabulary words.</p>
How will it be funded?	<p>*Title I- math manipulatives, headphones, supplies and materials for parent volunteers to create materials of instruction for differentiation, laminating machine, interactive TV's)</p> <p>*School and county instructional funds</p>
Steps towards full implementation with timeline:	<p>*Spiral review from beginning of year.</p> <p>*Discussion at monthly team meetings of progress with student work samples.</p> <p>*Math Specialist available as needed.</p>
Monitoring Procedure:	<p>*Review of data at monthly meetings.</p> <p>*Monitoring of plan books</p> <p>*Continued walk throughs and feedback given to teachers by admin and IReady consultant.</p>
MATH FOCUS AREA 2:	Grades 3, 4, and 5- Female students
Focus Area Goal	Males are outperforming female students in grades 3, 4, and 5 in math. There is a 32% gap in grade 3, 20% gap in grade 4, and a 11% gap in grade 5. The female subgroup will increase their proficiency in each grade level by at least 10%.

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Root Cause(s):	<ul style="list-style-type: none"> *Increase use of math manipulatives and availability to all students. *Confidence building needed for female students in math *Attendance concerns *Data analysis needs to include these subgroups in discussions and monitoring of this gender gap and female students' progress.
Focus Content Standard(s):	<p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</p> <p>5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
Barriers:	<ul style="list-style-type: none"> *Some students have been hesitant to use manipulatives or accommodations when needed because they don't want to appear as if they need help or don't want to be different from their peers. *Confidence among female students has been a concern.
Needed Resources:	<ul style="list-style-type: none"> *Confidence building activities for female students in math. *Spiral review notebooks *More math manipulatives aligned to grade 5 curriculum
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> *Small group instruction with all female groups when possible *Spiral review for all students *Math manipulative kits are given to all students so all students have the same resources and won't appear different if needing to use them *Teachers will have students write responses on paper, post-it notes, white boards etc prior to sharing answers. Then the teacher can preview responses and then call on female students to share the correct answer in order to boost confidence. *Celebrations of success in math for females in small groups
How will it be funded?	<ul style="list-style-type: none"> *Title I- math manipulatives, headphones, supplies and materials for parent volunteers to create materials of instruction for differentiation, laminating machine, interactive TV's *School and county instructional funds

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Steps towards full implementation with timeline:	*Spiral review from beginning of year. *Discussion at monthly team meetings of progress with student work samples. *Math Specialist available as needed.
Monitoring Procedure:	*Review of data at monthly meetings. *Monitoring of plan books *Continued walk throughs and feedback given to teachers by admin and IReady consultant.

Universal Design for Learning for MATH.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Focus Walls ● Videos: LearnZillion, Study Jams and iReady videos: develop sessions ● Number Talks and Talk Moves ● Anchor Charts and interactive notebooks ● Manipulatives, movement activities, and games
<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	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: <ul style="list-style-type: none"> ● Multiple strategies to solve problems ● Number talks and tasks ● Communicators and/or whiteboards ● Math journals ● Show work with multiple tools ● IReady Pathway

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	<ul style="list-style-type: none"> • Digital Assessments and/or Comprehension Checks • Standards Mastery • Fluency Flight • Think sheets and activity mats • Exit tickets
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<p>To challenge students appropriately and to motivate them to learn, teachers incorporate the following:</p> <ul style="list-style-type: none"> • Math talks • Songs and movement • One-eyed Jacks activities • IReady Pathway • Games and math centers • Differentiated groupings • Fluency Flight

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C. SCIENCE

MD Report Card Data (to be filled in after the release of 2024 Report card in December)

