

**Allegany County Public Schools  
2019-2020 School Improvement Plan**

**School: Northeast**

**Principal: Mr. Dan Clark**

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**I. INTEGRATED EDUCATIONAL FRAMEWORK**

**A. VISION, MISSION, CORE VALUES, AND LEADERSHIP**

**Mission Statement**

**At Northeast Elementary School, our mission is to engage and challenge students academically in preparation for college and career readiness. Through collaboration and mutual respect with students, colleagues, families, and community members, we strive to help every child grow socially and academically in order to achieve his/her greatest potential.**

**Vision**

**At Northeast Elementary School, we strive to create a comfortable, safe, and engaging environment where all students can be successful and we strive to ensure every child grows socially and academically to his/her greatest potential.**

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**Core Values**

- **We believe that the school experience should teach students to be thinkers that are aware and accountable for their own success, as well as being active and productive citizens throughout life.**
- **We believe that a good school is one that educates all children to meet their needs and attends to the whole child, not just academics, but also social, emotional and physical needs, while building relationships with families and communities.**
- **We believe that a successful student is able to use a variety of strategies to solve problems in school and in life.**
- **We believe that an effective classroom is one in which students are aware of the expectations and lessons provide opportunities in which students are engaged and meet all their learning styles and levels.**
- **We believe that a good school staff member is one who is respectful and willing to collaborate to ensure all students succeed; all staff members support each other.**
- **We believe that an effective school faculty/central office division is one that works collaboratively to support student learning through district and school initiatives.**
- **We believe that a Core Curriculum, which is research-based, includes a variety of instructional strategies, incorporates the principles of UDL, and focuses on student-centered learning styles is the foundation of our instruction.**

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**B. Culture, Climate, and Inclusive Community**

**School climate and culture** have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development.

**School climate** refers to the character and quality of school life that is centered on patterns of students', staff and parents' experiences of school life. School climate refers to a school's social, physical, and academic environment. It refers to, but is not limited to how the school makes people feel. Examples: Do they feel safe, welcomed, and connected?

**School culture** is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure. A related concept is school culture, which refers to the "unwritten rules and expectations" among the school staff (Gruenert, 2008).

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as well as to student learning, fulfillment, and well-being. The following examples are commonly associated with positive school cultures:

- The individual successes of teachers and students are recognized and celebrated.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland's public schools, without exception and regardless of race, ethnicity, region, religion, gender, sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

- A. Safe
- B. Appropriate for academic achievement; and
- C. Free from any form of harassment.

**In narrative or bulleted form, address your school's climate, culture, and inclusive community.**

The school climate and culture at Northeast Elementary School is centered around students. We have a culture of high expectations where all people are supported emotionally, socially, and physically. We strive to provide a positive school climate by fostering safety and promoting a supportive academic, social, and physical environment. We maintain respectful, trusting, and caring relationships throughout the entire

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school community. We recognize the importance of equity in education and social justice. In addition, we recognize and respect each student's strengths, diversity, and culture. We also strive to recognize the achievements and contributions of staff members.

Northeast Elementary School is a full-inclusion school, meaning all students regardless of their abilities are included in the regular education classroom. Students requiring special accommodations are supported by regular education teachers, special education teachers, special education instructional assistants, and Title I instructional assistants. Specifically, staff members provide close adult support for students, small group instruction where tier II instruction may be needed, and intensive reading intervention to both special education and non-special education students. Special education teachers provide student support/services in the regular education classrooms and plan collaboratively with regular education teachers to provide necessary supports for all students to be successful. Currently, professional learning continues on the gradual release of responsibility framework and the principles of UDL. We are currently focusing on teaching the concept of metacognition, which refers to knowledge about and the regulation of one's thinking.

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**C. Staff Engagement Action Plan**

<b>Staff Engagement Action Plan</b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Average Score out of a possible 10.	Domain: Instructional Support Topic: Instructional Feedback Score: 6.14
<b>Topic Description:</b>	The quality of instructional feedback topic for educators describes the degree to which teachers receive useful, actionable, adequate feedback from school leadership to improve their teaching.
<b>Strategies: Steps that will be taken in order to obtain the desired outcome.</b>	<ul style="list-style-type: none"> <li>- Teachers will be notified when an administrator records a walk-through in the TPE app.</li> <li>- Teachers will be encouraged to review walk-through documents for feedback.</li> <li>- Administrators will provide feedback during faculty and team meetings.</li> <li>- Feedback will be provided in formal observations</li> </ul>
<b>Initiative leader and team: Who is responsible and involved in the work?</b>	Principal, Assistant Principal
<b>Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?</b>	Principal/Assistant Principal will spend time conducting/documenting classroom walk-throughs. Teachers will spend time reviewing documents and asking clarifying questions. Equipment needed- computers and TPE application to access walk-through documents

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Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	The 2020 educator survey results will show an average score increase from 6.14 to 7.14 when compared to the previous year's results.
Timeline: Include dates for implementation of action steps.	September, 2019 - June, 2020 - Administration will conduct walk-throughs and teachers will review the documents. Team meetings: Walk-through data will be shared periodically at team meetings. February 3 and June 15, 2020- MOY/EOY review at principal's professional development
<b>Secondary Area of Need</b> State the Domain, Topic, and Average score out of a possible 10	Domain: Safety Topic: Substance Abuse Score: 6.44
Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.
Strategies: Steps that will be taken in order to obtain the desired outcome.	Professional Development and trainings provided by: School Counselor Nurse School Resource Officer.
Initiative leader and team: Who is responsible and involved in the work?	Principal, Assistant Principal
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	School Counselor, Nurse and School Resource Officer will develop professional development resources on substance abuse prevention.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the	The 2020 educator survey results will show an average score increase from 6.44 to 7.44 when compared to the previous year's results.

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identified goal has been met?	
Timeline: Include dates for implementation of action steps.	September, 2019 - June, 2020 resources will be shared periodically through team meetings.

**D. Student Engagement Action Plan**

<b><i>Student Engagement Action Plan</i></b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Score	Domain: Environment Topic: Physical Environment Score: 4.48
Topic Description	The physical environment topic describes the degree to which students feel the school is kept clean, comfortable, and in good repair
Strategies: Steps that will be taken in order to obtain desired outcome.	<ul style="list-style-type: none"> <li>- Student ownership of building cleanliness.</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	Principal, Assistant Principal, Faculty



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<p>Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?</p>	<p>Principal/Assistant Principal will spend time conducting cleanliness inspections. Teachers will review expectations for building cleanliness. Students are responsible for the cleanliness of their immediate areas.</p>
<p>Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?</p>	<p>The 2020 educator survey results will show an average score increase from 4.48 to 5.48 when compared to the previous year's results.</p>
<p>Timeline: Include dates for implementation of action steps.</p>	<p>September, 2019 - June, 2020</p>
<p><b>Secondary Area of Need</b> State the Domain, Topic, and Score</p>	<p>Domain: Safety Topic: Physical Safety Score: 4.71</p>
<p>Topic Description:</p>	<p>The physical safety topic describes the degree to which students feel safe at school, and whether students at school fight, threaten other students, and/or damage others' property.</p>
<p>Strategies: Steps that will be taken in order to obtain the desired outcome.</p>	<p>The School Counselor will teach lessons focused on "Peace Builders" Teachers will promote positive behaviors through PBIS strategies. Second Step lessons and strategies will be implemented.</p>
<p>Initiative leader and team: Who is responsible and involved in the work?</p>	<p>PBIS Team- Monthly PBIS incentives Guidance Counselor lessons</p>
<p>Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the</p>	<p>PBIS Team meets monthly to examine data to determine a focus area. School Counselor plans "Peace Builders" lessons</p>

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desired outcome(s)?	
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	The 2020 educator survey results will show an average score increase from 4.71 to 5.71 when compared to the previous year's results.
Timeline: Include dates for implementation of action steps.	September, 2019 - June, 2020

**II. SCHOOL DEMOGRAPHICS**

**A. Staff Demographics**

<b>Table 1</b>			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		23	23
Itinerant staff		4	4
Paraprofessionals	7	2	9
Support Staff		4	4
Other	2	8	10
Total Staff	9	43	52

