

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

School: John Humbird Elementary

Principal: Heather Morgan

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I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, AND CORE VALUE

Mission Statement

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

Vision

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

Core Values

John Humbird Elementary School provides a strong foundation for our students, as they become college and career ready. Our mission, vision, and core values inform our decisions and guide our staff and students daily. Our core values are *Positive Achieving Welcoming Students (PAWS)*:

Positive – We strive to build positive relationships with all students, parents, and community. Our culture, interests, skills, and backgrounds is an advantage that makes us stronger.

Achieving – We work hard to improve academically, socially, and personally. Students are treated equitably to make every student successful every day.

Welcoming – In school and out of school, we display integrity, trustworthy, courtesy, kind, caring, appreciation, fairness, and openness. The diversity of our culture, interests, skills, and backgrounds is an advantage that makes us stronger.

Students – We have passion for our students. Students come first. We exhibit compassion, respect, and positive expectations for our students to excel.

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B. SCHOOL CLIMATE AND CULTURE

Climate

John Humbird Elementary School promotes a safe, structured, and supportive environment by fostering positive relationships between students, staff, and school community. All students have full access to an education that supports social, emotional, intellectual, and ethical learning in a climate that embraces diversity and is free from discrimination. Positive behavioral interventions and supports are in place to encourage the expectation that students are safe, responsible, respectful, and ready to learn.

Culture

Faculty members work collaboratively to engage all learners using educational best practice. Academic successes are celebrated both in the classroom and as a school. Numerous activities are in place to boost faculty morale and create a positive working environment that will foster relationships and improve the school environment. Staff members are vested in the John Humbird community. This is reflected in the service years staff have dedicated to the John Humbird community. Time is invested into students through needs whether personal or academic to eliminate barriers and maximize instruction.

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II. SCHOOL DEMOGRAPHICS

Number of years the principal has been in the building? 10

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		20	20
Itinerant staff	10		10
Paraprofessionals	1	10	11
Support Staff	1	3	4
Other	5	10	15
Total Staff	17	45	62

B. Student Demographics

Table 2	
SUBGROUP DATA	2024-2025 COUNT
American Indian/Alaskan Native	na
Hawaiian/Pacific Islander	na
African American	31
White	174
Asian	na
Two or More Races	35
Special Education	53
LEP	0
Males	125
Females	117
Gender X	na
Total Enrollment	242
FARMS Rate (2022-2023)	100%

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Special Education Data 2024-2025 School Year (Sept 30 data)

Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	4	06 Emotional Disturbance	0	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	1	14 Autism	4
04 Speech/Language Impaired	22	09 Specific Learning Disability	9	15 Developmental Delay	13
05 Visual Impairment	0	10 Multiple Disabilities	0	TOTAL COUNT	53

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III. ATTENDANCE

Table 4a	2022-2023	2023-2024
Grade Level – School Level	Attendance Rate	Attendance Rate
All (Excluding PreK & K)	89.1	88.2
Grade 1, 6, or 9	88.1	85.9
Grade 2, 7, or 10	86.6	89.0
Grade 3, 8, or 11	89.6	87.2
Grade 4 or 12	90.6	89.1
Grade 5	90.9	89.9

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024
All Students	88.0	87.3
Hispanic/Latino of any race	85.3	88.8
American Indian or Alaska Native	86.1	82.8
Asian	N/A	N/A
Black or African American	90.0	88.5
Native Hawaiian or Other Pacific Islander	N/A	N/A

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White	87.7	87.2
Two or more races	87.8	86.5
Male	88.1	87.8
Female	87.8	86.7
EL	96.2	N/A
Special Education	86.2	88.0
Free/Reduced Meals (FARMS)	87.5	86.8

- 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.

There are several attendance challenges in grade level bands at John Humbird Elementary School. Unfortunately, we did not have any grade levels that met the AMO goal of 94%. When looking at the school subgroup population, no subgroup met the AMO goal.

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

- Social Emotional Coach and School Counselor will make daily phone calls at 9:00 a.m. to touch base with parents/guardians with excessive attendance concerns. Families of tardy students will also be targeted with earlier phone calls checking in on student absences before the Board of Education phone calls go out.
- Principal recognizes attendance by individual students, classes, and grades on the announcements.
- Classroom teachers create monthly incentives/rewards to encourage consistent attendance within each grade level.
- PBIS team monitors attendance at monthly meetings while examining and targeting students and families with excessive attendance issues.

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- Attendance information is shared with families in monthly school and PBIS newsletters. The monthly school newsletter will have a designated section discussing attendance and the importance of being in school on time and everyday and an attached calendar for students and families to check off days they attend school and summarize their own attendance at the end of the month.
- Messages from ***attendanceworks.org*** will be shared with the school community through the monthly school and PBIS newsletters, morning announcements, and school Facebook page.
- Community School Coordinator will be holding family involvement opportunities focusing on attendance.
- School nurse will meet with families of students with chronic illness to provide necessary resources.
- School service coordinator, Pupil Personnel Worker, and administrator will send out attendance letters and/or schedule attendance conferences with targeted families for attendance issues. Pupil Services Team (PST) meets weekly to discuss attendance and plan next steps for improvement.

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)	34.9	42.19	50.7
Not Chronically Absent (student count)		100	115
Report Card Points Earned	1	1	1

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.

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Table 6	2022	2023	2024
Habitually Truant (percentage)	4.99	.99	6.71
Habitually Truant (student count)	10	2	14

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

- Students habitually truant will have personalized plans working with mentors to check in with the students daily for attendance incentive.
- Pupil Service Team meetings are held weekly with the pupil service worker, school service coordinator, community school coordinator, social /emotional coach, guidance counselor, mental health counselor, school psychologist, special education facilitator, and administrators. Attendance concerns are discussed. Personalized plans may include the following:
 - Daily phone calls home
 - Attendance letters
 - Tier II plan (Check in /Check out) with a mentor
 - Parent conferences
 - Home visits by administration, PPW, or school resource officer
 - Agency referrals for additional support
 - Administration also makes an effort daily to talk with parents when signing students in tardy to the office and identify a problem if attendance is an issue. Support and resources are offered.
 - The school will revisit tier 1 strategies to improve school attendance:
 - Continue to build positive relationships
 - Plan school wide incentives to boost attendance. For example, school wide robotics activity for students who have perfect attendance for an established time period. A Sugo tournament would be planned for grades 2-5 and High 5 Robotics game for K-1. Students could also build a robot to keep in their classroom as an attendance incentive. Other incentives may include a traveling trophy for the best monthly classroom attendance, breakfast or lunch with a special person, and /or special programs like band concerts and plays.

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- Attendance data monitored each day and within monthly PBIS Meetings
- Good and improved attendance will be recognized daily within classrooms and on the announcements
- Phone calls home to verify student absences
- Classroom incentives for daily, weekly, and monthly attendance
- Friendly attendance competitions between classes and grades.
- Parent meetings held with students to have early intervention of absenteeism
- Training for staff addressing emotional poverty, growth mindset, attendance
- Key messages from *attendanceworks.org* will be shared with the school community through the monthly newsletter and school Facebook page, posters in the front lobby, and fliers distributed to all students.
- School wide attendance incentives planned during identified high rate of absences. For example, holiday spirit week.

IV. GRADUATION RATE – High Schools Only

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V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2021-2022	2022-2023	2023-2024
Total Referrals	33	42	31
All Suspensions	0	0	2
In School	0	0	0
Out of School	0	0	2
Sexual Harassment Offenses	0	0	1
Harassment/Bullying Offenses	0	0	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.

The total number of referrals has decreased from 42 in the 2022-2023 school year to 31 in 2023-2024. There were 2 out of school suspensions in 2023-2024, both belonging to the same student, as well as one sexual harassment offense belonging to that student. This student was on a tier 3 behavior plan and met regularly with the behavior specialist. John Humbird had 0 harassment or bullying offenses in 2023-2024.

As a school, we are continuing to address harassment and bullying. Our school counselor, Ms. Cranford and the Social / Emotional Coach, are continuing to teach classroom lessons focusing on these issues. Monthly newsletters focus on topics such as defining bullying and positive strategies to deal with unsafe situations. Our school Safety Patrol program, now in year six of

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implementation, consists of fifth-grade students who work with Ms.Cranford, and School Security Employee Mike Wagus, to promote positive behavior. Our Tier 2 behavior team meets weekly to discuss identified students who need additional support. Staff members can request assistance with student behavior by submitting a form to the team. Restorative practices are in place to assist students in developing strategies to work through behavior issues. Mentoring and problem-solving skills are the first steps in this process. John Humbird created a sensory room and hallway to provide a safe environment for students to de-escalate. We have created a sensory hallway to provide assistance for students coming into the building as well.

A. PBIS Team and staff will revisit Tier 1 strategies to set positive behavior expectations including:

- Reteach positive expectations consistently with uniformed lesson plans and behavior matrix
- Provide refresher training to staff and new employees on in-service days
- Reward positive behavior with daily incentives such as PAWs coupons, Bulldog Bucks, and class dojo points.
- PBIS Kick-Off, “Dress the Principals”
- Monthly PBIS newsletter to inform parents of data and strategies

Provide Tier 2 strategies for students not meeting Tier 1 expectations, such as:

- Check In/Out Program
- Mentors
- Social Skills Groups
- Behavior contracts with students needing extra support
- Peer Tutoring
- Students can take structured breaks and visit the “sensory room” where they can spend 10-15 minutes performing activities and strategies to calm down.
- Restorative circles and reflection sheets
- Tool box lessons
- Second step lessons
- Peer social groups
- Small groups
- Lunch groups
- Project Yes Jr.
- Safety Patrol
- Sensory opportunities (hallway, therapy putty, etc.)