Points for Science Proficiency out of 5 = 0.6

1. Update data charts using 2024 data results.

* indicates no students or fewer than 10 students in category

MISA (SCIENCE)	2022				2023				2024				2022 to 2024
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
	%	%	%	%	%	%	%	%	%	%	%	%	+ or - %
Maryland Results	64716	20	50	30	64543	18	48	34	65006	29	47	24	-6%
ACPS Results	589	14	55	31	611	13	53	34	569	20	57	23	-8%
All school students	37	22	59	19	54	15	54	31	36	17	72	11	-20%

FOCUS AREA 1:	Grade 5 Students
Focus Area Goal	The proficiency of all grade 5 students showed a significant decrease in 2024 from 2023 with a decline of 20%. Therefore, the goal is to increase the proficiency attainment of all grade 5 students on MISA by 10%.
Root Cause(s):	*Reading levels of students makes it difficult to read and comprehend assessment questions. *MISA content across multiple grades- reviewing of content from previous years of instruction *Pulling students from science instruction instead of ELA or Math instruction *Attendance concerns *Lack of analysis of science data at data meetings
Focus Content Standard(s):	3.PS2.1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object; 5.ESS.1 - 3.LS.4
Barriers:	*Exposure to MISA type tasks.

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	<ul style="list-style-type: none"> *Grade level vocabulary is above actual level *Students lack scientific reasoning skills and the ability to apply them in real-world situations *Students lack reading skills using text features (graphs, tables, models, charts, footnotes, etc.) to analyze a given problem
Needed Resources:	<ul style="list-style-type: none"> *MISA practice tests *Evergreen as a resource for hands on experiences *FOSS *AgLab to provide additional hands on experience in science across grade levels *Superstem Magazines
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> *FOSS Science *Evergreen Agricultural Program *Generation Genius online resource *Spiral review of content taught across all grade levels.
How will it be funded?	<ul style="list-style-type: none"> Title I, Part A (subscriptions for SuperStem Magazine - Nonfiction, Generation Genius) School and county instructional materials funds AgLab- Grant Evergreen- Grant
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> *Lessons within each standard will be strategically planned to increase performance. *Use Generation Genius to increase performance in each domain *Use vocabulary intentionally and frequently
Monitoring Procedure:	<ul style="list-style-type: none"> *Hands on-experiments *Gathering and analyzing data in team meetings (ongoing)

Universal Design for Learning for SCIENCE.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
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<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<p>Teachers use technology to present information using the following resources:</p> <ul style="list-style-type: none"> ● FOSS web ● Mystery Science ● Generation Genius ● Discovery Ed ● Get Epic ● Scholastic News ● Near Pod ● Video Clips ● Guest Speakers from the Maryland Extension Office and Evergreen Heritage Center <p>Teachers utilize visuals from the following places:</p> <ul style="list-style-type: none"> ● Read alouds from the FOSS Student online e-book ● Real-life Objects ● Video clips from various resources ● Pictures with vocabulary ● Nature/Learning Walks ● Scholastic News <p>Teachers incorporate kinesthetics by doing:</p> <ul style="list-style-type: none"> ● Hands-on experiments <li style="padding-left: 20px;">Field Trips ● Sensory experiments ● Games
<p><i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <p>Students demonstrate their learning when given the choice as to how they will share their knowledge. These choices include:</p> <ul style="list-style-type: none"> ● Interactive notebooks that allow students to: <ul style="list-style-type: none"> ○ Draw pictures ○ Write explanations

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	<ul style="list-style-type: none"> ○ Create models ● Science Centers for students to explore what has been taught ● Completing NearPod lessons ● Utilizing virtual field trips and sensory walks in school ● Written responses to: <ul style="list-style-type: none"> ○ Quizzes ○ Tests ○ Exit tickets ● Choice Boards that include: <ul style="list-style-type: none"> ○ Making a diorama ○ Creating a model ○ Presenting information using technology such as PowerPoint ○ Conducting a demonstration or experiment ● Opportunities to work and discuss with partners or in small groups ● Verbal exit tickets for students who have difficulty putting their ideas on paper
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<ul style="list-style-type: none"> ● Students are given opportunities to work individually, with a partner, or with a small group when completing experiments, STEM or STEAM projects. ● Students play games and learn songs and use movement to help them learn and review concepts. ● Students engage their senses of smell, taste, touch, and hearing throughout the lessons when appropriate. ● Students are exposed to presentations, virtual field trips, and field trips to learn or review concepts. ● Students are asked to complete unit readings from Mystery Science, FOSS, ReadWorks and answer rigorous questions when problem solving and interpreting data. ● Students take part in discussions using data, maps, informative texts, and visuals. ● Assignments are differentiated as well as groups of students when completing assignments.