<b>Table 2</b>				
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Under each year, indicate the percent as indicated of individual in each category.	2016-2017 Official Data	2017 – 2018 Official Data	2018-2019 Official Data	2019-2020 Official Data
<b>Percentage</b> of faculty who are:	100%	100%	100%	100%
• Certified to teach in assigned area(s)				
• Not certified to teach in assigned area(s)	0	0	0	0
For those not certified, list name, grade level course	0	0	0	0
Number of years principal has been in the building				7
Teacher Average Daily Attendance	96	92.4	95.3	

**B. Student Demographics**

<b>Table 3</b>			
<b>SUBGROUP DATA</b>			
<b>SUBGROUP</b>	<b>2017-2018 TOTAL</b>	<b>2018-2019 TOTAL</b>	<b>2019-2020 TOTAL</b>
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	≤10	NA
African American	10	≤10	<b>16</b>
White	284	282	<b>267</b>

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Asian	na	na	≤10
Two or More Races	25	32	<b>31</b>
Special Education	47	45	<b>42</b>
LEP	na	≤10	≤10
Males	170	178	<b>169</b>
Females	150	144	<b>150</b>
Total Enrollment (Males + Females)	320	322	<b>319</b>
Farms (Oct 31 data)	59.56%	<b>56.92</b>	<b>n/a</b>

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

<b>Table 4</b>					
<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability		06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	1
03 Deaf		08 Other Health Impaired	5	14 Autism	2

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04 Speech/Language Impaired	29	09 Specific Learning Disability	1	15 Developmental Delay	3
05 Visual Impairment		10 Multiple Disabilities	1		

**III. ATTENDANCE**

<b>Table 5</b>	<b>2018-2019</b>	
<b>School Progress Attendance Rate</b>	<b>All Students AMO = 94.0%</b>	
<b>Grade Level – School Level Data</b>	<b>Attendance Rate</b>	<b>MET Y/N</b>
All (Excluding PreK & K)	94.4	Y
Grade 1	94.7	Y
Grade 2	93.7	N
Grade 3	94.8	Y
Grade 4	95.1	Y
Grade 5	93.9	N

<b>Table 6</b>				
<b>Attendance Rate</b>				
<b>Subgroups – School Level Data</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>Indicate if current rate is less than 94%</b>
All Students	95.3	95.1	93.8	<b>Y</b>
Hispanic/Latino of any race	96.7	98.6	89.9	<b>Y</b>
American Indian or Alaska Native	97.2	97.8	97.1	
Asian	na	na	na	
Black or African American	95.6	94.7	92.5	<b>Y</b>
Native Hawaiian or Other Pacific Islander	90.6	93.6	na	

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White	95.4	95.1	94.1	
Two or more races	94.2	94.7	91.8	<b>Y</b>
Male	95.8	95.4	94.1	
Female	94.7	94.7	93.5	<b>Y</b>
EL	94.6	94.5	na	
Special Education	95.3	95.6	93.8	<b>Y</b>
Free/Reduced Meals (FARMS)	94.6	94.5	92.6	<b>Y</b>

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially Special Education, FARMS, ELL and lowest attending.
  - FARMS, Black or African-American, and Two or More Races are the lowest attending subgroups.
  - Hispanic/Latino of any race subgroup was made up of one student, who no longer attends Northeast.
  - Transportation tends to be a challenge for our students belonging to the economically disadvantaged subgroup. Students who are running late and miss the bus often have no way to get to school.
  - Northeast is not within walking distance for any student.
  
2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.
  - The pupil services team meets bi-weekly to review attendance and identify any individuals who may need support.
  - The school counselor conducts attendance lessons during her life skills instruction throughout the school year and she meets with individuals who may be struggling with regular attendance.
  - The principal, ppw, and school counselor contact parents through a variety of means in order to provide support.
  - The principal reviews attendance reports weekly, targeting those students who meet the criteria for chronic absenteeism. Support is provided to students and families who meet this criteria.
  - Various strategies are used school-wide in order to promote good attendance including: daily announcements for classrooms with perfect attendance, personal conferences with students by the principal and counselor, and recognitions for students who have perfect attendance for each marking period and the school year.

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- The school will share monthly key messages from Attendance Works with parents and families in newsletters and the PTA Facebook page.

**IV. HABITUAL TRUANCY and CHRONICALLY ABSENT**

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. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

	2018	2019
Count Habitual Truant	0	0
Percent Habitual Truant	0%	0%
Percent Chronically Absent	12.7%	13.3%

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

Northeast has no students who are habitually truant.

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

Northeast will continue to monitor daily student attendance and provide support to students and families who meet the criteria for chronic absenteeism.

We will recognize classes with perfect attendance on a daily basis.

We will track perfect attendance by class and will hold monthly incentives for the homerooms with the best attendance.

We will continue to recognize students with perfect attendance each marking period and for the school year.

The school counselor conducts attendance lessons during her life skills instruction throughout the school year and she meets with individuals who may be struggling with regular attendance.

The pupil services team meets bi-weekly to review attendance and identify any individuals who may need support.

**V. SCHOOL SAFETY/ SUSPENSIONS**

<b>Table 9: SUSPENSIONS</b>	
<b>Subgroup</b>	<b>All Students</b>



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	2016-2017	2017-2018	2018-2019	Percent of increase (+)/decrease (-) from 2017-2018
Total Referrals	143	151	178	+18%
All Suspensions	4	1	0	-100%
In School	0	0	0	0%
Out of School	4	1	0	-100%
Sexual Harassment Offenses	11	34	0	-100%
Harassment/Bullying Offenses	0	0	0	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.

64 students accumulated a total of 178 referrals for the year. 24 of those students no longer attend Northeast Elementary School. 53 of those students belong to the white subgroup and 61 belong to the non-special ed. Subgroup.

39% of all referrals occurred on buses.

We will use the following strategies to decrease the number of discipline referrals:

- Schoolwide PBIS program
- Analyze SRSS data to identify students needing Tier II and Tier III support
- Lifeskills classes with a focus on behavior
- Emotional poverty training for staff
- Tier II team will meet bi-weekly to provide support for struggling students
- We will implement the Tier II PBIS behavior intervention Check-in/Check-out.

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- Tier III team will provide specific behavior plans to provide student support
- District behavior specialist will provide Tier III support
- Second Step lessons and strategies

**VI. EARLY LEARNING**

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

<b>Table 10</b>						
<b>Kindergarten Readiness Assessment</b>						
	<b>2017-2018</b>		<b>2018-2019</b>		<b>2019-2020</b>	
	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated
Language & Literature	20	36%	21	50%	26	50%
Mathematics	11	20%	22	52%	26	50%
Social Foundations	27	49%	28	67%	34	65%
Physical Development	23	42%	24	57%	35	67%

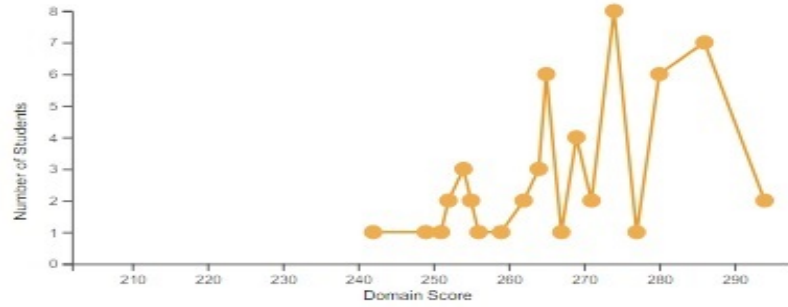
2. Kready domain range distribution.