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- Behavior Specialist available for dispatch to provide strategies and classroom observations
- Threat risk assessment team
- Referrals to mental health specialist
- PST Referrals

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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
	Percent Demonstrated	Percent Demonstrated	Percent Demonstrated
Language & Literature	13.64%	43.59%	Not Available
Mathematics	13.64%	23.08%	Not Available
Social Foundations	68.18%	25.64%	Not Available
Physical Development	27.27%	41.03%	Not Available

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

Strengths:

- The percentage of students demonstrating readiness has increased in Language and Literature by 29.95% from 13.64% in 2021-2022 to 43.59% in 2022-2023.
- The percentage of students demonstrating readiness has increased in Mathematics by 9.44% from 13.64% in 2021-2022 to 23.08% in 2022-2023.
- The percentage of students demonstrating readiness has increased in Physical Development by 13.76% from 27.27% in 2021-2022 to 41.03% in 2022-2023.

Needs:

- The percentage of students demonstrating readiness has decreased in Social Foundations by 42.54% from 68.18% in 2021-2022 to 25.64% in 2022-2023.

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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”.
 - Trend data indicates that Social Foundations and Mathematics scores have either decreased or improved slightly. In an effort to strengthen these domains and ensure that students are ‘demonstrating readiness’ when entering kindergarten, we have established an early childhood team at John Humbird that meets monthly to discuss classroom management strategies, mathematics objectives and skills across grade levels, and literacy skills. PBIS strategies are taught schoolwide to improve learning behaviors. To improve fine motor skills, early childhood teachers are embedding occupational therapy activities such as the use of therapy putty within the learning environment. There is close collaboration between PreK-3, PreK-4 and kindergarten to address deficits or needs of students.
 - Prek 3 and Prek 4 teachers have the opportunity to meet and plan monthly with the district early learning coach. Data analysis and instructional strategies are discussed and implemented. Classroom observations also take place to guide planning and differentiated instruction.
 - Articulation meetings take place in the spring with Head Start to transition students successfully into our school programs. Information sheets are completed on each student and strengths and needs are identified. School therapy services are embedded in the classrooms and work collaboratively with the teachers. Collaboration occurs between PreK and Head Start, both with informal conversation and formal articulation meetings. School therapy services and special education special education services are provided to students and collaborative planning occurs with the provider and PreK teacher.
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.
 - Trend data shows moderate growth in Language & Literacy, Mathematics, and Physical Development. There was a significant drop in Social Foundations. Within the Social Foundations Domain, Control Impulses and Behavior, Follows Basic Safety Rules, Holds Scissors and Hold Writing Tool were at a deficit.

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- Of the 4 domains, Language and Literacy showed the most growth. Among the needs in the Language and Literacy Domain were identifying the difference between words and letters, identifying letter sounds, identifying letter names, and story sequencing.
- In Mathematics, the strengths were Count to 20, tell how many, and shape identification. The needs in mathematics were *Name the numeral*, *Identify sets that have the same number* and *Identify sets that have less*.
- To address the achievement gaps found in the KRA assessment, students will be provided with flexible small group instruction in reading and math. Materials and instruction will be differentiated according to student needs and daily assessment will be conducted to determine understanding. Classroom assessments, phonemic awareness and math benchmarks will be given quarterly. DIBELS data will be used to determine reading intervention groups and progress monitoring will be one to determine instruction and flexible groupings.
- PBIS strategies will be used to teach appropriate behaviors and expectations.
- Parent workshops also occur for PreK families to learn various literacy strategies to use at home. This creates a mutually beneficial partnership between PreK families and the school.
- Raising a Reader program will continue to be used in the early childhood classrooms, which also includes a parent piece to build literacy skills.

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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

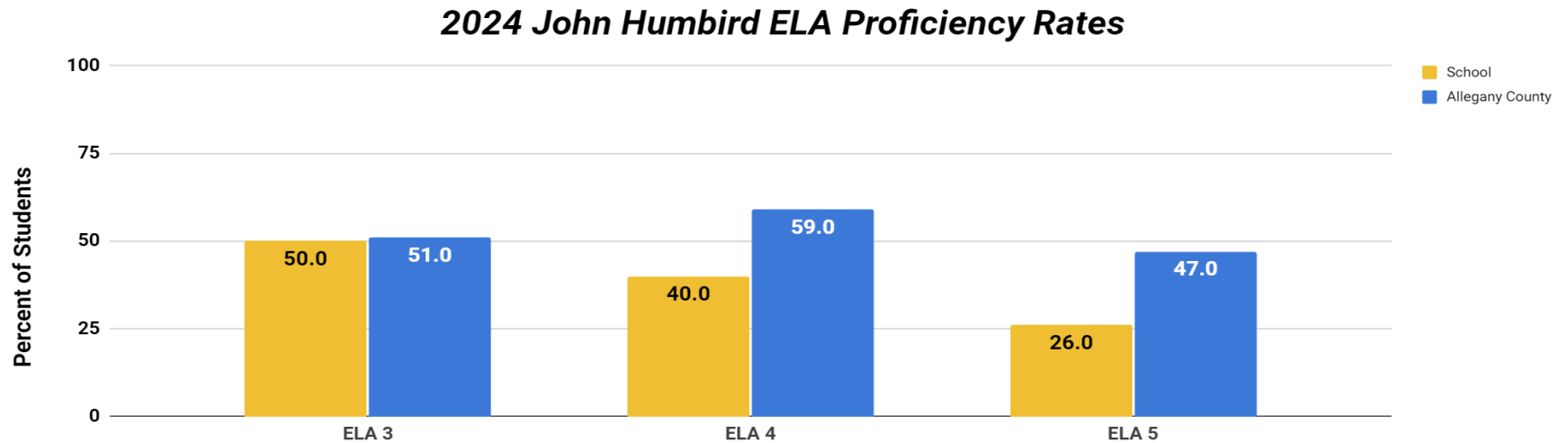
MD Report Card Data (to be filled in after the release of 2024 Report card in December)

Points for ELA Proficiency out of 5 =2

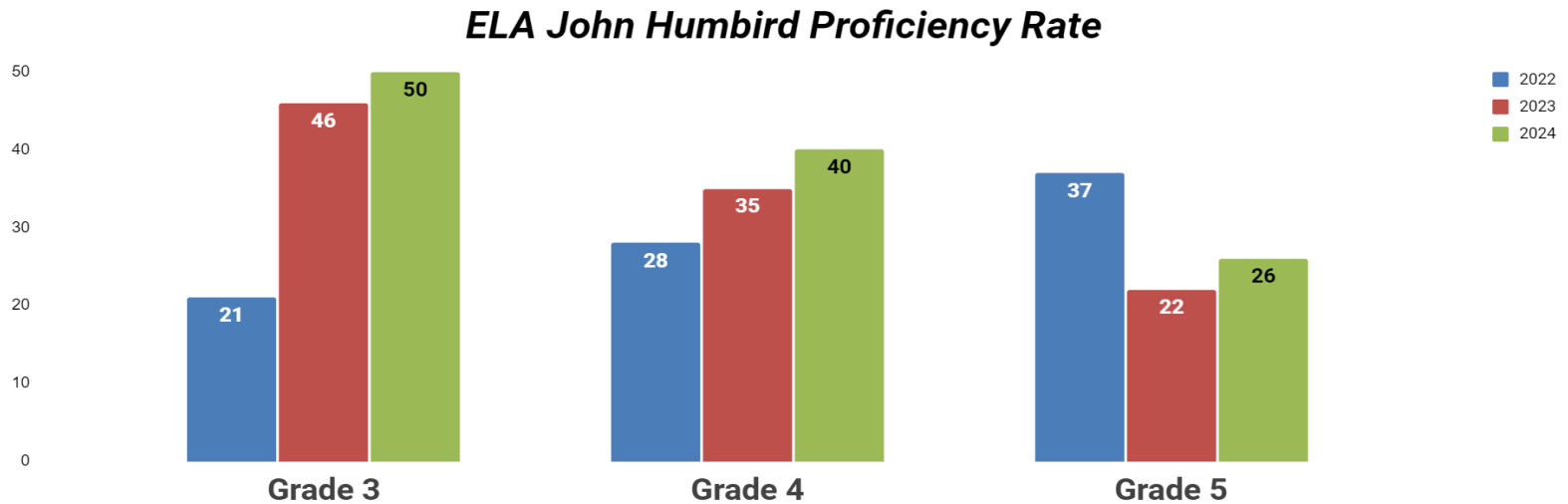
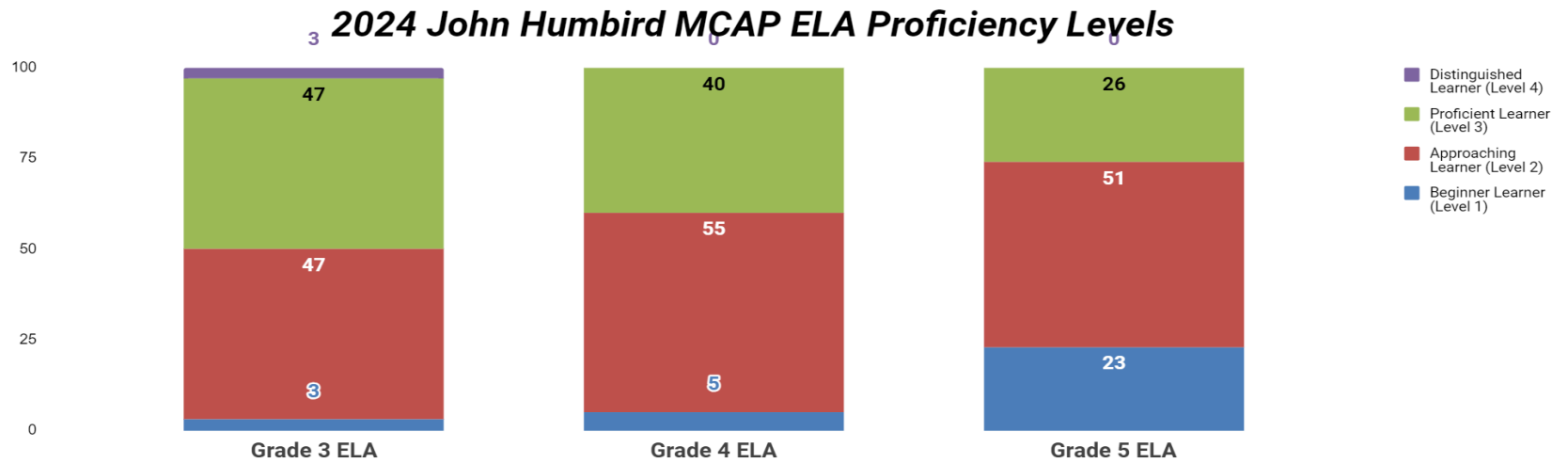
Points for ELA average levels out of 5 =2.9