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	<ul style="list-style-type: none"> Students are able to choose topics related to the unit of study when asked to complete research.
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VIII. MD School Survey Results and Plan

<p style="text-align: center;"><i>Staff Engagement Action Plan:</i> <i>2024 MD Report Card Score out of 3 = 2.4</i> <i>2024 Average Score out of 10= 8.5</i> <i>Projected MD Report Card Score (2025) = 2.4</i></p>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Domain: Instructional Support Topic: Instructional Feedback Average Score 6.12 out of 10
Topic Description:	The degree to which instructional feedback is given to staff in order to provide timely, specific, useful, and appropriate support to improve instruction.
Strategies:: What steps will be taken in order to obtain the desired outcome..	*Administration walkthroughs focused on topics and feedback discussed at team planning meetings and the School Improvement Plan Goals *Curriculum associates, CKLA, and Superkids representatives learning walks and the sharing of feedback during team planning *Collaborative team planning with instructional coaches to identify questions/concerns and give

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	timely feedback, sharing of resources, and modeling of lessons when necessary
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> *Administration *Learning Walks established by Elementary Supervisors *Reading Coach and Math Specialist
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> *Time scheduled for collaborative planning at least monthly *Reading Coach availability- 2 days per week *Math specialist availability- 2 days per week *Administration to schedule frequent walk throughs with time scheduled for follow-up at team meetings
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Progress shown on the spring 2025 Maryland survey results
Timeline: Include dates for implementation of action steps.	2024-2025 School Year
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain: Safety Topic: Substance Abuse Average Score out of 10: 6.58
Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.
Strategies:: What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> *Awareness of the problem and how it is addressed at the school level. Often these details are confidential so addressing the support with staff without offering identifiable information needs to be done to show the support and partnerships with local agencies. *Administration and members of PST discuss and plan for next steps to help with referrals that pertain to this topic and concern.

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Initiative leader and team: Who is responsible and involved in the work?	Administration, school counselors, and SRE are involved in the planning of Red Ribbon week activities, DARE and to offer support for families who are struggling with addictions and student referrals of this nature.
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	This school year GC also has a school social worker who has been able to meet with parents and guardians and do home visits when needed. Both our social worker and the school counselors as well as the mental health counselor have been trained in how to help refer and offer services through local agencies. There continues to be a need for these supports in our school community.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	*Resources and referrals to agencies can be a data point for improving this area. *Documentation through PST can also be used to monitor progress.
Timeline: Include dates for implementation of action steps.	*PST meets weekly *Staff will be updated on services through a Principal PD on January 17, 2025 where our school social worker is going to speak to the services she can offer the families we service.

<i>Student Engagement Action Plan:</i> <i>2024 MD Report Card Score out of 7 = 5.7</i> <i>2024 Average Score out of 10= 8.15</i> <i>Projected MD Report Card Score (2025) out of 7= 4.65</i>	
Primary Area of Need State the Domain, Topic, and Score	Domain: Relationships Topic: Student-student relationships Score: 5.33 out of 10
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.