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HOW TO READ THIS CHART

CHART TYPE

## Language and Literacy



Range Minimum: 202 Range Maximum: 298

Whole population

Lowest Score: 242  
Highest Score: 294  
Mean Score: 269.7  
Median Score: 269  
Standard Deviation: 12.2

## Mathematics

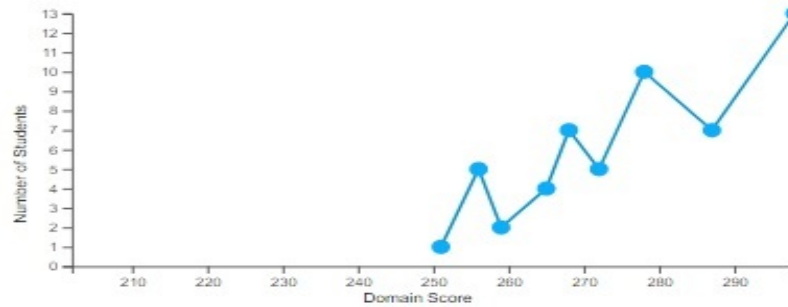


Range Minimum: 202 Range Maximum: 298

Whole population

Lowest Score: 245  
Highest Score: 298  
Mean Score: 270.4  
Median Score: 267  
Standard Deviation: 14.5

## Social Foundations

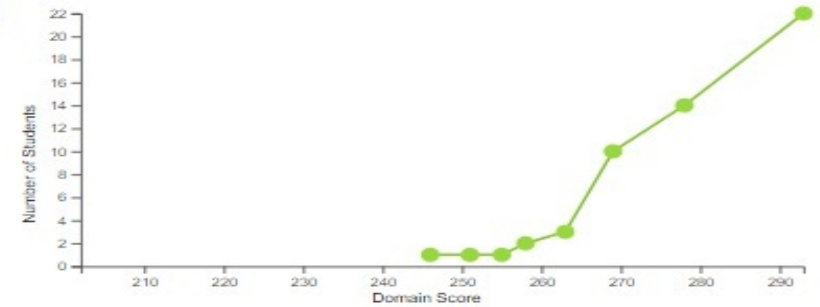


Range Minimum: 202 Range Maximum: 298

Whole population

Lowest Score: 251  
Highest Score: 298  
Mean Score: 277.9  
Median Score: 278  
Standard Deviation: 14.5

## Physical Development



Range Minimum: 202 Range Maximum: 293

Whole population

Lowest Score: 246  
Highest Score: 293  
Mean Score: 279.4  
Median Score: 278  
Standard Deviation: 13.3

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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”.

Kindergarten Readiness Assessment data is analyzed by the kindergarten team, math/ELA specialists, reading intervention teacher, and special education staff in order to determine areas of need specific to the four domains. The physical education teacher will focus on locomotor skills instruction to improve the domain of physical development. Movement will also be incorporated into daily instruction. The math and ELA specialists will work this year with the kindergarten team to analyze data from the readiness assessment, along with other data sources, such as quarterly benchmarks and DIBELS assessments in order to develop small group instruction targeting students who need extra support in those domains and to provide support using best practices in the classroom. Best practices include, but are not limited to: short and long-range planning, CRA (concrete, representational, abstract), GRRUDL framework, specific targeted interventions, such as, Foundations and Orton Gillingham. The school counselor, along with the district behavior specialist will collaborate with the kindergarten teachers to bolster SEL (Social/Emotional Learning) in the classroom.

Teachers collaborate with partners, such as, Head Start and Pre-K teachers to discuss articulation data. This allows all teachers to discuss student strengths and needs. Our special education team members participate in these meetings to identify upcoming students with IEPs, behavior plans or 504 plans. Kindergarten and Pre-K teachers collaborate with our speech and language pathologist to screen and identify students with articulation or language concerns. School therapy services also provide screenings and support for pre-k and kindergarten teachers who identify students with fine or gross motor needs. Our local service organization, The Lions Club, partners with our school to complete early vision screenings to identify vision impairments in our young learners

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 will implement to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.

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Our school utilizes the Kindergarten Readiness Assessment to identify strengths and needs of our incoming students. This data allows our kindergarten teachers to determine which students require additional support. Our 2019 data indicated weaknesses in the areas of language and literacy, as well as mathematics. Kindergarten teachers analyzed the data to formulate an action plan to monitor students within the targeted group.

September - Kindergarten team, intervention teacher, administration, special education teacher, and math/ELA specialists meet to analyze DIBELS BOY data, Kindergarten Readiness Assessment, and 1st quarter Benchmark Data in order to place students in appropriate interventions and plan small flex-group instruction.

Bi-Weekly - Specialists meet with the kindergarten team to provide support.

January - Kindergarten team, intervention teacher, administration, special education teacher, and math/ELA specialists meet to analyze DIBELS MOY data and 2nd quarter Benchmark Data in order to make any necessary adjustments to interventions and small flex-group instruction.

May - Kindergarten team, intervention teacher, administration, special education teacher, and math/ELA specialists meet to analyze DIBELS EOY data and EOY Benchmark Data in order to make any necessary adjustments to interventions and small flex-group instruction.

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**VII. ACADEMIC PROGRESS**

**A. ENGLISH LANGUAGE ARTS**

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

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

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

TABLE 12a ELA Grade 3	2017								2018								2019								2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5					
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%				
All Students	47	17	36.1	15	31.9	15	31.9	44	18	41	≤10	18.2	18	40.9	47	14	29.8	16	34	17	36.2	- 4.7			
American Indian or Alaska Native	0	0	0	0	0	0	0	≤10	≤10	100	0	0	0	0	0	0	0	0	0	0	0				
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Black or African American	0	0	0	0	0	0	0	≤10	≤10	50	0	0	≤10	50	0	0	0	0	0	0	0				
Hispanic/Latino of any race	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				

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<b>White</b>	43	14	33	14	33	15	34	39	16	41	≤10	15.4	17	43.6	40	13	32.5	14	35	13	32.5	-	11.1	
<b>Two or more races</b>	≤10	≤10	75	≤10	25	0	0	≤10	0	0	≤10	100	0	0	≤10	≤10		≤10		≤10				
<b>Special Education</b>	15	≤10	53	≤10	27	≤10	20	≤10	≤10	75	0	0	≤10	25	≤10	≤10		≤10		≤10		-	8.3	
<b>Limited English Proficient (LEP)</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Free/Reduced Meals (FARMS)</b>	29	13	44.8	12	41.4	≤10	13.8	24	14	58	≤10	20.8	≤10	20.8	30	9	30	11	36.7	10	33.3	+	12.5	
<b>Female</b>	17	≤10	29.4	≤10	23.5	≤10	47.1	16	≤10	43.8	≤10	12.5	≤10	43.8	27	9	33.3	10	37	8	29.6	-	14.2	
<b>Male</b>	30	12	40	11	36.7	≤10	23.3	28	11	39.3	≤10	21.4	11	39.3	20	5	25	6	30	9	45	+	5.7	

TABLE 12b ELA Grade 4	2017								2018								2019								2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5					
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%				
<b>All Students</b>	44	16	36.3	11	25	17	38.6	49	14	28	11	22.4	24	48	45	10	22.2	9	20	26	57.8	+9.8			
<b>American Indian or Alaska Native</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	≤10	0	0	0	0	≤10	100				
<b>Asian</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
<b>Black or African</b>								≤10	0	0	≤10	100	0	0	≤10	≤10	50	0	0	≤10	50				

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<b>American</b>																							
<b>Hispanic/Latino of any race</b>	≤10	0	0	≤10	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Native Hawaiian or Other Pacific Islander</b>	≤10	≤10	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>White</b>	41	15	36.6	≤10	22	17	41.5	44	11	25	≤10	20.5	24	54.5	40	9	22.5	9	22.5	22	55	+9%	
<b>Two or more races</b>	≤10	0	0	≤10	100	0	0	≤10	≤10	75%	≤10	25	0	0	≤10	0	0	0	0	≤10	100		
<b>Special Education</b>	≤10	≤10	50	≤10	25	≤10	25	12	≤10	66.7	≤10	8.3	≤10	25	≤10	≤10	18.4	≤10	28.6	≤10	28.6	+14.4%	
<b>Limited English Proficient (LEP)</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
<b>Free/Reduced Meals (FARMS)</b>	26	13	50	≤10	26.9	≤10	23.1	28	11	39	≤10	28.6	≤10	32.1	24	7	29.2	5	20.8	12	50	+55.8%	
<b>Female</b>	23	≤10	39.1	≤10	21.7	≤10	39.1	20	≤10	25	≤10	15	12	60	15	3	20	3	20	9	60	0	
<b>Male</b>	21	≤10	33.3	≤10	28.6	≤10	38.1	29	≤10	31	≤10	27.6	12	41.3	30	7	23.3	6	20	17	56.7	+38.3%	

<b>TABLE 12c ELA Grade 5</b>	<b>2017</b>								<b>2018</b>						<b>2019</b>						<b>2018 to 2019 change in prof. rate</b>				
	<b>Total</b>		<b>Level 1 or 2</b>		<b>Level 3</b>		<b>Level 4 or 5</b>		<b>Total</b>		<b>Level 1 or 2</b>		<b>Level 3</b>		<b>Level 4 or 5</b>		<b>Total</b>		<b>Level 1 or 2</b>			<b>Level 3</b>		<b>Level 4 or 5</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>