Points for ELA Growth out of 12.5 = 7

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

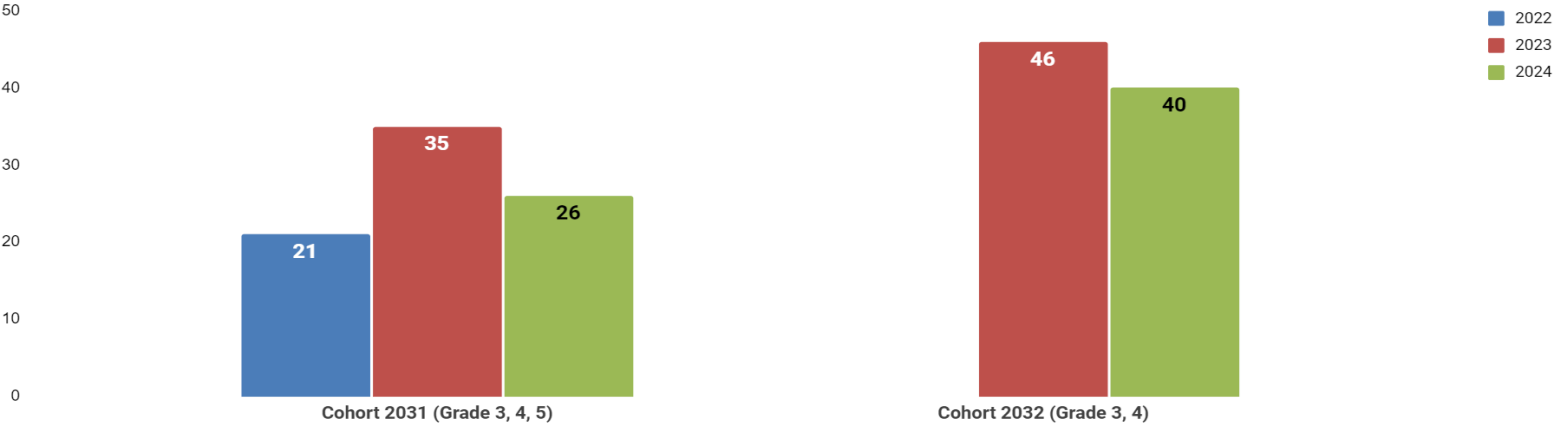


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ELA John Humbird Cohort Proficiency Growth



2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Grade 5 ELA proficiency
Focus Area Goal	According to Spring MCAP 2024 data, Grade 5 showed a deficit in ELA proficiency rate. The focus area will be all grade 5 students to show an increase of ELA proficiency by 10% from 26% to 36% proficient.
Root Cause(s):	<p>Grade 5 students’ performance on MCAP ELA shows a need for improvement.</p> <p>Why? Poor attendance rates</p> <p>Why? Missed instruction in core reading skills</p> <p>Why? Inconsistent small group instruction during ELA</p> <p>Why? Lack of foundational reading skills inhibited comprehension including vocabulary comprehension</p> <p>Why? Lack of complex reading comprehension skills including comparing and contrasting different</p>

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	texts
Focus Content Standard(s):	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>W.5.1 Opinion writing- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.2 Explanatory /Informative writing- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.3 Narrative writing- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
Barriers:	<ul style="list-style-type: none"> ● Attendance ● Inexperienced teachers 0-3 years (non-tenured and new to grade level) ● Transient student population in and out of the county
Needed Resources:	Attendance incentives and MCAP ELA practice book

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Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Provide opportunities for students to engage in written tasks on a weekly basis • Incorporate small group instruction 4-5 days per week to support students in learning and mastering reading and writing skills based on unit instruction and identified skill deficits. • Writing conferences with meaningful feedback using the MCAP rubrics provided to students on a consistent basis. • Consistently incorporate structures that require students to respond to text dependent and inference-based questions. Hold students accountable for going back into the text to locate answers and/or evidence to support clear and detailed responses. • Utilize a system of universal screening, data analysis, and collaborative planning to provide targeted Tier 2 and Tier 3 reading interventions for identified students. Incorporate progress monitoring to measure growth.
How will it be funded?	Title I, Part A: Additional materials of instruction to support core reading, math, and social and emotional learning activities in grades K-5 (6 grades x \$1,599.61) and supplies to create materials of instruction for students in workshops (cardstock, paper, markers, and envelopes @ \$544.00).
Steps towards full implementation with timeline:	<p>Weekly: Planning with literacy coach.</p> <p>Bi-Weekly: MCAP tasks completed bi-weekly. District literacy coach will model applying the rubric to writing pieces and select anchor papers. Students will have an opportunity to modify their writing tasks.</p> <p>Monthly: The literacy coach will provide monthly writing tasks using EDCITE assessments and/or CKLA materials</p> <p>Ongoing: The literacy lab structure targets reading deficits in identified students and provides enrichment opportunities for targeted students.</p> <p>Ongoing: Writing studio will be utilized throughout the remainder of the school year.</p> <p>Ongoing: District Literacy Vision and Strategy will be introduced to staff. Learning walks and professional development opportunities will be aligned throughout the remainder of the year.</p>
Monitoring Procedure:	Attendance - monitor days present, tardy, absent

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	<p>Student conferences providing meaningful feedback</p> <p>Collaborative planning meetings including range finding and collaborative scoring</p> <p>Writing SLO</p> <p>Formative Assessments - consistent use to form small groups and remediate</p> <p>Tutoring before and after school hours</p> <p>After School Program</p>
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ELA FOCUS AREA 2:	Written Expression and Conventions
Focus Area Goal	<p>According to Spring MCAP 2024 evidence statement analysis, students in grades 3-4 scored at or below the district average in writing. Students in grade 5 scored below the district and state averages in writing. The focus area goal is for students in grades 3-5 to maintain or show an increase of 10% in proficiency in both written expression and conventions.</p> <p>Grade 3: Conventions proficiency will increase from 58% to 68% (above state average) and Written Expression proficiency will maintain or increase at 56% (above state average).</p> <p>Grade 4: Conventions proficiency will increase from 47% to 57% and Written Expression proficiency will maintain or increase from 63%.</p> <p>Grade 5: Conventions proficiency will increase from 29% to 39% and Written Expression proficiency will increase from 26% to 36%.</p>
Root Cause(s):	<p>Students' performance on MCAP writing shows a need for improvement in both written expression and conventions.</p> <p>Why? Poor attendance rates</p> <p>Why? Missed instruction and classroom discourse that increase background knowledge in writing due to poor attendance</p> <p>Why? Students have not built stamina for writing tasks</p>

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	<p>Why? Students fail to see the importance and/or commitment to produce quality writing</p> <p>Why? Lack of application of foundational skills in writing due to missed instruction</p>
Focus Content Standard(s):	<p>L3.1, L3.2, L3.3, L4.1, 4.2, L4.3, L5.1, L5.2, L5.3</p> <p>Writing Conventions-</p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● Use knowledge of language and its conventions when writing, speaking, reading, or listening. <p>W3.1, W4.1, W5.1 Opinion writing- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W3.2, W4.2, W5.2 Explanatory /Informative writing- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W3.3, W4.3, W5.3 Narrative writing- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
Barriers:	<ul style="list-style-type: none"> ● Attendance ● Inexperienced teachers 0-3 years (non-tenured), transient student population in and out of the county ● insufficient time spent on writing foundational skills and building stamina and typing skills
Needed Resources:	MCAP ELA practice book and graphic organizers
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> ● Incorporate small group instruction 4-5 days per week to support students in learning and mastering reading and writing skills based on unit instruction, grammar and morphology portions of EDCITE assessments and identified skill deficits. ● Writing conferences with anchor papers/meaningful feedback using the MCAP rubrics provided to students on a consistent basis. ● Utilize a system of universal screening, data analysis, and collaborative planning to provide

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	<p>targeted Tier 2 and Tier 3 reading interventions for identified students. Incorporate progress monitoring to measure growth.</p> <ul style="list-style-type: none"> • Implementation of a writing SLO (grades 4-5) which will have BOY, MOY, and EOY checkpoints • Full implementation of Superkids writing component in primary grades K-2. • Implementation of Writing Studio in grades 3-5. • Utilization of Typing Club by Media Specialist and supported by classroom teachers in grades 2-5.
How will it be funded?	Title I, Part A: Additional materials of instruction to support core reading, math, and social and emotional learning activities in grades K-5 (6 grades x \$1,599.61) and supplies to create materials of instruction for students in workshops (cardstock, paper, markers, and envelopes @ \$544.00).
Steps towards full implementation with timeline:	<p>Newly Implemented: Writing Studio in grades 3-5</p> <p>Ongoing: The literacy lab structure targets reading deficits in identified students and provides enrichment opportunities for targeted students.</p> <p>Ongoing: District Literacy Vision and Strategy will be introduced to staff. Learning walks and professional development opportunities will be aligned throughout the remainder of the year.</p> <p>Quarterly: Writing tasks will be collected and scored collaboratively in collaborative planning meetings.</p> <p>Year Round: Writing SLO in grades 4 and 5</p> <p>Monthly: Collaborative planning meetings to discuss reading and writing instruction</p> <p>Biweekly: MCAP task completion in grades 3-5 with Literacy Coach follow-up</p>
Monitoring Procedure:	<p>Student conferences providing meaningful feedback</p> <p>Collaborative planning meetings including range finding and collaborative scoring</p> <p>Writing SLO checkpoints</p> <p>Learning Walks</p> <p>Formative Assessments - consistent use to form small groups and remediate</p> <p>Tutoring before and after school</p>

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	After School Program
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Universal Design for Learning for ELA.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Expose students to hard copies of documents using various fonts, sizes, background color as well as laptops to acquire information Include digital materials, media, and manipulatives to provide more auditory and visual opportunities for all students. allow use of technology tools (text-to-speech, highlighter, focus box, etc. ● Include multiple lexile levels of texts, clarify vocabulary/syntax/structure, activate/provide background knowledge. Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners’ experience and prior knowledge. ● Provide checklists, organizers, and sticky notes in order for learners to generalize and transfer learning to new contexts. Provide students with different examples/strategies to solve problems, model/encourage use of graphic organizers. ● By providing clear success criteria, teachers can ensure information is presented in multiple formats which lends itself to different learning styles.
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. <ul style="list-style-type: none"> ● Model various strategies for writing and allow student choice for media and materials. Group discussions and partner talk will be utilized. ● Assessment / project choice given to students to have the opportunity to demonstrate what has been learned, include material that students can interact with at their own pace. ● Success criteria states what the students need to know, do and understand to be successful in the learning material. Teachers will provide feedback to students based on the learning objective. Success criteria guides students on how to express their understanding of the material through various means: writing, speaking, creating visuals, or acting out the task.