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Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> *Positive modeling by staff on conflict resolution and socialization skills. *Lessons by guidance counselors once a week from Toolbox curriculum. *Positive recognition through Kindness Wall and Miner Merit student of the month as well as classroom managed Class DoJo to explicitly teach and positively reward positive student - student behavior.
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> *Administration *Counselors *Classroom Teachers *All staff
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> *Class dojo stats as well as numbers from the Kindness Wall and student referral data. *Teachers and staff to reward and engage in positive modeling and reinforce positive behaviors. *SRSS administration and data collection as well as social groups will also be monitored by administration and guidance counselors.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Class dojo stats as well as numbers from the kindness wall and student referral data - data collected quarterly.
Timeline: Include dates for implementation of action steps.	Quarterly data collection-review of plan on January 17th.
Secondary Area of Need State the Domain, Topic, and Score	Domain: Safety Topic: Physical Safety Score: 5.68 out of 10
Topic Description:	The topic describes whether students feel safe from violence (physical and emotional),bullying, and controlled-substance abuse.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	Positive Behavior Intervention and Support (PBIS) initiative school-wide to promote physical and emotional safety for students through the teaching of

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	explicit rules and expectations. The school rules at GC are: Be Safe, Be Responsible, and Be Respectful. Expectations aligned with these school rules are taught and reviewed throughout the school year and reward incentives are put into place for students meeting these expectations. Quarterly Booster Weeks are also held to promote positive examples of these behaviors.
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> *Administration *Counselors *School Staff *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)?	<ul style="list-style-type: none"> *School Counselor- assists with behavior support and teaching of social skills during monthly lessons with a focus on bullying prevention and individual Tier III counseling as needed *PBIS Plan- planned out in the summer and reviewed with staff at opening PD *PBIS Team- monthly meeting *School Staff to assist with teaching and modeling of expectations and Booster Activity implementation *Booster Activity planning and materials *Implementation of Tier III behavior plans when necessary
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> *Office Discipline Referral Data reviewed at monthly PBIS meetings *SRSS Data- collected and reviewed quarterly
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> *PBIS team meetings monthly throughout the school year *Individual and Group Counseling as needed *Quarterly SRSS data collection and review *Tier III behavior plans monitored monthly

IX. MULTI-TIERED SYSTEM OF SUPPORT

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Please insert your MTSS Practice Profile. Be sure the MTSS addresses all parts from the guidance document.

I.

PRIORITY: #1 Tier I and Tier II Behavioral Supports			
PRACTICE: Qualified personnel use research-based strategic/group interventions for students needing Tier II behavior support and behavior supports, in addition to Tier I behavioral supports.			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
Administer Universal Behavioral Screener SSRS Staff PD for Check In-Check out Parent Stakeholder Awareness letters	Teachers Admin.	October, January, May (BOY, MOY, EOY)	Enhance existing knowledge for staff of Universal Behaviors Screener (SRSS) and continued implementation
INSTALLING			
Tier II Behavior Team established and will meet monthly Establish Check in Check out Procedures Parent Communication	Admin. Behavior Team	August 2023 Ongoing	Behavior Team meet to analyze data and Identify students with high and moderate risk Use Fidelity checklist to monitor CICO process
IMPLEMENTING			
Explore multiple research based Tier I and Tier II behavior strategies. Provide coaching as needed	Behavior Team Counselor Admin.	Ongoing	

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SUSTAINING SCHOOLWIDE IMPLEMENTATION			
Evaluate the process. Compare ODRs from last year to SSRS data. Watch for student drops in ODRs. Evaluate interventions with fidelity	Behavior Team Admin.	December/January	What does the data tell us? Evaluate
Notes-			

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I - 259/269 students are in Tier I for PBIS

PBIS Tier II - 7/269 students in CICO for the 24-25 school year

PBIS Tier III - 3/269 students have a Tier III behavior plan

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

*We are maintaining our programs for this school year. Our implementation goal to provide PD on PBIS expectations (BOY PD and staff discipline procedure handbook) as well as PD for new staff on how to score and understand the SRSS

*Title I funded additional materials to support schoolwide social and emotional learning such as Toolkit supplies and materials to create a sensory hallway.