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<b>All Students</b>	51	13	25.5	15	29.4	23	45.1	45	≤10	22.3	16	35.6	19	42.2	47	10	21.3	9	19.1	28	59.6	+41%
<b>American Indian or Alaska Native</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0	0	0	≤10	≤10	100	0	0	0	0	≤10	≤10	50	≤10	50	0	0	0
<b>Hispanic/Latino of any race</b>	≤10	0	0	0	0	≤10	100	≤10	0	0	≤10	100	0	0	0	0	0	0	0	0	0	0
<b>Native Hawaiian or Other Pacific Islander</b>	≤10	0	0	0	0	≤10	100	≤10	0	0	≤10	100	0	0	0	0	0	0	0	0	0	0
<b>White</b>	46	11	23.9	14	30.4	21	45.7	41	≤10	21.9	14	34.1	18	43.9	43	9	21	7	16.3	27	62.8	+43%
<b>Two or more races</b>	≤10	≤10	66.6	≤10	33.3	0	0	≤10	0	0	0	0	≤10	100	≤10	0	0	≤10	50	≤10	50	-50%
<b>Special Education</b>	≤10	≤10	37.5	≤10	37.5	≤10	25	≤10	≤10	44.4	≤10	22.2	≤10	33.3	≤10	≤10	57.1	≤10	14.3	≤10	28.6	-14%
<b>Limited English Proficient (LEP)</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Free/Reduced Meals (FARMS)</b>	29	11	37.9	11	37.9	≤10	24.1	30	≤10	26.7	14	46.7	≤10	26.7	27	7	25.9	7	25.9	13	48.1	+80%
<b>Female</b>	20	≤10	25	≤10	25	≤10	50	23	≤10	21.7	≤10	34.8	≤10	43.4	18	1	5.6	3	16.7	14	77.8	+79%
<b>Male</b>	31	≤10	25.8	≤10	32.3	13	41.9	22	≤10	22.7	≤10	36.4	≤10	40.9	29	9	31	6	20.7	14	48.3	+18%

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Table 13: Cohort Growth (Elementary Cohort 2027)			
Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	41	58	+17
Economically Disadvantaged	21	50	+29
Special Education	25	28.6	+3.6
Male	39	57	+18
Female	44	60	+16
Other subgroup			

Table 14: Cohort Growth (Elementary Cohort 2026)					
Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	32%	48%	60%	+12%	+28%

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Economically Disadvantaged	14%	32%	48%	+16%	+34%
Special Education	20%	25%	29%	+4%	+9%
Male	23%	41%	48%	+7%	+25%
Female	47%	60%	78%	+18%	+31%
Other subgroup					

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

- Describe changes in last year’s focus areas.

Our goal for 2018-2019 was : Northeast needs to increase the percentage of students meeting or exceeding expectations for the Integration of Knowledge cluster for Informational text.

- Third grade scores decreased from 43% to 22%.
- Fourth grade scores increased from 31% to 46%
- Fifth grade scores remained the same at 38%

**3. FOCUS AREAS**

<b>FOCUS AREA 1:</b>	Informational Text
Focus Area Goal	Last year 65% of grade 3,4 and 5 students scored a 3 or less on MCAP. Our goal is to decrease the number of students scoring 3 or less on MCAP for the integration of knowledge cluster by 5%.
Root Cause(s):	Students have not been provided with significant exposure to activities that model evidence-based selected response (EBSR) and technology enhanced constructed response (TECR) MCAP items.
Focus Content Standard(s):	RI 3.1; 3.2; 3.3; 4.1; 4.2; 5.1; 5;2 CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to

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the text as the basis for the answers.

CCSS.ELA-LITERACY.RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-LITERACY.RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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<b>Barriers:</b>	Sample EBSR and TECR MCAP resource availability
<b>Needed Resources:</b>	Practice Questions that model EBSR and TECR MCAP items.
<b>Strategies and/or evidence-based interventions:</b>	<p>Students will be provided TECR practice weekly on computer based programs such as Flocabulary, Storyworks Online Magazine, Read Theory, and Starfall.</p> <p>Students will be provided differentiated reading instruction with high interest texts using Storyworks, Scholastic magazine and Superkids Reading Program.</p> <p>Lessons including practice questions that model the EBSR/TECR MCAP items will be taught using the GRR-UDL framework.</p>
<b>How will it be funded?</b>	Title 1, Local Budget, School Budget
<b>Steps towards full implementation with timeline:</b>	<p>Ongoing - Specialist will provide sample EBSR and TECR items. They will also model instruction using these item types.</p> <p>Monthly - Goal progress will be monitored and discussed..</p> <p>September - BOY DIBELS, benchmark, and classroom assessments will be reviewed. Intervention groups will be identified and small flex-group instruction will be planned.</p> <p>January - MOY DIBELS, benchmark, and classroom assessments will be reviewed. Intervention groups will be adjusted accordingly.</p> <p>May - EOY DIBELS, benchmark, and classroom assessments will be reviewed. Instructional adjustments will be made and articulation meetings will be held with vertical teams.</p>
<b>Monitoring Procedure:</b>	DIBELS, Read Theory Data, Reading Inventory Data, ELA Benchmarks: progress will be monitored by classroom teachers and Reading Specialist. Walkthroughs by administration.

<b>FOCUS AREA 2:</b>	Economically Disadvantaged
<b>Focus Area Goal</b>	<p>Decrease the number of students in the economically disadvantaged subgroup that scored 3 or less on MCAP by 5%.</p> <p>77% of grade 3 Economically Disadvantaged students scored a 3 or less on MCAP</p> <p>74% of grade 4 Economically Disadvantaged students scored a 3 or less on MCAP</p>

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	75% of grade 5 Economically Disadvantaged students scored a 3 or less on MCAP
<b>Root Cause(s):</b>	Staff doesn't fully understand the educational implications of poverty
	<p>RI 3.1; 3.2; 3.3; 4.1; 4.2; 5.1; 5.2</p> <p>CCSS.ELA-LITERACY.RI.3.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CCSS.ELA-LITERACY.RI.3.3</p> <p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>CCSS.ELA-LITERACY.RI.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.4.2</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.5.1</p>
<b>Focus Content Standard(s):</b>	Quote accurately from a text when explaining what the text says explicitly and when

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	<p>drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.5.2</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
<b>Barriers:</b>	<p>Lack of instructional strategies for students impacted by poverty. Teachers need to incorporate Culturally Responsive Teaching strategies in their lessons.</p>
<b>Needed Resources:</b>	<p>PD in Ruby Payne Frameworks, and Culturally Responsive Teaching</p>
<b>Strategies and/or evidence-based interventions:</b>	<p>Implement social and emotional learning strategies during classroom activities.</p> <p>Implement Growth Mindset in teaching</p>
<b>How will it be funded?</b>	<p>Title 1, Local Budget, School Budget</p>
<b>Steps towards full implementation with timeline:</b>	<p>Ongoing - Specialist will provide sample EBSR and TECR items. They will also model instruction using these item types.</p> <p>Monthly - Goal progress will be monitored and discussed..</p> <p>September - BOY DIBELS, benchmark, and classroom assessments will be reviewed. Intervention groups will be identified and small flex-group instruction will be planned.</p> <p>January - MOY DIBELS, benchmark, and classroom assessments will be reviewed. Intervention groups will be adjusted accordingly.</p> <p>May - EOY DIBELS, benchmark, and classroom assessments will be reviewed. Instructional adjustments will be made and articulation meetings will be held with vertical teams.</p>
<b>Monitoring Procedure:</b>	<p>DIBELS, Read Theory Data, Reading Inventory Data, ELA Benchmarks: progress will be monitored by classroom teachers and Reading Specialist. Walkthroughs by administration.</p>

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<b>Table 15</b>	
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>- SMARTBoards</li> <li>- document cameras</li> <li>- Laptops to foster student engagement in school.</li> <li>- Digital materials and media to provide more auditory and visual opportunities for all students.</li> <li>- Hard copies of documents using various fonts, size, background color, and Lexile Measures to provide more opportunities for all students as they acquire information and knowledge.</li> <li>- Flexible grouping</li> <li>- Use of the Gradual Release of Responsibility model</li> <li>- Use of trade books to teach ELA concepts</li> <li>- Scholastic News</li> <li>- Storyworks and Storyworks Jr.</li> <li>- Flocabulary</li> </ul>
<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>
	<ul style="list-style-type: none"> <li>- Increase student discourse through turn and talk and think, pair, share</li> <li>- Fine Arts will be embedded in instruction and used as a means of representation for student work.</li> <li>- Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned.</li> <li>- Utilize multiple media such as, text, speech, illustrations, storyboards, etc.</li> <li>- Use of technology to publish ELA projects</li> <li>- Use of sentence starters, story webs, graphic organizers, etc.</li> <li>- Use of the Gradual Release of Responsibility model</li> </ul>