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<p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p> <ul style="list-style-type: none"> Provide options to use technology to complete tasks (Word, Powerpoint, etc). Provide multiple lexile levels of texts for student/classroom use. Use graphic organizers to help students read with intent/purpose and provide formative feedback. Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants. Success criteria can motivate students by giving them a clear target or goal to strive for. Also, a sense of accomplishment is met as students move towards achieving the set learning goals.
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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.

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

Points for Math Proficiency out of 5 =1.3

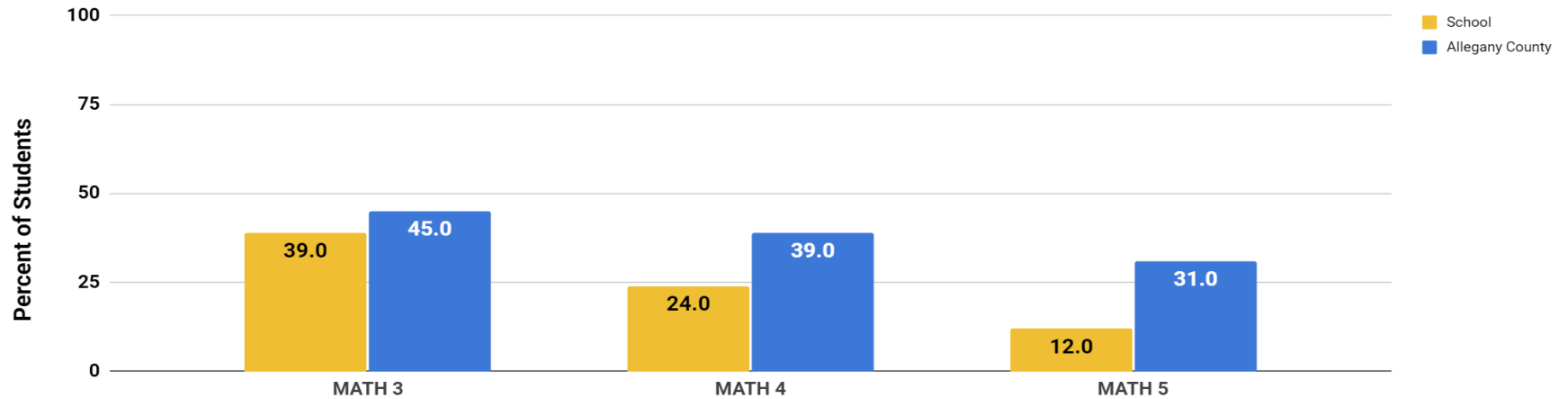
Points for Math average levels out of 5 =2.6

Points for Math Growth out of 12.5 = 5.5

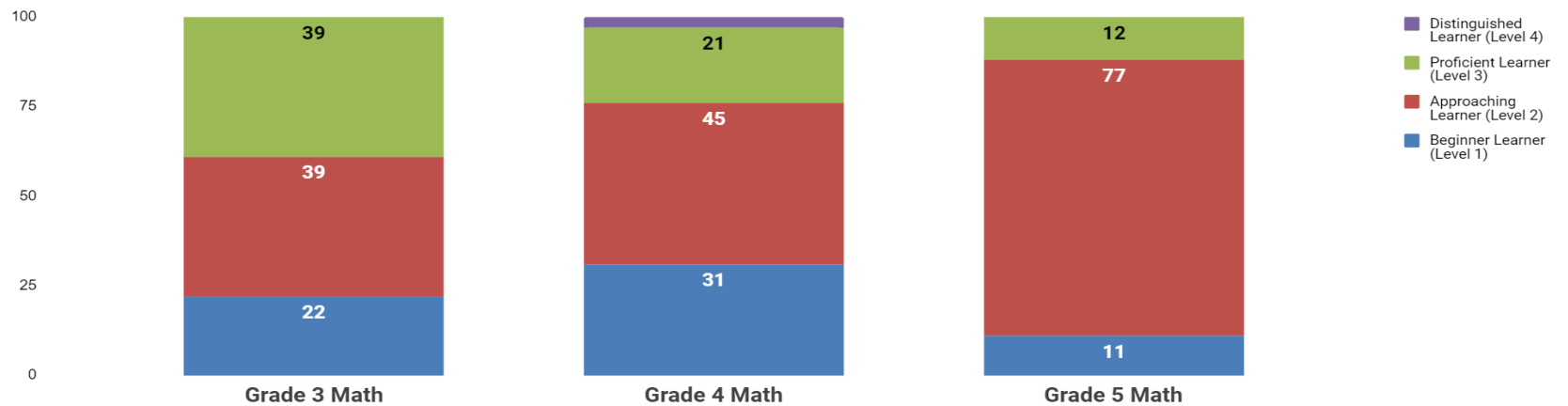
1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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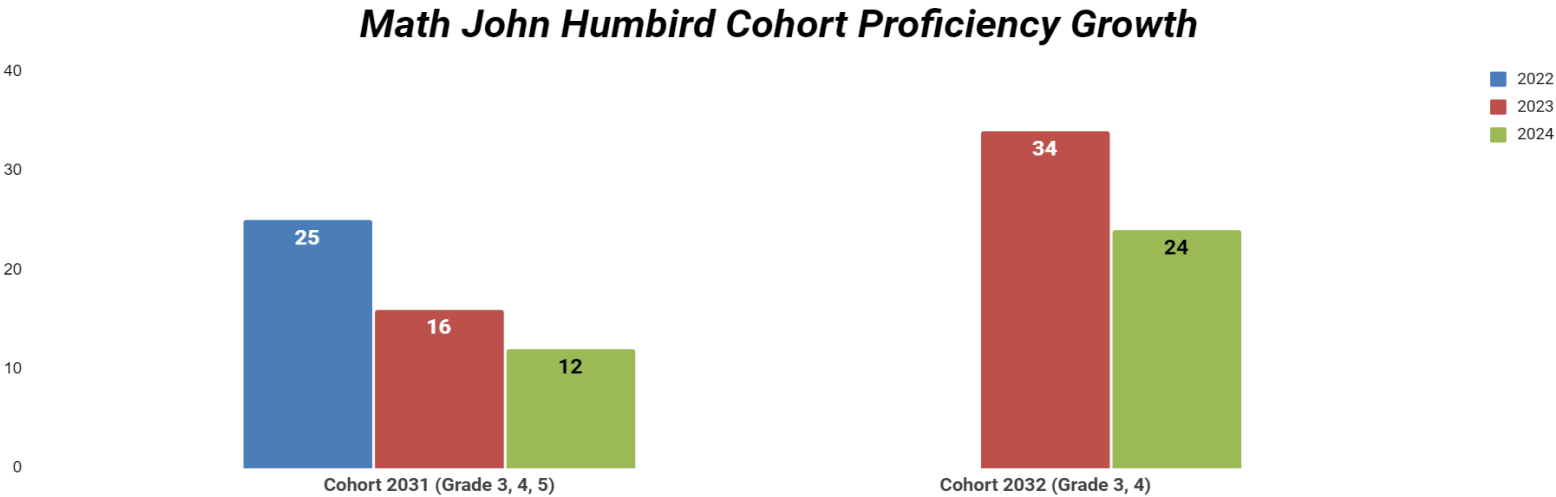
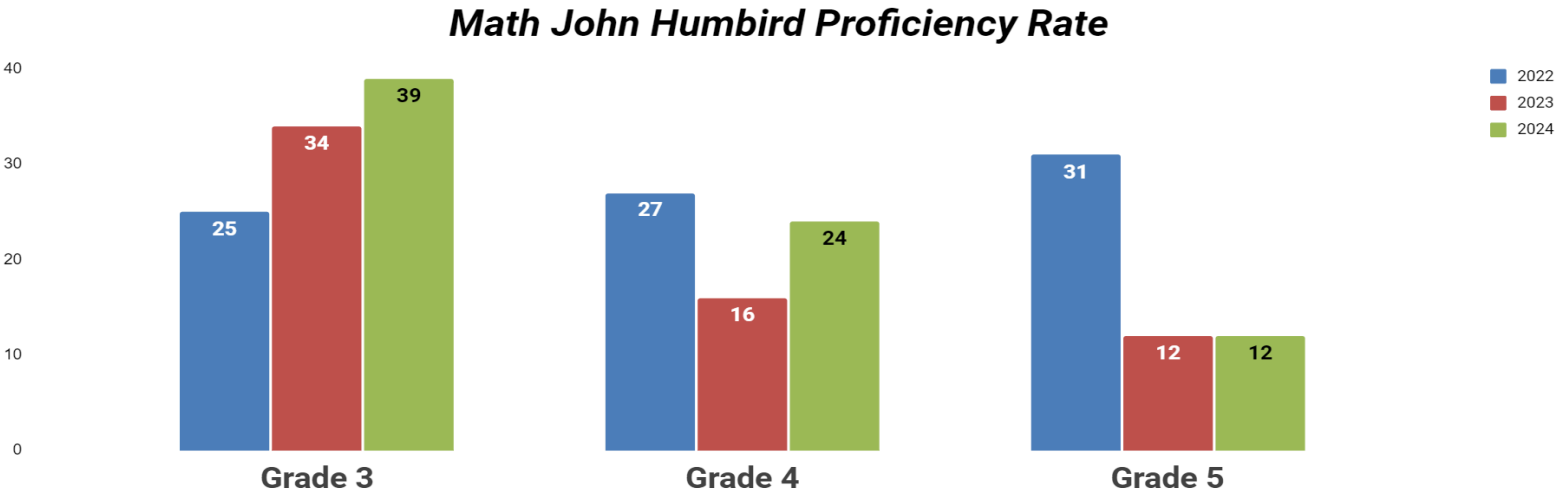
2024 John Humbird Math Proficiency Rates