*School funds were used to purchase fidgets for students and sensory items to support Tier III behavior plans/needs of students.

Describe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

CICO mentors follow procedures for Tier III students

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Social groups are formed from SRSS data, Toolbox Lessons and Second Step Lesson are used to guide group according to their needs

XI. Parent and Family Engagement & Federal, State and Local Programs

TITLE I PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT

The Title I School Improvement Plan includes the Title I Four Components requirements. This plan was developed with the engagement of parents and other members of the community to be served and individuals who will carry out the plan including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the extent feasible, tribes and tribal organizations present in the community and if appropriate, specialized instructional support personnel, technical assistance providers, and school staff.

(Reference the sign-off sheet at the end of this plan.)

- How were parents, families, and community members involved in developing the School Improvement Plan?

Parents and families were invited to participate in a Spring Title I Meeting to review the Title I Four Components Plan and to evaluate the effectiveness of the plan to make adjustments for 2024–2025. Parents provide input on key Title I documents such as the parent family engagement plan, the parent and family engagement budget, and the school parent compacts. In addition, parents and family members were invited to a Back to School Night/Annual Title I Meeting on Thursday, August 22, 2024 during which parents were presented information about Title I and were invited to provide input into the plan. Parents are also asked to complete surveys and participate in the school improvement team meetings.

Parents, families, and community members are involved in developing the schoolwide plan by participating in Title I parent meetings multiple times throughout the year. They meet at the annual Title I meeting, in the

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middle of the year, and in the spring. Parents are also asked to complete surveys and participate in the school improvement team meetings

- How were teachers, principals, and other school staff involved in developing the School Improvement Plan?

Teachers, principals, and other school staff are involved in developing the School Improvement Plan. ACPS Math, ELA and Title I Specialists work with the administration to compile data. The Leadership Team composed of teachers and administrators analyze the data to determine strategies and activities to be included in the plan that best meets the needs of students.

TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Title I Funded Strategies to Increase Parent and Family Engagement	Date
Stipends for teachers to plan for and to present to parents beyond the regular school day- Title I Annual Meeting/Back to School Night (and fixed charges)	August 22, 2024
Title I Mid-Year Monitoring Meeting with Parents	January, 2025
Title I Spring Meeting with Parents	May, 2025
Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families. Including translating key Title I documents and parent invitations to parents of English Learners.	Ongoing
Stipends for teachers to plan for and to present beyond the regular duty day. We LOVE Math Night (and fixed charges)	February 13, 2025
Stipends for teachers to plan for and to present to parents beyond the regular duty day. Spring Fling Reading Night (and fixed charges)	April 24, 2025

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Use of Parent Compacts	Parent Conference Days and Ongoing throughout the year
Weekly Volunteer Workshops	Ongoing Thursdays throughout the year or options for take home packets
Title I Family Engagement Coordinator reaches out to engage underserved parents and families, including parents of English Learners	Ongoing throughout the year
The School Community Coordinator collaborates with the Title I Family Engagement Coordinator in planning and implementing parent and family engagement activities.	Ongoing throughout the year
Parents, family members, and community members are invited to participate in decision making teams such as SIT, Leadership, Parent and Family Engagement, PBIS, and others.	August 22, 2025 Spring date TBD
Ready 4K Texting Subscription to Engage ALL PreK 3, PreK 4, and Kindergarten Parents and Families with customized messages, reminders, links to resources, surveys, and more.	Ongoing throughout the year
Parent/Family Engagement – SMORE Interactive newsletter (includes smart links and videos as well as upcoming events and student celebrations) Cost \$79.00	Ongoing throughout the year
Career Day Activity with Parents Invited in as Presenters	May 2025
Use of daily parent/school communication folders to send home important information to families	Ongoing throughout the year

COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL SERVICES AND PROGRAMS

If appropriate and applicable, this School Improvement Plan has been developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition

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programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and CSI and/or TSI activities.