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<p><b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p><b>Multiple Options for Engagement</b></p> <p>Students are provided opportunities to select how they complete tasks, the order in which they will complete these tasks, and the means of representation.</p> <ul style="list-style-type: none"> <li>- Daily 5</li> <li>- Flexible Grouping</li> <li>- Use of the Gradual Release of Responsibility model</li> <li>- Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation.</li> <li>- Offer choices in level of challenge, type of tools used, color, design, sequence, etc.</li> <li>- Vary activities and sources of information so they can be personalized and contextualized to learners' lives.</li> <li>- Use of activities that are authentic, personal, and purposeful.</li> </ul>

**B. MATHEMATICS**

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

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

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

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TABLE 16a MATH Grade 3	2017								2018								2019								2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5					
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%				
<b>All Students</b>	47	≤10	21.3	14	29.8	23	48.9	44	20	45	≤10	22.7	14	31.8	47	15	31.9	17	36.2	15	31.9	+3%			
<b>American Indian or Alaska Native</b>	0	0	0	0	0	0	0	≤10	≤10	100	0	0	0	0	0	0	0	0	0	0	0				
<b>Asian</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
<b>Black or African American</b>	0	0	0	0	0	0	0	≤10	≤10	50	0	0	≤10	50	≤10	0	0	0	0	≤10	100	+100%			
<b>Hispanic/Latino of any race</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
<b>Native Hawaiian or Other Pacific Islander</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
<b>White</b>	43	≤10	21	11	25.6	23	53.5	39	17	43.6	≤10	25.6	12	30.8	40	13	32.5	15	37.5	12	30	-2.6%			
<b>Two or more races</b>	≤10	≤10	25	≤10	75	0	0	≤10	≤10	50	0	0	≤10	50	≤10	≤10	33.3	≤10	33.3	≤10	33.3	-33.4%			
<b>Special Education</b>	15	≤10	46.6	≤10	6.7	≤10	46.7	≤10	≤10	50	≤10	25	≤10	25	≤10	≤10	83.3	≤10	16.7	0	0	-100%			
<b>Limited English Proficient (LEP)</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
<b>Free/Reduced Meals (FARMS)</b>	29	≤10	27.6	≤10	34.5	11	37.9	24	15	62.5	≤10	29.2	≤10	8.3	30	11	36.6	11	36.7	8	26.7	+221%			

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<b>Female</b>	17	≤10	11.8	≤10	41.2	≤10	47.1	16	≤10	50	≤10	18.8	≤10	31.3	27	12	44.4	9	33.3	6	22.2	-29%
<b>Male</b>	30	≤10	26.6	≤10	23.3	15	50	28	12	42.9	≤10	25	≤10	32.1	20	3	15	8	40	9	45	+40.2%

TABLE 16b MATH Grade 4	2017								2018								2019								2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5					
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%				
<b>All Students</b>	44	14	31.8	18	40.9	12	27.3	48	≤10	14.5	≤10	18.8	32	66.7	45	8	17.8	9	20	28	62.2	-6.7%			
<b>American Indian or Alaska Native</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	≤10	0	0	0	0	≤10	100				
<b>Asian</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
<b>Black or African American</b>	0	0	0	0	0	0	0	≤10	0	0	≤10	100	0	0	≤10	≤10	50	0	0	≤10	50				
<b>Hispanic/Latino of any race</b>	≤10	0	0	≤10	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
<b>Native Hawaiian or Other Pacific Islander</b>	≤10	0	0	0	0	≤10	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
<b>White</b>	41	14	34.1	16	39	11	26.8	43	≤10	13.9	≤10	14	31	72.1	40	7	17.5	8	20	25	62.5	- 13.3%			
<b>Two or more races</b>	≤10	0	0	≤10	100	0	0	≤10	≤10	25	≤10	50	≤10	25	≤10	0	0	≤10	50	≤10	50	+100%			

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<b>Special Education</b>	≤10	≤10	50	≤10	12.5	≤10	37.5	11	≤10	45.5	≤10	18.2	≤10	36.4	≤10	≤10	42.8	≤10	28.6	≤10	28.6	-21.4%	
<b>Limited English Proficient (LEP)</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Free/Reduced Meals (FARMS)</b>	26	11	42.3	≤10	34.6	≤10	23.1	27	≤10	22.2	≤10	22.2	≤10	55.6	24	5	20.9	7	29.2	16	50	-10%	
<b>Female</b>	23	≤10	34.7	11	47.8	≤10	17.3	20	≤10	10	≤10	20	14	70	15	1	6.7	3	20	11	73.3	+4.7%	
<b>Male</b>	21	≤10	28.6	≤10	33.3	≤10	38.1	28	≤10	17.8	≤10	17.9	18	64.3	30	7	23.3	6	20	17	56.7	-11.8%	

TABLE 16c MATH Grade 5	2017								2018								2019								2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5					
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%				
<b>All Students</b>	51	19	37.3	≤10	15.7	24	47.1	45	11	24.5	15	33.3	19	42.2	47	13	27.6	11	23.4	23	48.9	+15.9%			
<b>American Indian or Alaska Native</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
<b>Asian</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
<b>Black or African American</b>	0	0	0	0	0	0	0	≤10	≤10	100	0	0	0	0	≤10	≤10	50	≤10	50	0	0	0			
<b>Hispanic/Latino of any race</b>	≤10	0	0	≤10	100	0	0	≤10	0	0	0	0	≤10	100	0	0	0	0	0	0	0	0			

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<b>Native Hawaiian or Other Pacific Islander</b>	≤10	0	0	0	0	≤10	100	≤10	0	0	0	0	≤10	100	0	0	0	0	0	0	0			
<b>White</b>	46	17	36.9	≤10	13	23	50	41	≤10	24.4	15	36.6	16	39	43	10	23.3	10	23.3	23	23	53.5	+37.2%	
<b>Two or more races</b>	≤10	≤10	66.6	≤10	33.3	0	0	≤10	0	0	0	0	≤10	100	≤10	≤10	100	0	0	0	0	0		
<b>Special Education</b>	≤10	≤10	62.5	≤10	12.5	≤10	25	≤10	≤10	44.4	≤10	22.2	≤10	33.3	≤10	≤10	42.8	≤10	28.6	6	≤10	28.6	-14.1%	
<b>Limited English Proficient (LEP)</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Free/Reduced Meals (FARMS)</b>	29	15	51.7	≤10	24.1	≤10	24.1	30	≤10	33.3	≤10	26.7	12	40	27	10	37	8	29.6	9	33.3	-16.8%		
<b>Female</b>	20	≤10	35	≤10	15	≤10	50	23	≤10	30.4	≤10	39.1	≤10	30.4	18	5	27.8	5	27.8	8	44.4	+46.1		
<b>Male</b>	31	12	38.8	≤10	16.1	14	45.2	22	≤10	18.2	≤10	27.3	12	54.5	29	8	27.5	6	20.7	15	51.7	-5.1		

Table 17: Cohort Growth (Elementary Cohort 2027)			
	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
Percent Proficient			
All Students	32	62	+30
Economically Disadvantaged	8	50	+42
Special Education	25	28.6	+3.6
Male	32	57	+25

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Female	31	73	+42
Other subgroup			

Table 18: Cohort Growth (Elementary Cohort 2026)					
Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	49	67	49	-18	0
Economically Disadvantaged	38	56	33	-23	-5
Special Education	47	36	29	-7	-18
Male	50	64	52	-12	+ 2
Female	47	70	44	-26	-3
Other subgroup					

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

- Describe changes in last year's focus areas. Last years goal was to increase the percentage of students meeting or exceeding expectations in modeling and reasoning. 2017-2018 30% of all students scored proficient in modeling and reasoning.
- 2018-2019 36.7% of all students scored proficient in modeling and reasoning.