2024 John Humbird MCAP MATH Proficiency Levels



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MATH FOCUS AREA 1:	Grade 3, 4, and 5 females will improve math proficiency rates.
Focus Area Goal	Our goal will be for grade 3, 4, and 5 females to show an increase in math proficiency by 10% on the 2025 MCAP Math assessment. In 2024, 3rd grade had 40% of females that were proficient. 4th grade had 0% of females that were proficient. 5th grade had 18% of females that were proficient.
Root Cause(s):	<p>Math performance on MCAP Mathematics shows a need for improvement at each grade level and across cohorts.</p> <p>Why? Lack of math intervention time/vertical team planning</p> <p>Why? Lack of confidence and increased level of difficulty</p> <p>Why? Lack of number sense</p> <p>Why? Missed and / or gaps in foundational skills and scaffolding due to excessive absenteeism</p> <p>Why? Lack of engagement, accountability, and perseverance (growth mindset)</p>
Focus Content Standard(s):	<p>Grade 3</p> <p>3.OA.4</p> <p>Determine the unknown whole number in a multiplication or division equation relating three whole numbers</p> <p>3.OA.C7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>3.NF3a</p> <p>Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>4.NF.A-C6</p> <p>CCSS.Math.Content.4.NF.A.1</p>

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	<p>Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>4.NBT.1-2 CCSS.Math.Content.4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>4 MD.C.7CCSS.Math.Content.4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p> <p>5.NBT.B7 CCSS.Math.Content.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> <p>5.NF.B.6 CCSS.Math.Content.5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>5.OA..B.3 Read, write, and compare decimals to thousandths.</p>
Barriers:	<ul style="list-style-type: none"> ● Attendance ● Transient student population in and out of the county

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Needed Resources:	Attendance incentives, growth mindset activities / lessons, MCAP math practice books, rewards for passing math lessons on individual pathways, and MCAP testing incentives and rewards, Multiple examples of multiple choice and written content tasks
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> ● Provide direct, explicit, and systematic math instruction using a gradual release of responsibility from teacher to student. ● Use the iReady Classroom mathematics curriculum with fidelity and utilize Fluency Flight. ● Utilize small groups, number talks, and or spiral reviews daily. ● iReady pathways and pass rates will be monitored and discussed. ● Teachers utilize the 3 Reads in math classrooms. ● Small group instruction for MCAP practice and review with a math specialist. ● School counselor and mental health counselor to form small groups focusing on Toolbox strategies and growth mindset. ● Students will be offered the opportunity to participate in afterschool tutoring and the after school program. Peer tutoring as needed. ● Daily math songs to promote skip-counting. ● Vertical math team planning (meet monthly w/ 1 representative from each grade level)
How will it be funded?	Title I, Part A: Additional materials of instruction to support core reading, math, and social and emotional learning activities in grades K-5 (6 grades x \$1,599.61) and supplies to create materials of instruction for students in workshops (cardstock, paper, markers, and envelopes @ \$544.00).
Steps towards full implementation with timeline:	<p>Weekly: Math Specialist is in classrooms and assisting with small groups. Also, modeling math lessons, number talks, and strategies.</p> <p>Weekly: Targeted students are discussed at weekly Pupil Service Team Meetings to develop strategies for students and families.</p> <p>Weekly: Team planning to plan/create lessons and MCAP practice tasks</p> <p>Ongoing: Teachers participate in school and district PD and data meetings.</p> <p>Ongoing: Grade level parent days/nights to encourage involvement, share grade level expectations,</p>

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	<p>and improve student accountability.</p> <p>Monthly: Vertical team meeting to discuss task score, misconceptions, strengths, and weaknesses</p> <p>January: start MCAP practice and spiral review with math specialist and classroom teachers.</p>
Monitoring Procedure:	<p>i-Ready diagnostics 3 times a year</p> <p>Attendance - monitor days present, tardy, absent</p> <p>Formative Assessments - consistent use to form small groups and remediation</p> <p>Tutoring before and after school hours</p> <p>After School Program</p> <p>Monitoring SLO data</p>
MATH FOCUS AREA 2:	The content category on the MCAP reporting category roster sheet.
Focus Area Goal	The goal is to increase proficiency rates in grades 3, 4, and 5 by 10% in the content category. Grade 3 scored 33% proficient in content. Grade 4 scored 21% proficient in content. Grade 5 students scored 11% proficient in content. This is based on MCAP 2024 Math Evidence Statement Analysis that showed an achievement gap between our school, the county, and the state averages. Students will show an increase in the average percent correct on the following types of questions: content standards, multiple choice, written reasoning and modeling questions.
Root Cause(s):	<p>Why? Students are guessing at the questions</p> <p>Why? They give up and shut down without persevering</p> <p>Why? Students lack the skills needed to understand, solve, and explain thinking</p> <p>Why? They do not comprehend the vocabulary and steps needed to analyze the question</p> <p>Why? Students do not show their understanding of problem solving.</p>
Focus Content Standard(s):	<p>Grade 3</p> <p>3.OA.4</p>

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	<p>Determine the unknown whole number in a multiplication or division equation relating three whole numbers</p> <p>3.OA.C7</p> <p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>3.NF3a</p> <p>Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>4.NF.A-C6</p> <p>CCSS.Math.Content.4.NF.A.1</p> <p>Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>4.NBT 1-2</p> <p>CCSS.Math.Content.4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i></p> <p>4 MD.C.7CCSS.Math.Content.4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p> <p>5.NBT.B7</p> <p>CCSS.Math.Content.5.NBT.B.7</p>
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	<p>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> <p>5.NF.B.6</p> <p>CCSS.Math.Content.5.NF.B.6</p> <p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>5.OA..B.3</p> <p>Read, write, and compare decimals to thousandths.</p>
Barriers:	<ul style="list-style-type: none"> ● Attendance ● Transient student population in and out of the county ● Reading comprehension ● Students lack organization, skill of showing thinking on paper before answering questions, and lack ability to apply computational skills
Needed Resources:	<p>Multiple examples of multiple choice and written content tasks,MCAP math practice books and MCAP on-line practice tests,access to more fluency programs</p>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> ● Provide direct, explicit, and systematic math instruction using a gradual release of responsibility from teacher to student. ● Teachers utilize the 3 Reads in math classrooms. ● Targeted small group instruction to focus on content standards. ● Daily math songs on announcements to practice skip-counting. ● Vertical team monthly meetings to focus on strengths, weaknesses and math tasks. ● Peer tutoring in After school as needed. ● Same terminology and routines utilized throughout the school. ● Lunch time/morning tutoring

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	<ul style="list-style-type: none"> Concrete models for computational purposes(CRA model moving to representation)
How will it be funded?	Title I, Part A: Additional materials of instruction to support core reading, math, and social and emotional learning activities in grades K-5 (6 grades x \$1,599.61) and supplies to create materials of instruction for students in workshops (cardstock, paper, markers, and envelopes @ \$544.00).
Steps towards full implementation with timeline:	<p>Weekly: Math Specialist is in classrooms and assisting with small groups. Also, modeling math lessons, number talks, and strategies. Modeling top responses, anchor sets, and slowing transitioning from paper/pencil to typed responses.</p> <p>Weekly: Team planning to create/organize lessons and tasks.</p> <p>Monthly: Vertical team meeting to discuss task scores, misconceptions, strengths, and weaknesses.</p>
Monitoring Procedure:	<p>Monthly team meetings to analyze task scores</p> <p>Monitoring SLO data</p>

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"> Hard copies of documents using various fonts, sizes, background color as well as laptops to acquire information. Digital materials, media, and manipulatives (Spot the error), and Google Classroom to provide more auditory and visual opportunities for all students. Low-tech and high-tech lessons will be incorporated to better meet the needs of all learners. Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge. By providing clear success criteria, teachers can ensure information is presented in multiple formats which lends itself to different learning styles.
<i>Means for Expressions: providing the learner alternatives for demonstrating their</i>	Expression/Action- This is how the student will demonstrate their knowledge.

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<i>knowledge and skills (what they know).</i>	<ul style="list-style-type: none"> • Model various strategies to solve problems and allow student choice when solving problems. Group discussions and partner talk will be utilized as a step in the process to become more confident and independent thinkers. • Peer modeling of math strategies. • Assessment / project choice given to students to have the opportunity to demonstrate what has been learned. Math journals will be utilized for students to share their mathematical thinking and problem solving skills. • Success criteria guides students on how to express their understanding of the material through various means: writing, speaking, creating visuals, or acting out the task.
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"> • Options to use technology to complete tasks (Word, Powerpoint, Google Classroom, etc.) • Allow assessments / choice of strategy and math tools to give all students opportunities for ownership over the assessment / project and the opportunity to practice self-regulation. • Individualize Imagine Math pathways to meet student needs. • Student interests will be incorporated into the lessons and tasks. Allow struggling readers the option of text-to-speech to reduce barriers with math. • Provide tasks that allow for active participation, exploration and experimentation. Success criteria can motivate students by giving them a clear target or goal to strive for. Also, a sense of accomplishment is met as students move towards achieving the set learning goals.