The school and the community provide many additional services for students who are experiencing difficulties. These may include Head Start, nutrition programs, housing programs, violence prevention, adult education programs, career and technical education programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities as well as other safety nets for students as listed in the chart below. 111(d), 1114(b)(5).

Service	Provider	Explanation of Services
Raising a Reader	Pre-K3, Pre-K, and Kindergarten teachers, Dr. Cherie Helmstetter, Early Elementary Programs Specialist	The Raising a Reader program is a reading at home program that provides students and families with bags of books that are rotated each week to promote a love of literacy.
Community Schools	Concentration of Poverty Grant, Autumn Symons	Community schools promote positive, equitable outcomes by providing students and families with the physical and mental health, academic, and extracurricular support needed to thrive.
Judy Center	Samantha Kennedy	The Judy Center provides programs that will give parents the knowledge, skills, and resources to meet their children's basic needs; provides affordable high - quality early childhood programs; provides quality health services, which promote the healthy lifestyle.
ACPS After School Program	ACPS Teachers	ACPS provides After School opportunities

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		to all students
ACPS Summer School Program	ACPS Teachers	ACPS provides Summer School opportunities to all students
Westmar Early Learning Center (WELC)	ACPS	The Early Learning Center provides educational programs and support for PreK 3 and PreK 4 students.
Head Start	Head Start	Head Start provides educational programs to support achievement for preschool students.
Outdoor School	ACPS	ACPS provides Outdoor School to all fifth grade students. Family members serve as chaperones
Western Maryland Food Bank	Western Maryland Food Bank	Provides local churches with food to pack for students' weekend food backpack program.
George's Creek Food Pantry	Community Schools Coordinator- Autumn Symons in conjunction with local churches	Reference point for families who need services.
Health Care	ACPS	The school nurse provides health support to students and families.
Dental Screening	Allegany County Health Department	Students are provided with dental screenings and sealants.
Vision Screening	Lions Club	Lions Club provides the screening and glasses.

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Nutrition Support	ACPS Food Service	ACPS is providing free meals to all families.
Clothing	Social Services	The Safe and Snug Program by Allegany County Social Services provides coats, gloves, and scarves to identified students.
School Supplies	ACPS and various community groups	Schools, through local funding, provide basic school supplies to students, The Stuff the Bus Program also provides school supplies and backpacks to identified students. Faith-based partner: First Presbyterian Church-Lonaconing: Thomas Morgan and Jane Ann McAlpine; First Presbyterian Church-Barton: Thomas Morgan and Barb DeShong; Bethel Holiness Church: David Schoch; Bikers for Christ Church: Russell Blubaugh; Midland Methodist Church: Glenda Morton; Divine Mercy Parish: Alison Lyons provide school supplies.
Social and Emotional Support	Allegany County Health Department, outside agencies	Mental health counselors schedule appointments with identified students.
Social, personal, or academic support	School Counselor	School counselors provide weekly lessons to support the development of character traits, The Dovetail Toolbox, Project Wisdom, Mindfulness, or Second Step lessons.
Behavior Support	Behavior Support Coach	The Behavior Support Coach provides students with time out of the regular

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		classroom to discuss strategies for addressing their behaviors and concerns.
Positive Behavior Support	School Staff	Positive Behavior Intervention and Support Services are implemented schoolwide to assist students in the area of behavior. Positive behaviors are taught explicitly and recognized, providing reinforcement to students.
Check In/Check Out	Assigned Staff Members	Students needing additional behavioral support are identified based on discipline data. They check-in with an assigned staff member at the end of the day. Participating students self-monitor their behaviors using the checklists throughout the school day.
Extended learning time targeting students with low academic achievement	ACPS Teachers	ACPS provides after school and summer school opportunities to all students.
Tutoring Program	ACPS Teachers	ACPS provides tutoring
Differentiated Instruction	ACPS Teachers	Teachers provide differentiated instruction through use of media resources and hands-on learning.
Small Group Instruction	Instructional Assistants Special Education Teachers	Instructional assistants and the special education teachers collaborate with the classroom teachers to meet the needs of all learners in the regular classroom.