**3.**

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<b>FOCUS AREA 1:</b>	All Grade 3 Students
Focus Area Goal	Last year 31.9 % of grade 3 students scored 4 or 5 on MCAP, which is 14% below the district average.. Our goal is to increase the percentage of students scoring a 4 or 5 on MCAP by 5%.
Root Cause(s):	Lack of rigorous modeling and reasoning activities.
Focus Content Standard(s):	Modeling and Reasoning
Barriers:	Lack of rigor in practice activities Teachers need to incorporate meta-cognitive strategies to promote a Growth Mindset
Needed Resources:	Monthly MCAP tasks PD in GRR-UDL strategies using <i>Designing Groupwork</i> by: Elizabeth Cohen PD in Meta-cognitive strategies using <i>Teaching Students to Drive Their Brains</i> by: Donna Wilson
Strategies and/or evidence-based interventions:	iXL Imagine Math Math Specialists modeling strategies: modeling and reasoning GRR-UDL Growth Mindset  Implement Growth Mindset in teaching using computer programs, like Imagine Math, that base questions on the students ability level and determines appropriate individualized goals.  Implement rigorous Modeling and Reasoning tasks following the GRR-UDL model.
How will it be funded?	Title 1 Subscriptions
Steps towards full implementation with timeline:	Quarterly data meetings and monthly team meetings will be held to address progress. October 2019 -April 2020
Monitoring Procedure:	Progress will be monitored by iXL lessons, Imagine Math progress, and Math Benchmarks by classroom teachers and Math Specialists.
<b>FOCUS AREA 2:</b>	Economically Disadvantaged
Focus Area Goal	Decrease the number of students that scored less than 3 on MCAP by 5%. Last year 31% of Economically Disadvantaged students scored less than 3.

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Root Cause(s):	Staff doesn't fully understand the educational implications of poverty
Focus Content Standard(s):	Fractions, Modeling and Reasoning
Barriers:	Lack of instructional strategies for students impacted by poverty. Teachers need to incorporate Culturally Responsive Teaching strategies in their lessons.
Needed Resources:	IXL, Imagine Math, Math Strategy Videos, PD in Ruby Payne Frameworks, and Culturally Responsive Teaching
Strategies and/or evidence-based interventions:	Implement social and emotional learning strategies during classroom activities.  Implement Growth Mindset in teaching using computer programs, like Imagine Math, that base questions on the students ability level and determines appropriate individualized goals.
How will it be funded?	Title 1 Subscriptions, Title 1 PD Materials
Steps towards full implementation with timeline:	Disaggregate data during monthly team meetings and quarterly data meetings with the math specialist. August 2019 - April 2020
Monitoring Procedure:	Progress will be monitored by iXL lessons, Imagine Math progress, and Math Benchmarks by classroom teachers and Math Specialists.

<b>Table 19</b>	<b>UDL for Math</b>
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>-Materials such as</li> <li style="padding-left: 20px;">-document cameras</li> <li style="padding-left: 20px;">-laptops to foster student engagement in school.</li> <li>-Digital materials and media to provide more auditory and visual opportunities for all students.</li> <li style="padding-left: 20px;">-Hard copies of documents using various fonts, size, and background color to provide more opportunities for all students as they acquire information and knowledge.</li> <li style="padding-left: 20px;">-Use of the Gradual Release of Responsibility model</li> </ul>
	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>



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<p><b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<ul style="list-style-type: none"> <li>-Increase student mathematical discourse through “turn and talk” and “think, pair, share”</li> <li>-Fine Arts will be embedded in instruction and used as a means of representation for student work.</li> <li>-Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned.</li> <li>-Use of calculators, geometric sketch pads, pre-formatted graph paper, manipulatives (counting manipulatives, fraction tiles, base ten blocks, etc.)</li> <li>-Use of, interactive journals</li> <li>-Number talks</li> <li>-Use of CRA</li> <li>-Box Cars and One-Eyed Jacks</li> <li>-Imagine Math - computer assisted instruction</li> <li>-IXL</li> <li>- Inquiry based learning</li> <li>-Use of the Gradual Release of Responsibility model</li> </ul>
<p><b>Means for Engagement:</b> <i>tap into learners’ interests, challenge them appropriately, and motivate them to learn.</i></p>	<p align="center"><b>Multiple Options for Engagement</b></p> <p>Students are provided opportunities to select how they complete tasks, the order in which they will complete these tasks, and the means of representation.</p> <ul style="list-style-type: none"> <li>-Flexible Grouping</li> <li>-Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation.</li> <li>-Offer choices in level of challenge, type of tools used, color, design, sequence, etc.</li> <li>-Vary activities and sources of information so they can be personalized and contextualized to learners’ lives.</li> <li>-Use of the Gradual Release of Responsibility model</li> <li>-Number Talks</li> <li>-”Think, Pair, Share”</li> <li>-Use of activities that are authentic, personal, and purposeful.</li> <li>-Box Cars and One-Eyed Jacks</li> </ul>

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**C. SCIENCE**

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

TABLE 20 MISA Grade 5	2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 2		Level 3		Level 4 or 5		Total #	Level 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%	
<b>All Students</b>	44	≤10	22.7	21	47.7	13	29.5	48	≤10	20.8	21	43.8	17	35.4	+20%
<b>American Indian or Alaska Native</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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<b>Black or African American</b>	≤10	0	0	≤10	100	0	0	≤10	≤10	100	0	0	0	0	0
<b>Hispanic/Latino of any race</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Native Hawaiian or Other Pacific Islander</b>	≤10	0	0	0	0	≤10	100	0	0	0	0	0	0	0	0
<b>White</b>	41	≤10	24.4	19	46.3	12	29.3	46	≤10	19.6	20	43.5	17	37	+26%
<b>Two or more races</b>	≤10	≤10	0	≤10	0	≤10	0	≤10	0	0	≤10	100	0	0	0
<b>Special Education</b>	8	≤10	37.5	≤10	37.5	≤10	25	≤10	≤10	62.5	≤10	25	≤10	12.5	-50%
<b>Limited English Proficient (LEP)</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Free/Reduced Meals (FARMS)</b>	29	≤10	27.6	16	55.2	≤10	17.2	27	≤10	29.6	13	48.1	11	52.4	+204%
<b>Female</b>	23	≤10	26.1	11	47.8	≤10	26.1	18	≤10	11.1	≤10	50	≤10	38.9	+49%
<b>Male</b>	21	≤10	19	≤10	47.6	≤10	33.3	30	≤10	26.7	12	40	≤10	33.3	0

**2. FOCUS AREAS**

<b>FOCUS AREA 1:</b>	Special Education Subgroup
Focus Area Goal	Science, focus on Earth and Space
Root Cause(s):	Teachers need to integrate Science in Writing and Math lessons.

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Focus Content Standard(s):	<p><b>Students who demonstrate understanding can:</b></p> <p><b>5-ESS1-1: Support an argument that differences in the apparent brightness of the sun compared to the other stars is due to their relative distance from Earth.</b> [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, stage.)]</p> <p><b>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.</b> [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.] [Assessment Boundary: Assessment does not include causes of seasons.]</p>
Barriers:	Lack of authentic MISA sample questions.
Needed Resources:	Title 1 Funds
Strategies and/or evidence-based interventions:	<p>Flocabulary: web resource to promote vocabulary development.</p> <p>Discovery Education: web resource to enhance science skills using digital resources.</p> <p>Critical Vocabulary</p> <p>FOSS</p> <p>Generation Genius: web resource to enhance science skills using digital resources.</p> <p>AG in the Classroom Mobile Lab hands-on integrated learning.</p> <p>University of Maryland Extension</p> <p>STEM activities</p>
How will it be funded?	District, School, Title 1, Title IV
Steps towards full implementation with timeline:	August 2019- April 2020
Monitoring Procedure:	Monthly assessments using flocabulary and generation genius to monitor progress.