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 =.3

1. Update data charts using 2024 data results.

* indicates no students or fewer than 10 students in category

	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
MISA (SCIENCE)													

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		%	%	%		%	%	%		%	%	%	+ 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	40	22	50	28	32	28	53	19	35	28	66	6	-22%

FOCUS AREA 1:	Grades 3, 4, and 5 Earth and Space Science
Focus Area Goal	Our goal is to increase the proficiency rate of students in grade 5 science by 17%, from 6% to 23% proficient in 2025. John Humbird scored below the state proficiency level by 18% and below the county proficiency level by 17 %. Additionally, students scored below the county and state on the majority of Earth and Space Science standards. Students will increase the proficiency rate in the area of ESS and close the gap between John Humbird and the county and state.
Root Cause(s):	<p>Why? Less instructional time is spent on Science than other content areas</p> <p>Why? Missed and / or gaps in the content area of science due to excessive absenteeism</p> <p>Why? Grade 5 students showed a 22% decrease in proficiency from 2023 to 2024</p> <p>Why? Evidence statement analysis indicates that students need improvement in Earth and Space Sciences</p> <p>Why? Students scored below the county and state on the majority of Earth and Space Science standard test items.</p>
Focus Content Standard(s):	<p>3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <p>3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.</p> <p>3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p> <p>4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an</p>

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	<p>explanation for changes in a landscape over time.</p> <p>4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p> <p>4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.</p> <p>4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p> <p>4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p> <p>5-ESS1-1. Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.</p> <p>5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p> <p>5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. [</p> <p>5-ESS2-2. Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p>5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p>
Barriers:	<ul style="list-style-type: none"> ● Attendance ● Inexperienced teachers 0-3 years (non-tenured and new to grade level ● Transient student population in and out of the county ● Less instructional time spend on science content area ● Tested content is from grades 3 and 4 as well as grade 5
Needed Resources:	Vertical planning time, grade-level science planning time, Discovery Ed professional development, NGSS professional development for inexperienced teachers, MISA practice assessment
Strategies and/or	<ul style="list-style-type: none"> ● Departmentalize science units within grade levels to allow for mastery of content

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evidence-based interventions:	<ul style="list-style-type: none"> • Vertical alignment of grade 5 Earth Space Science bundle by classroom teachers • Additional hands-on science lessons
How will it be funded?	Title I Concentration of Poverty Grant Instructional Funds from the Board of Education
Steps towards full implementation with timeline:	BOY: Meet as a grade level and select units for classroom teachers to specialize in BOY: Plan for instruction using NGSS standards MP1: Disaggregation of MISA Data, grade level planning and vertical alignment of science standards MP2: Meet with grade level teams to co-plan and develop lessons, spiral review of grade 3 and 4 science standards MP3: MISA test prep, complete practice tests, additional planning with grade levels and vertical teams MP4: Reflection with classroom teachers/special education teachers, team planning
Monitoring Procedure:	Formative and summative assessment throughout the year

FOCUS AREA 2:	Grade 3 and 4 Life Science
Focus Area Goal	Our goal is to increase the proficiency rate of students in grade 5 science by 17%, from 6% to 23% proficient in 2025. John Humbird scored below the state proficiency level by 18% and below the county proficiency level by 17 %. Additionally, students scored below the county and state on the majority of Grade 3 and 4 Life Science standards. Students will increase the proficiency rate in the areas of Grade 3 and 4 Life Science.
Root Cause(s):	Why? Less instructional time is spent on Science than other content areas Why? Spiral review of grades 3 and 4 science standards is missed by many students due to chronic absenteeism Why? Grade 5 students showed a 22% decrease in proficiency from 2023 to 2024

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	<p>Why? Tested Life Science standards are taught in grades 3 and 4</p> <p>Why? Evidence statement analysis indicates that students need improvement in Life Science, specifically in the area of standards taught in grades 3 and 4</p>
Focus Content Standard(s):	<p>3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p> <p>3-LS2-1. Construct an argument that some animals form groups that help members survive.</p> <p>3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p> <p>3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.</p> <p>3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p> <p>4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</p>
Barriers:	<ul style="list-style-type: none"> • Attendance • Inexperienced teachers 0-3 years (non-tenured and new to grade level) • Transient student population in and out of the county • Less instructional time spend on science content area • Tested content is from grades 3 and 4 as well as grade 5
Needed Resources:	<p>Vertical planning time, grade-level science planning time, Discovery Ed professional development, NGSS professional development for inexperienced teachers</p>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Review grades 3 and 4 Life Science standards in grade 5 • Departmentalize science units within grade levels to allow for mastery of content • Vertical science planning time in grades 3, 4, 5

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	<ul style="list-style-type: none"> Additional hands-on science lessons
How will it be funded?	Title I Concentration of Poverty Grant Instructional Funds from the Board of Education
Steps towards full implementation with timeline:	BOY: Meet as a grade level and select units for classroom teachers to specialize in BOY: Plan for instruction using NGSS standards MP1: Disaggregation of MISA Data, grade level planning and vertical alignment of science standards MP2: Meet with grade level teams to co-plan and develop lessons, spiral review of grade 3 and 4 science standards MP3: MISA test prep, complete practice tests, additional planning with grade levels and vertical teams MP4: Reflection with classroom teachers/special education teachers, team planning
Monitoring Procedure:	Formative and summative assessment throughout the year

FOCUS AREA 3:	Grade 3 Physical Science
Focus Area Goal	Our goal is to increase the proficiency rate of students in grade 5 science by 17%, from 6% to 23% proficient in 2025. John Humbird scored below the state proficiency level by 18% and below the county proficiency level by 17 %. Additionally, students scored below the county and state on the majority of Grade 3 Physical Science standards. Students will increase the proficiency rate in the area of Grade 3 Physical Science.
Root Cause(s):	Why? Less instructional time is spent on Science than other content areas Why? Less time is allotted for spiral review of grades 3 and 4 science standards Why? Grade 5 students showed a 22% decrease in proficiency from 2023 to 2024 Why? Evidence statement analysis indicates that students need improvement in the area of Grade 3 Physical Science Why? Grade 5 students scored below the county and state averages on the majority of Grade 3 Physical Science standards
Focus Content Standard(s):	3-PS2-1 Motion and Stability: Forces and Interactions - Plan and conduct an investigation to provide evidence

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	<p>of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p> <p>3-PS2-3 Motion and Stability: Forces and Interactions -Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p> <p>3-PS2-4 Motion and Stability: Forces and Interactions - Define a simple design problem that can be solved by applying scientific ideas about magnets.</p>
Barriers:	<ul style="list-style-type: none"> • Attendance • Inexperienced teachers 0-3 years (non-tenured and new to grade level • Transient student population in and out of the county • Less instructional time spend on science content area • Tested content is from grades 3 and 4 as well as grade 5
Needed Resources:	Vertical planning time, grade-level science planning time, Discovery Ed professional development, NGSS professional development for inexperienced teachers
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Review grades 3 and 4 Physical Science standards in grade 5 • Departmentalize science units within grade levels to allow for mastery of content • Vertical science planning time in grades 3, 4, 5 • Additional hands-on science lessons
How will it be funded?	<p>Title I</p> <p>Concentration of Poverty Grant</p> <p>Instructional Funds from the Board of Education</p>
Steps towards full implementation with timeline:	<p>BOY: Meet as a grade level and select units for classroom teachers to specialize in</p> <p>BOY: Plan for instruction using NGSS standards</p> <p>MP1: Disaggregation of MISA Data, grade level planning and vertical alignment of science standards</p> <p>MP2: Meet with grade level teams to co-plan and develop lessons, spiral review of grade 3 and 4 science standards</p> <p>MP3: MISA test prep, complete practice tests, additional planning with grade levels and vertical teams</p> <p>MP4: Reflection with classroom teachers/special education teachers, team planning</p>

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Monitoring Procedure:	Formative and summative assessment throughout the year
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Universal Design for Learning for SCIENCE.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> • Scholastic magazines, data from textbooks, Discovery Ed, investigations from FOSS science, video clips - Clarify vocabulary, symbols and data • Multiple media representation - modeled representation through GRR • Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge. By providing clear success criteria, teachers can ensure information is presented in multiple formats which lends itself to different learning styles.
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. <ul style="list-style-type: none"> • Graphing software - optimize access to tools and assistive technologies PowerPoint / Google slides • Charts / Posters, oral reports, and written reports • GRR model - graduated levels of support for practice and performance <ul style="list-style-type: none"> - Flexible groupings - .Success criteria guides students on how to express their understanding of the material through various means: writing, speaking, creating visuals, or acting out the task.
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"> • Optimize individual choice • GRR model - foster collaboration and community. Increase mastery-oriented feedback • Journaling - self-assessment and reflection • Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants. • Provide opportunities for hands-on experiments and time for students to test and refine them. Success criteria can motivate students by giving them a clear target or goal to strive for. Also, a sense of accomplishment is met as students move towards achieving the set learning goals.