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Inclusion in general education classes	Instructional Assistants, Special Education Teachers, Classroom Teachers	Instructional assistants, and the special education teachers collaborate with the classroom teacher to meet the needs of all learners in the regular classroom setting.
Extended Learning time for identified special education students	Special Education Staff	Extended School Year is offered to identified IEP students at various locations throughout the county.
Identification of student areas of need	Teachers Specialists	Diagnostic testing in math and ELA
Literacy Lab Programs	Interventionists, Teachers	FUNdations, Wilson, Orton-Gillingham, RadLive! And other programs are offered based on identified student needs
Math Intervention Program	Math Specialists, Teachers	iRady Math evaluates student needs in math learning and creates a learning pathway for students to follow online.
Opportunities to discuss progress of child	ACPS	Parent Conferences are held twice a year during the school year: October 7, 2024 and March 3, 2025
Assistance to families based on identified needs	Pupil Services Team	The team meets weekly to identify students and/or families in need of services.
Career and Technical Education Programs	School Counselor or assigned staff person or team	Career Days and/pr career activities are held by the school.
Opportunities to address student educational needs	ACPS	PST and data analysis meetings are held to identify student needs and plan

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		instruction.
Drug Awareness	Cumberland City Police and the Allegany Sheriff Department	D.A.R.E. Program is offered to Grade 5 students to increase awareness about the use of drugs and provide strategies to resist the use of drugs.
Assistance to families of young children	Judy Center	The Judy Center and the Infants and Toddlers Program provide monthly literacy programs online.
Resources to support homeless students	Special Education	Title 1 Funding provides homeless students with financial assistance to enable students to remain in the home school, educational programs, acceptable “social-school” activities as well as Title 1-like academic services.
Adult Education Programs	Allegany College of Maryland	The GED program is offered for adults.
Violence Prevention Programs	ACPS	Safety drills are held on a regular basis. School Resource Officers are assigned to schools on a daily basis.
Programs to support healthy living Family Engagement Activities	Maryland Extension Program	Provides healthy living services, financial literacy, nutrition, 4H education, Master Gardening education and support.
Storytime Lessons and book selection	Allegany County Library System- George’s Creek Library	Staff members visit the school to have Storytime with kindergarten. After School Students visit the library monthly for lessons provided by the staff

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		and book selection.
Programs to support local history and healthy living Family Engagement Activities	Evergreen Heritage Society	Provides education and enrichment about local history, healthy living and natural science.

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

Additionally, supervisors hold monthly council meetings. The supervisor of federal programs attends these meetings. During these meetings, principals are given an opportunity to express concerns, clarify questions, and are provided with program and budget updates as well as professional development activities.

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Titles I, II, and IV, and Raising a Reader funding is utilized to supplement the local funding.

XII. Professional Community for Teachers and Staff- Standard 7

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? (Please include Title I funded professional development activities.)

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
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Title I funded articulation meetings to be held beyond the regular duty day (stipends, fixed charges and materials)	May, 2025	K-5 Teachers Interventionists	Evidence based reading intervention (literacy lab) groupings and class rosters will be created	Individual student performance data and groupings	Literacy Lab rosters and classlists
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
Title I funded opportunities School Improvement Team Meetings and quarterly data meetings to be held beyond the duty day (stipends, fixed charges, and materials)	TBD	Leadership Team	Data analysis will be done and the School Improvement plan will be created. Milestones and adjustments will be monitored	The School Improvement Plan will be created and effectiveness will be monitored and evaluated,	Completed School Improvement Plan and quarterly data through the end of the school year including an evaluation of the plan.