**Table 21**

**UDL for SCIENCE**

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<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<p><i><b>Means of Representation:</b> providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> <li>- Active Learning Labs</li> <li>- Digital materials and media to provide more auditory and visual opportunities for all students.</li> <li>- Hard copies of documents using various fonts, size, background color, and Lexile Measures to provide more opportunities for all students as they acquire information and knowledge.</li> <li>- Flexible grouping</li> <li>- Use of the Gradual Release of Responsibility model</li> <li>- Use of trade books to teach Science concepts</li> <li>- Discovery Education</li>   <li>- Scholastic News</li> <li>- StoryWorks</li> <li>- Flocabulary</li> </ul>
<p><i><b>Means for Expressions:</b> providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p><b>Expression/Action- This is how the student will demonstrate their knowledge.</b></p> <ul style="list-style-type: none"> <li>- Think/Pair/Share</li> <li>- Fine Arts Embedded into Instruction (STEAM)</li> <li>- Multimedia</li> <li>- GRR-UDL</li> <li>- Graphic Organizers</li> <li>- Multiple Means of expression</li> <li>- Choice provided in how students demonstrate what is learned</li> </ul>
	<b>Multiple Options for Engagement</b>

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<p><b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<ul style="list-style-type: none"><li>- Discovery Education</li><li>- Flocabulary</li><li>- Mystery Science</li><li>- Authentic activities that are personal and purposeful</li><li>- Growth mindset</li><li>- STEAM</li></ul>
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**VIII. MULTI-TIERED SYSTEM OF SUPPORT**

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<b>PRIORITY: #1 Tier II Behavior Intervention</b>			
<b>PRACTICE: Implement PBIS Check-In/Check-Out Program</b>			
Action Step	Who	By When	Status Update / Next Steps
<b>LAYING THE FOUNDATION</b>			
Identify members of faculty to serve as a Tier II behavior team.	Principal	August 21, 2019	Tier II team: Principal, Assistant Principal, School Counselor
<b>INSTALLING</b>			
Analyze SRSS and office discipline referral data to identify at-risk students who could benefit from Check-in/Check-Out.	Tier II Team	October 31, 2019	Identify faculty and staff who will serve as student mentors.
<b>IMPLEMENTING</b>			
Meet with mentors to discuss implementation and pair them up with student mentees.	Tier II Team	November 1, 2019	Distribute materials for implementation.
<b>SUSTAINING SCHOOLWIDE IMPLEMENTATION</b>			
Meet monthly to analyze data and identify those students who no longer require a tier II intervention. Additionally, discuss any other students who may benefit from the intervention.	Tier II Team Mentors	Monthly 2019-2020	Identify any students whose needs are not being met with Tier II intervention and discuss a possible Tier III intervention.
<b>Notes-</b>			

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

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

Northeast utilizes the Positive Behavior Interventions and Supports (PBIS) framework to improve discipline and maintain a positive school climate. Students earn Roadrunner Rewards for their positive behavior and good choices. Roadrunner Rewards are given out by all staff members to students who are safe, responsible and respectful. Additionally, students exhibiting positive behaviors during resource classes are recognized by earning a weekly class roadrunner. Northeast will also utilize the check-in/check-out program for those students identified as needing a tier II behavioral intervention.

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

Northeast Elementary also utilizes various restorative practices in order to address student behaviors. The Project Wisdom program is used to guide in the use of restorative practices. Daily messages are communicated during the morning announcements to encourage positive behaviors.

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

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



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The Tier II team meets monthly in order to analyze office discipline referral data, along with SRSS data in order to identify at-risk students. Students needing Tier II behavioral support participate in the Check-in/Check-out program where a faculty mentor is assigned to individuals. Individual students then “check-in” with their mentors twice a day in order to develop positive relationships while receiving additional behavior supports.

The instructional consultation team (ICT) also meets bi-monthly to address the needs of students identified through the ICT process. Staff members trained in providing behavior support collaborate with classroom teachers to address the needs of targeted students. Additionally, the School Counselor is using research-based strategies with targeted Tier II students as she provides individual and group counseling.

### **X. Title I Schools**

#### **TITLE I PARENT/FAMILY ENGAGEMENT**

##### **Parent/Community Engagement Needs**

- **Describe in a narrative your school’s parental/community engagement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.). Title I schools must analyze information from the Title I Parent Interest Survey.**
- Northeast enjoys a strong parental/community engagement program! We value our parents and families and collaborate to keep them informed and excited about the happenings in our school!
- On September 6, 2018, we held our Meet the Teacher/Back to School Night/Annual Title I Meeting, and 126 adults attended. 175 adults attended our first Parent Conference Day which was held on October 2, 2018, and 44 attended the Parent Conference Day held on March 4, 2019. On October 16, we held “Exploring Science with a Mad Scientist”, and 65 adults attended with their students. Literacy Bingo, held on November 16, 2018, was a huge success, and 92 adults attended. 42 adults attended our Lego Robotics Night on January 23, 2019. In addition to these capacity building parent activities, we also offered a family Mindfulness and Yoga event and many other welcoming activities.
- In 2019-2020, we will continue to invite parents and family members to special events such as: Back to School Night, Math Day, Literacy Event, and Science Night. We will strive to increase the number of participants by planning activities based on the needs of our parents and students and by offering high quality materials for them to take home to use with their children. We value our parents as equal partners in students’ education and continually attempt to make connections between the school and home to help increase student academic achievement.
- Further, we will continue to keep parents informed about state and local testing by sharing resources, testing dates, and more, and we will welcome parents and families for fun and games at events like Grandparents Day, Fall Fest and Fun Fair!
- We will continue to warmly welcome volunteers such as guest readers, weekly workshop volunteers, Outdoor School chaperones, field trips chaperones, and holiday/special events helpers. Our family engagement coordinator, Laura Biser, will be reaching out to increase the number of attendees at weekly workshops and special activities. Volunteers are a priority at Northeast!

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- We will also strive to continue strong communication with our parents/families with quarterly newsletters, school Facebook page, Home School Connection Newsletter, Blackboard Messenger, and Class DoJo.
- We also will continue to be a true community center. We are proud to engage students and families in activities for organizations such as the Haley House Foundation by “Going Gold” to support the fight against childhood cancer. We will also continue to collaborate with the Maryland Extension to provide many activities to teach our students and families about health and nutrition. Students will also benefit from Ag in the Classroom Mobile Lab!
- Great things are happening in the area of parental/community engagement at Northeast Elementary School!

**Parent Advisory/ Title I Parent Committee 2019-2020**

Name	Grade Level Representation	Position
Dan Sheehe	Grade 3	PAC Representative
Rachel Hampton	Pre-K, K	Parent
Heather Simmons	Grade 1	Parent
Jennifer Crippen	Grade 2	Parent
Renee Anderson	Grade 3	Parent
Sharon Amick	Grade 4	Parent
Stacia Whisner	Grade 5	Parent
Laura Biser	All	Family Engagement Coordinator
Heather Peters	All	Partnership Action Team Chair

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

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NORTHEAST PARENT / FAMILY ENGAGEMENT PLAN**

**Expectations**

As a schoolwide Title I school, Northeast Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Section 1116 Every Student Succeeds Act of 2005.

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

- I – Shared decision-making opportunities
- II – Annual meeting to explain the schoolwide Title I program
- III – Opportunities to build and increase understanding, communication, and support between home and school
- IV - Formal and informal evaluation of the effectiveness of parent/family engagement activities
- V – Activities that promote a positive environment of high expectations shared by home and school

Northeast accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent /Family Engagement Plan with the district’s Parent/Family Engagement Plan.

**Goal:** By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet all goals on MCAP 2020.

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**Action Plan**

<b>Title I Requirements</b>	<b>Description of Activities/Actions/ Initiatives</b>	<b>Date(s)</b>	<b>Whom should you contact for more information</b>
<p><b>I. Shared Decision Making</b></p> <ul style="list-style-type: none"> <li>➤ The School Improvement Plan (SIP) is developed with input from parents.</li>   <li>➤ The SIP is available for parent review and input at any time.</li>   <li>➤ The Parent/Family Engagement Plan is developed with input from parents.</li>   <li>➤ The Parent/Family Engagement Plan is distributed to all parents.</li>   <li>➤ With parents, develop a written School Parent Compact(s) supporting instruction that is</li> </ul>	<p>Parent representatives on SIT and other decision-making teams collaborate with school staff on the development of the plan. Parents are invited in a variety of ways to provide input into the plan.</p> <p>A synopsis of the SIP is shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.</p> <p>A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.</p> <p>A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.</p> <p>A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's School</p>	<p>Spring Meeting 2019, Annual Meeting 2019, ongoing</p> <p>January</p> <p>Spring Meeting 2019, Annual Meeting 2019, ongoing</p> <p>January</p> <p>Spring Meeting 2019, Annual</p>	<p>Dan Clark, principal Tim Farrell, assistant principal Natalie Williams, SIT co-chair Greg Troutman, SIT co-chair</p> <p>Tim Farrell, assistant principal</p> <p>Dan Clark, principal Tim Farrell, assistant principal Natalie Williams, SIT co-chair Greg Troutman, SIT co-chair</p> <p>Tim Farrell, assistant principal</p> <p>Dan Clark, principal Tim Farrell, assistant principal</p>