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VIII. MD School Survey Results and Plan

<i>Staff Engagement Action Plan:</i>	
School Survey - Educator Score= 2.6/3	
School Average Educators Score (All Domains)= 9.0/10	
Projected 2024 MD Report Card score = 2.7/3	

<i>Staff Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Domain: Relationships Topic: Student-Student Relationships Avg. Score: 7.16
Topic Description:	The topic of Student Relationships describes the degree to which instructional staff feel students are friendly with, care about, get along with, and respect one another
Strategies:: What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> ● Social Emotional Coach peer remediation ● Tool Box ● Targeted social groups ● Second Step ● Project Yes, Jr. ● Restorative practices
Initiative leader and team: Who is responsible and involved in the work?	PBIS team, Social and Emotional coach, Mental Health Counselor, School Counselor
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"> ● Project Yes, Jr. lunch groups (weekly) - SEC ● Social Groups: morning meetings, lunch/recess meetings (daily/weekly) - guidance and mental health counselor, SEC ● Toolbox training with students: classroom guidance lessons (weekly) with school counselor

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	<ul style="list-style-type: none"> ● PBIS expectations of school wide rules - classroom teacher (daily) ● Second step: social groups (weekly) - guidance counselor, SEC ● Restorative practices - classroom teachers, mental health staff (daily)
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Continued increase of score in the Domain of Relationships and Topic of Student-Student Relationships on the 2025 Maryland Educator Survey. The number of referrals reflecting student conflict will continue to decrease.
Timeline: Include dates for implementation of action steps.	Beginning of the year implementation and throughout the school year as needed Begin implementation August 2024 <ul style="list-style-type: none"> ● PBIS expectations - August 2024 - EOY daily throughout the school year ● Project Yes, JR. - October 2024 identify students - EOY (meet weekly) ● Social Groups - Identified through SRSS screener in November, realign groups at MOY/EOY SRSS administration or as needed. Meet weekly as needed. ● Toolbox Student Training - August - EOY (weekly) ● Second Step - BOY - EOY weekly social groups ● Restorative Practices - BOY - EOY as needed
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain: Safety Topic: Substance Abuse Average Score: 7.74
Topic Description:	The topic of Substance Abuse 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"> ● Students participate in the DARE program ● Health Department vaping lessons ● Social and Emotional groups ● Second Step lessons targeting peer pressure
Initiative leader and team: Who is responsible and involved in the work?	Mike Wagus, SSE, Office Beck, SRO, health department staff, social and emotional coach, school counselor, mental health counselor, social-emotional coach

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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"> • DARE program: Officer Beck, SRO, 2 week DARE prevention curriculum to teach students good decision making skills • Health Department vaping lessons: Health Department staff provides vape prevention curriculum for several days • Social and Emotional Groups: School counselor, mental health counselor, Mike Wagus (SSE), students grouped based upon results of SRSS and PST referrals to target area of need using lessons planned by school counselor/mental health counselor • Second Step lessons: School counselor and social-emotional coach to teach second step lessons targeting peer pressure and decision making based on SRSS data, PST referrals, and teacher concerns
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Increase in the Domain of Safety and the <i>Topic of Substance Abuse</i> on the 2025 Maryland Educator Survey.
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> • DARE - Fall 2024 • Vape Curriculum - Spring 2025 • Social/Emotional Groups - BOY-EOY • Second Step - BOY-EOY

<p style="text-align: center;"><i>Student Engagement Action Plan:</i></p> <p><i>Student earned points= 5/7</i> <i>Average Score 2024= 6.74/10</i> <i>Projected points = 4.72/7</i></p>	
Primary Area of Need State the Domain, Topic, and Score	Domain: Environment Topic: Physical Environment Average Score: 3.60

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Topic Description:	The topic of Physical Environment describes the degree to which students feel the school is kept clean, comfortable, and in good repair.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	Administration and custodial walkthroughs of the building inside and outside of the building Bathrooms will be checked throughout the day for cleanliness Repairs needed will be completed in a timely manner Vandalism to the building and playground equipment will be monitored
Initiative leader and team: Who is responsible and involved in the work?	Administration, custodial staff and maintenance, SRO school 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"> • Daily checks of the building and property by custodial staff, SRO, and school staff • Work orders sent in a timely manner and followed up with completion date by custodial staff
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Increase in score in the Domain of Environment and <i>Topic of Physical Environment</i> on the 2025 Maryland Student Survey
Timeline: Include dates for implementation of action steps.	2024-2025 school year
Secondary Area of Need State the Domain, Topic, and Score	Domain: Safety Topic: Physical Safety Average Score: 4.13
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.

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Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> • Social Emotional Coach peer remediation • Tool Box • Targeted social groups • Second Step • Project Yes, Jr. • Restorative practices
Initiative leader and team: Who is responsible and involved in the work?	PBIS team, Social and Emotional coach, Mental Health Counselor, School Counselor
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"> • Project Yes, Jr. lunch groups (weekly) - SEC • Social Groups: morning meetings, lunch/recess meetings (daily/weekly) - guidance and mental health counselor, SEC • Toolbox training with students: classroom guidance lessons (weekly) with school counselor • PBIS expectations of school wide rules - classroom teacher (daily) • Second step: social groups (weekly) - guidance counselor, SEC • Restorative practices - classroom teachers, mental health staff (daily)
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<p>Increase in score in Domain of Safety and <i>Topic of Physical Safety</i> on the 2025 Maryland Educator Survey.</p> <p>The number of referrals reflecting student conflict will continue to decrease.</p>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> • PBIS expectations - August 2024 - EOY daily throughout the school year • Project Yes, JR. - October 2024 identify students - EOY (meet weekly) • Social Groups - Identified through SRSS screener in November, realign groups at MOY/EOY SRSS administration or as needed. Meet weekly as needed. • Toolbox Student Training - August - EOY (weekly) • Second Step - BOY - EOY weekly social groups • Restorative Practices - BOY - EOY as needed

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IX. MULTI-TIERED SYSTEM OF SUPPORT

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

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
Faculty Meetings to discuss TSI identification subgroup and steps to move forward in not be identified by this subgroup	Administration Faculty and staff	Beginning of the year principal PD and on-going throughout the school year	Completion of collaborative planning schedule where all classroom teachers have scheduled time to discuss special education caseload and planning with special education teachers.
Training for staff using the collaborative approach with planning. Guide sheets on responsibilities of the meeting, agenda, and outcomes.	Administration, special education teachers, classroom teachers, and special education facilitator	Training at the BOY PD to discuss expectations. Planning then will begin once technology schedule is developed and all classrooms have set times for meetings.	Classroom teachers will meet with special education teachers weekly, bi-weekly, monthly, or monitor status based on the caseload of identified special education students in the class.
INSTALLING			
Creating a collaborative planning schedule	Principal -Heather Morgan AP - Melissa Moran SEF - Wendy Kutcher Special education teachers Stephanie Schurg and Bre Grove Technology teacher - Shelly	Collaborative planning will be scheduled weekly, bi-weekly, monthly, or monitor status based on the caseload of identified special education students in the class.	TSI identification for the special education subgroup and changes with the specialized designed instruction format indicated a need.

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	Watson All classroom teachers grades pre-kindergarten 3 - Grade 5		
IMPLEMENTING			
Professional development opportunities identified teachers requested more collaborative planning with special education teachers based on the accommodations and IEP goals set for students in the classrooms.	Grade levels prek3 - grade 5	The collaborative planning schedule will begin in November. Collaborative planning will be scheduled weekly, bi-weekly, monthly, or monitor status based on the caseload of identified special education students in the class.	Information shared at the planning meeting will build a stronger program in promoting student achievement and writing goals for IEPs. Staff will analyze data, plan, and implement appropriate interventions for identified students during the collaborative planning time. . Additional professional development planned with appropriate staff and resources
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
Review data results with staff during faculty meetings and grade level team meetings. Determine how to refine the collaborative / co-teaching process and explore more interventions and strategies to	Classroom and special education teachers	See attached schedule:	Monitor consistency of meeting dates and times. Documentation binder reviewed with information shared. Reflection points:

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meet student needs. Next steps to enhance our special education program and be removed from being a TSI school.			Is 30 minutes enough time to discuss needs of caseload in classrooms and plan collaboratively?
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1. Based upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected?

Priority 1: SWPBIS Tiered Fidelity Inventory that will be given three times a year and completed by the classroom teacher in ASPEN.

Priority 2: Collaborative Planning with classroom and special education teachers.

2. How will the priority/ priorities be addressed?

Priority 1: Individual children's progress is monitored and results are used to make decisions about further instruction and intervention. The PBIS team will monitor results and plan appropriate booster activities through PBIS protocols. Also, the classroom teachers will increase the amount of time second step lessons and Toolbox lessons are taught in the classroom setting and the school counselor will increase the lessons during small group sessions. The SRSS will be completed 3 times a year. The PST team and FST team will discuss each individual score and focus on students scoring in the red and yellow bands. Plans and groups will be formed based on the scoring. If more support is needed for the classroom teacher, additional meetings will be held to discuss an individual plan.

Priority 2: Collaborative planning notes and documentation will be reviewed weekly, bi-weekly, or monthly based on the caseload. Classroom teachers will meet with special education staff to review goals of identified students. The special education team will divide the planning with teachers based on identified students. This is also a goal in our ATSI plan. Additional meeting times will be scheduled if the need arises. Data will be monitored to look for an increase in closing the achievement gap of subgroups identified.

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

Central Office is available for faculty meeting clarification and disaggregation of data. School staff would like additional professional development on behavior. Working with a district behavior coach will provide strategies for implementation in the classroom setting. Multiple opportunities had been made available throughout the 2023-2024 school year to attend professional development on this topic. School PD will take place throughout the 2024-2025 school year addressing these needs and providing resources for topics discussed.

4. N/A

- X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**
PBIS Tier I
PBIS Tier II
PBIS Tier III

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

- PBIS team shares monthly meeting information with grade level teams and staff
- Check in Check out fully implemented and data shows majority of students in the intervention had a decrease of problem behaviors and reached goal
- Booster incentives in between PBIS incentives planned
- Grade levels have adopted incentives for students to work towards a goal
- Teachers make phone calls home for attendance in addition to the board of education generated daily call
- Character trait recognition program, safety patrol, student of the week, resource class of the week
- Bus of the week or bus student of the week - we would like to implement this due to the increase number of bus issues / referrals
- Bulldog bucks and incentive program

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

- Check in check out
- Re-teach the school rules / lessons with the rules
- Modeling
- Social skills groups
- Attendance bulldog bucks

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

TITLE I PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT

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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?

A Title I Spring meeting was held on Thursday, May 23, 2024 during which parents and community members participated in providing input towards the development of the plan. In addition, a Title I Parent Interest Survey was given, and 38 parents completed and returned the survey providing feedback and input. Also, on Monday, August 26, 2024, during the school's Back to School Bash, parents were provided the opportunity to review and make comments on the School-Parent Compact, the school-level parent and family engagement plan, and the spending of the 1% reservation for parent and family engagement. 48 adults completed meeting evaluations which included making comments/suggestions for the plan.