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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- "The Teacher Clarity Playbook" by Douglas Fisher, Nancy Frey, John Almarode, Kirstan Barbee, Olivia Amador, and Joseph Assof	Jan. 17th Faculty Meeting and follow up at grade level team meetings	All teachers	*Understanding of Visible Learning Strategies such as creating Learning Intentions as well as Success Criteria. *Implementation of Visible Learning strategies and Success Criteria in daily instruction	*Understanding of how to create Learning Intentions and Success Criteria for effective instruction with the result being student achievement.	The book will be broken up into sections and through the utilization of accompanying informative slides, staff will read each section and complete guided activities led by administration.

XIII. Management 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 the faculty and staff during staff meetings.

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

The plan will be shared with parents and community members by being posted on the school web page, posted on the school's Title I bulletin board (snapshot brochure), and by being made available in both paper and an electronic version in the school office.

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

Teachers will analyze their grade level data and discussions will be held during team meetings. Changes that need to occur based on the data will be discussed at SIT meetings. Necessary changes will be implemented by classroom teachers. Grade level SIT members will share information with their grade level colleagues regarding changes and upcoming activities.

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

Student progress data will be collected during team meetings. It will then be shared and reported to the SIT team at the monthly meeting at which time it will be evaluated to see if the strategies put in place are working.

5. How will the administration monitor the plan?

The administration will monitor the plan by presenting the plan to all stakeholders and making the plan available to these stakeholders as well. The plan will be published on the school webpage and will also be reviewed at monthly SIT meetings for monitoring and updates to be made as needed. Data will be analyzed quarterly and presented at grade level team meetings and will be referred back to the monitoring of the plan during these data analysis meetings as well. Administrators will be responsible for monitoring teacher lesson plans and their alignment to the goals outlined in this plan as well as by conducting learning walks. Routine formal and informal observations will also be conducted by the administration and with feedback aligned to the goals of this plan as well 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?

The Central Office Staff continues to play a crucial role in writing and developing the School Improvement Plan. The Title I school support specialist will provide technical assistance in developing, monitoring and

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implementing the plan by attending meetings, meeting with the principal at least monthly, and by providing assistance as needed.

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School Improvement Plan for Title I School - SIGN OFF SHEET

Name	Signature	Role
Shannon Green	<i>Shannon Green</i>	Principal
Jodi Stanton	<i>Jodi Stanton</i>	SIT Chair/Reading Interventionist
Jodie Sweeney	<i>Jodie Sweeney</i>	Kindergarten Teacher
Nancy McGowan	<i>Nancy McGowan</i>	First Grade Teacher
Jamie Metz	<i>Jamie Metz</i>	Second Grade Teacher
Bobbie Kirkwood	<i>Bobbie Kirkwood</i>	Third Grade Teacher
Diane Sipple	<i>Diane Sipple</i>	Fourth Grade Teacher
Julie Baker	<i>Julie Baker</i>	Fifth Grade Teacher
Amanda Beeman	<i>Amanda Beeman</i>	Instructional Assistant
Rachel Winebrenner	<i>Rachel Winebrenner</i>	ACPS/School Reading Coach or Specialist
Leslie Roser	<i>Leslie Roser</i>	ACPS/School Math Coach or Specialist
Betsy Green	<i>Betsy Green</i>	Title I School Support Specialist
Delsie Fazenbaker	<i>Delsie Fazenbaker</i>	Title I Family Engagement Coordinator
Autumn Symons	<i>Autumn Symons</i>	Community School Coordinator
Chantae Hawkins	<i>Chantae Hawkins</i>	Parent/Family Member
Tina Blubaugh	<i>Tina Blubaugh</i>	Community Member
Brian Grove	<i>Brian M. Grove</i>	School Counselor
Samantha Kyle	<i>Samantha Kyle</i>	Special Education

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