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<p>signed by teachers, parents, and students.</p>	<p>Parent Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval.</p>	<p>Meeting 2019, ongoing</p>	<p>Natalie Williams, SIT co-chair Greg Troutman, SIT co-chair</p>
<p><b>II. Annual Meeting</b></p> <ul style="list-style-type: none"> <li>➤ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental/family engagement.</li> </ul>	<p>Information is shared by powerpoint presentation.</p>	<p>Annual Meeting 2019</p>	<p>Dan Clark, principal Tim Farrell, assistant principal Classroom Teachers</p>
<p><b>III. Building Parental Capacity</b></p> <ul style="list-style-type: none"> <li>➤ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.</li> <li>➤ Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.</li> </ul>	<p>Grade level expectations are distributed to parents in the fall. Teachers discuss expectations with parents during conferences, Back to School/Meet the Teacher events, and/or during classroom visitation activities. Information about testing is also distributed to parents at appropriate times.</p> <p>The following events are planned for this school year:</p> <ul style="list-style-type: none"> <li>● Back to School Night</li> <li>● ELA Day</li> <li>● Math Days</li> <li>● STEM Night</li> </ul> <p>Input from parents is gathered at parent events by activity evaluations and parent surveys. The results</p>	<p>October 7, 2019</p> <p>Sept. 4, 2019 TBD</p> <p>Ongoing</p>	<p>Classroom Teachers</p> <p>Heather Peters, teacher, Partnership Action Team Chair Dan Clark, principal Tim Farrell, assistant principal Teachers</p> <p>Heather Peters, teacher,</p>

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<ul style="list-style-type: none"> <li>➤ Educate school personnel on how to work with parents as equal partners in their child’s education.</li>   <li>➤ Coordinate and integrate programs to increase parent engagement such as the Judy Center and other community resources such as the Health Department, Library, Head Start, Striving Readers Grant, Local After School Program, MD Extension, YMCA, etc.</li>   <li>➤ Ensure information is presented in a format and/or language parents can understand.</li>   <li>➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.</li> </ul>	<p>are shared to improve future events. Parent members of school teams attend meetings and provide input.</p> <p>The following programs provide opportunities to increase parent/family engagement:          -Allegany County Health Department offers flu vaccine and dental sealants.          -Maryland Extension offers nutrition lessons.          -Head Start and kindergarten teachers hold articulation meetings for transitions to kindergarten.</p> <p>Communications with parents are designed to be parent-friendly. Blackboard Connect mass notification phone calls, texts, and emails enhance communication with parents.</p> <p>Translated documents are provided on an as needed basis. Reasonable requests for transportation and childcare may be provided.</p>	<p>TBD</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Partnership Action Team Chair          Dan Clark, principal          Tim Farrell, assistant principal          Teachers</p> <p>Dan Clark, principal</p> <p>Dan Clark, principal          Tim Farrell, assistant principal          Rachel Hampton, secretary          Heather Peters, teacher,          Partnership Action Team Chair</p> <p>Dan Clark, principal          Tim Farrell, assistant principal          Rachel Hampton, secretary</p>
<p><b>IV. Review the Effectiveness</b></p>			

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<p>➤ The effectiveness of the school’s parental/family engagement activities will be reviewed.</p>	<p>Evaluations from parent activities are reviewed and are the basis for changes in subsequent activities. The School Improvement Team reviews the effectiveness of the parental/family engagement activities.</p>	<p>ongoing</p>	<p>Dan Clark, principal Tim Farrell, assistant principal Heather Peters, teacher, Partnership Action Team Chair</p>
<p><b>V. Joyce Epstein’s Third Type of Parent Involvement</b> ➤ Volunteering</p>	<p>Parents are given the opportunity to volunteer in a variety of ways: -Outdoor School Chaperones -Weekly Volunteer Workshops with Family Engagement Coordinators -School Leadership Teams -Guest Readers -Lego League -Classroom Activities -Nutrition Helpers</p>	<p>Fall 2019 Tuesdays  Ongoing Ongoing</p>	<p>Tim Farrell, assistant principal Laura Biser, family engagement coordinator Natalie Williams, Greg Troutman, SIT co-chairs Heather Peters, PAT chair</p>

**XI. Professional Community for Teachers and Staff- Standard 7**

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

1. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
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<p>Book: <i>Teaching Students to Drive their Brains</i></p>	<p>2019-2020 School Year</p>	<p>Teachers</p>	<p>Teachers will explicitly teach students to:</p> <ul style="list-style-type: none"> <li>● Adopt an optimistic outlook toward learning.</li> <li>● Set goals.</li> <li>● Monitor progress.</li> <li>● Focus their attention.</li> <li>● Engage in practices that enhance cognitive flexibility.</li> </ul>	<p>Teachers will learn how to explicitly teach for and with metacognition.</p>	<ul style="list-style-type: none"> <li>● Walkthroughs</li> <li>● Completion of Metacognition in Action Checklist</li> </ul>
<p><b>2. Professional Learning Title</b></p>	<p><b>Date(s), Time, and Location</b></p>	<p><b>Intended Audience</b></p>	<p><b>Changes to occur as a result of Professional Learning</b></p>	<p><b>Knowledge and skills the participant will attain</b></p>	<p><b>Method to measure implementation of knowledge and skills in the classroom</b></p>
<p>Book: <i>Teaching the Female Brain: How Girls Learn Math and Science</i></p>	<p>2019-2020 School Year</p>	<p>Teachers</p>	<p>Gap reduction of performance between female and male students</p> <p>Develop a Growth Mindset culture school wide.</p>	<p>Goal setting: Use of Imagine Math Methods to include/increase female performance</p>	<p>Imagine Math goals Math Benchmarks Summative Classroom Assessments MCAP</p>



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### XII. Management Plan

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

*Parts of the School Improvement Plan and changes from the previous year will be reviewed with the faculty during faculty meetings in 2019-2020. Action Teams will meet and determine plans of action based on 2018-19 data from MCAP, benchmarks, parent surveys, etc. SIT and Action Teams will determine a calendar of meeting dates. The completed SIP will be presented and reviewed during a faculty meeting. The entire plan will be accessible on the school server or Google Drive.*

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

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

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

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

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

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*Classroom teachers will plan and implement evidence based strategies and SIP initiatives into their daily plans. They will assess students and monitor progress and work with specialists to analyze data and adjust instruction accordingly. Teachers will serve on teams to help plan and implement school initiatives. Teachers will work collaboratively to fulfill the obligations of the plan.*

5. How will administration monitor the plan?

*Administration will monitor the plan by collecting and analyzing benchmark data. Data will be reviewed during team and faculty meetings. SIT chairs and administration will discuss data during School Improvement Professional Development planning days.*

6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan? Instructional support from the Chief Academic Officer and elementary supervisors is always appreciated. Funding from the district and Title I provides the necessary fiscal support for our programs. Title I specialist provides technical support in developing, monitoring, and implementing the plan.

The Central Office provides support from ELA, Math and Special Education specialists and supervisors. Also, District Behavior Specialist, and Elementary Supervisors assist in developing, monitoring, assessing, and implementing the plan.

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

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Name (Print and Sign)	Affiliation/Title
Dan Clark <i>Dan Clark</i>	Principal
Rachel Hampton <i>Rachel Hampton</i>	Parent Representative
Miranda Barber <i>M Barber</i>	Community Representative (Management Chic-Fil-A)
Greg Troutman <i>Greg Troutman</i>	Co-Chair/Grade 4
Natalie Williams <i>Natalie Williams</i>	Co-Chair/Grade 1
Sarah Troutman <i>Sarah Troutman</i>	Kindergarten
Heather Hook <i>Heather Hook</i>	Grade 2
Julie Robeson <i>Julie Robeson</i>	Grade 3
Karen Wertz <i>Karen Wertz</i>	Grade 5
Maureen Mathews <i>Maureen Mathews</i>	Reading Intervention
Samantha Kyle <i>Samantha Kyle</i>	Special Education
Terri Simpson <i>Terri Simpson</i>	School Counselor
Mike Fiscus <i>Mike Fiscus</i>	Media Specialist
Tim Farrell <i>Tim Farrell</i>	Assistant Principal
Laura Michael	Title I Specialist