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

Teachers are involved in the development of the School Improvement Plan by providing input during faculty, team, and data meetings, by serving as co-chairs of the SIT, and by working with the administration to create the Title I budget. The principal and assistant principal oversee the creation and implementation of the plan by scheduling and facilitating decision-making meetings and by collaborating with district-level staff such as ACPS ELA and math coaches and the Title I school support specialists. Other staff such as the Community School Coordinator, the Title I Family Engagement Coordinator, and the PBIS chairperson provide input.

TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Title I Funded Strategies to Increase Parent and Family Engagement	Date
Title I Annual Meeting/Back to School Night	August 26, 2024
Title I Mid-Year Monitoring Meeting with Parents	January 21, 2025
Title I Spring Meeting with Parents	May 2025

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Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families.	Ongoing
K-5 teachers will be paid stipends to plan and present and for fixed charges for grade level parent sessions (virtual or in-person) to build parental capacity. (Funded by Title I)	Dates TBD by grade level teams
Teachers will be paid stipends to plan after school for a schoolwide ELA/Math event which will be held during the regular school day to build parental capacity. (Funded by Title I)	TBD
Materials such as books, journals, math manipulatives, games, workbooks, and school supplies will be purchased for parents to use at home with their students following the grade-level and/or schoolwide sessions. (Funded by Title I)	TBD
School-Parent Compacts will be used.	August, Parent Conferences, Ongoing
The Title I Family Engagement Coordinator will facilitate weekly volunteer workshops.	Tuesdays, 8:30-10:45
Report Cards will be printed at the request of parents.	November 14, 2024, January 24, 2025, April 4, 2025, and June 5, 2025.
Grandparent's Day with an activity, craft, photo and snack will be held.	October 4, 2024
Veteran's Day Assembly will be held.	November 11, 2024
Student of the Month Character recognition assemblies where families are invited to attend.	Monthly
Principal's Monthly Newsletter, <i>The Bulldog Buzz</i> , the school counselor's <i>John Humbird PBIS Newsletter</i> , and the Pre-K Frogstreet newsletters are distributed to all parents.	Monthly

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	ACPS Early Childhood Office	Students in grades Pre-k3, Prek-k4, and kindergarten take home bags with books and activities for the week to foster literacy at home. The books are changed each week.
Community Schools	Concentration of Poverty Grant, Julian Gates, Community School Coordinator	The CoP grant provides wrap-around services to improve educational resources for neighborhoods and schools. The CSC is assigned to the school full-time and collaborates with other school programs and plans and implements activities such as free haircuts for students, providing clothing, hygiene items, and food for families in need. CoP also funded T-shirts for 5th graders for completing the DARE (Drug Abuse Resistance Education) program and a Literacy Night for 1st graders and families on October 23, 2024.
Mobile Science Lab/Ag Lab	Maryland Agricultural Education Foundation	Students visit an onsite mobile lab to participate in hands-on lessons such as “Wetland Charm” or “The Gulf Oil Spill”.
ACPS After School Program	John Humbird Teachers	Students are provided educational and nutrition services beyond the regular school day.

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ACPS Summer School Program	Site based teachers	Students are provided education and nutrition services in the summer.
ACPS before and after school tutoring	ACPS certified teachers	Students are provided educational tutoring to close the academic gap.
YMCA Excel After the Bell Program	Staff trained in Orton Gillingham from the YMCA	Students participate in OG tutoring 2 days a week. Focus groups are grade 1 and grade 2.
Flumist & Dental Clinics	Allegany County Health Department	With parental permission, students receive free flumist and teeth cleaning.
Fresh Fruits and Vegetables Program	ACPS Nutrition Office/MSDE Grant	All students in the school receive free, fresh fruit and vegetable snacks.
Friday Food Bags	Western Maryland Food Bank through Emmanuel United Methodist Church	Identified students receive bags of food to take home for the weekends.
Outdoor School	5th grade teachers and Assistant Principals	All fifth grade students in ACPS have the opportunity to attend a week-long residential outdoor school at the 4-H Center in Garrett County, Maryland.
Career Day	School Guidance Counselor	Career Day will take place in the spring of the 24-25 school year. This will provide opportunities for students to explore postsecondary education and the workforce. This will be a school wide event.
Additional Targeted School of Improvement (ATSI)	Board of Education staff, School Administration, and staff	Lowest performing 5% of Title I schools in the state, as determined by the state's accountability system based on factors like student achievement data; the school has a significantly underperforming student group compared to other Title I schools

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Headstart	Pre-kindergarten teachers, kindergarten teachers, and Headstart teachers	Students attend a wrap around program and teachers articulate with Head start staff to make the transition into the school early programs successful.
Maryland Extension Program	Mandy Hawkins, SNAP Ed Nutrition Educator and Project Leader	The teacher visits classrooms and provides lessons with tasting of healthy foods and exercise.
Community Plays and Events	Classroom teachers and Julian Gates, COP Coordinator	FSU theatre department performs a play based on children's literature during a school wide assembly. The book that the play is based on is purchased for each student to be used in the classroom and later sent home.

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

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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
Title I will fund stipends and fixed charges for additional articulation meetings and preparation time for the articulation meetings for teachers of grades 1-5 during after school hours.	May 2025, John Humbird Elementary School	Teachers of grades 1-5	Individual Student Information Forms will be completed prior to the meetings. Class lists and informed groupings will be made.	Grade level teachers will meet with advancing grade level teams to review the Individual Student Information Forms to attain data and inform groupings.	Student Information Forms, Sign-In Sheet, Class Lists and Groupings/Notes, Meeting Evaluation
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 will fund the purchasing of 30 copies of the book, <i>The Teacher Clarity Playbook: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized Effective Instruction</i> for a Book Study.	TBD	Teachers of Pre-k4 - Grade 5, ELA and Math Coaches, and the Literacy Lab teacher	Evidence based strategies will be gained and implemented to increase student academic achievement.	Evidence based strategies such as creating learning intentions and success criteria.	School-level data as determined by the principal.
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XIII. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.
The plan will first be shared with the School Improvement Team (SIT) at which time leadership chairs and grade level teams will have a chance to discuss their plans for implementing their particular roles. Leadership teams will meet to discuss what forms of data they will need to collect and analyze this year. Faculty meetings will be used to share school data. Math and ELA data meetings will review the ELA and Math portion of the plan and monitor data collections. Grade 5 teachers will review the Science section of the plan with the grade 3 teachers. Teachers may access the plan on our school website page once reviewed.
2. How will the plan be shared with parents and community members? Please include approximate dates.
The plan will be posted on the school web page, and a copy of the plan in its entirety will be available in the school office. The School Improvement Plan was initially shared at the Title I Parent Meeting where the data from the previous year's data was also presented. Activities will be reviewed by leadership team chairpersons at their monthly meetings, which community team members will be invited to attend. Parents on our school improvement team will have the opportunity to review the plan and provide feedback and suggestions. This will be shared by our Title I family school coordinator. Statements will be placed in monthly school newsletters to welcome parents and community members to view and provide feedback to our school improvement plan. Our school improvement plan is available for preview at any time. We have a sign in sheet for parents to sign and provide any feedback or suggestions.
3. What role will classroom teachers and/or departments have in implementing the plan?
Through daily planning, teachers will refer to the strategies embedded in the school improvement plan. Teachers will participate in the planning and implementation of the parent involvement activities referenced in the plan. Monthly data meetings with district specialists will enhance resources and strategies to be implemented in the classroom that have been identified in the plan. The district specialists have served an active role with disaggregating our school data and collaboratively looking at lesson plans to meet the student needs. Focus areas of need will be discussed at the ELA and math monthly data meetings. If additional resources are needed to implement the plan, teachers can seek approval to purchase items.
4. How will student progress data be collected, reported, and evaluated by the SIT?

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The SIT has been divided into reading and math teams. These teams will review the reading and math activities and milestones monthly to assess and update what is in the plan. The PBIS Committee will review the attendance activities and goals monthly. The Pupil Service Team (PST) and Family Support Team (FST) will discuss student discipline and attendance. Family and student needs will also be discussed and a plan in place for support. Data will be monitored and analyzed by the SIT co-chairs and administration. Trend data is analyzed and instructional practices are modified for student needs. Documentation from all meetings will be stored in the Title I binder.

5. How will the administration monitor the plan?

The data will be compiled at grade level team meetings using DIBELS assessment scores, progress monitoring reports, and reading/math/science benchmarks. Writing tasks will be collected, scored, and discussed at grade level meetings. This data will be analyzed by the appropriate grade band teams and reading/math specialists. The final evaluations of this data will be discussed and milestones revised at monthly leadership team meetings, grade level meetings, monthly SIT meetings, and at weekly faculty meetings when relevant. Data will drive individual SLOs and will be analyzed. The data will be used to improve instruction and to differentiate instruction.

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

The Title I School Support Specialist will assist in including the Title I 4 components in the plan. She will meet with the principal at least monthly to monitor the implementation of the plan and will hold meetings with parents in January to monitor the implementation of the plan and in May to evaluate the plan. Central office provides school improvement funds to develop, monitor, and assess the plan. Central office staff are invited to all school improvement team meetings and ELA and Math data meetings.

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

School Improvement Plan for Title I School - SIGN OFF SHEET

Name	Signature	Role
Heather M. Morgan		Principal
Melissa Moran		Assistant principal
Morgan Cranford		School Counselor
Krista Farrell		Teacher
Amanda Jones		Teacher
Alyssa Collins		Instructional Assistant
Michele Deatelhauser		ACPS/School Reading Coach or Specialist
Amanda Boone		ACPS/School Math Coach or Specialist
Amy Cianelli		Reading Interventionist
Laura Michael		Title I School Support Specialist
Samantha Moon		Title I Family Engagement Coordinator
Presley Mines		Parent/Family Member
Sara Lease		Parent/Family Member
Roberta Hammond		Community Member
Julian Gates		Community Member
Wendy Kutcher		Special Education Faciliator
Terri Main		Parent/Family Member

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Alyssa Sullivan		Parent / Family Member
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