

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

School: Northeast Elementary

Principal: Misty Dotson

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I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, AND CORE VALUE

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.

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 for students to be engaged and meet all their learning styles and levels.

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- 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. SCHOOL CLIMATE AND CULTURE

Climate

At Northeast Elementary School, our school climate prioritizes the safety and well-being of every student. We are committed to fostering a positive environment that supports academic, social, and physical development. Respectful, trusting, and caring relationships are the foundation of our school community. To encourage positive behaviors, we utilize restorative practices and proactive behavior strategies. Through trauma-informed approaches, we equip students with healthy strategies to navigate challenges. Our dedicated staff sets high yet attainable expectations, meeting learners where they are and providing the tools and resources necessary for their success.

Culture

At Northeast Elementary School, our staff continuously evaluates the needs of students, staff, and the community to provide comprehensive emotional, social, and physical support. We maintain a calm and welcoming environment where everyone feels safe and valued. As a full-inclusion school, Northeast ensures that all students, regardless of ability, participate in regular education classrooms. Students requiring special accommodations are supported by a team of regular education teachers, special education teachers, and instructional assistants.

Support includes close adult supervision, small group instruction for Tier II needs, and intensive reading interventions for both special education and non-special education students. Special education teachers collaborate with regular education teachers to plan and deliver tailored support within the classroom, ensuring every student has the opportunity to succeed. Our school fosters engagement among students and staff, promoting academic achievement and social-emotional growth through motivation and encouragement.

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II. SCHOOL DEMOGRAPHICS

Number of years the principal has been in the building? 1

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	0	18	18
Itinerant staff	0	13	13
Paraprofessionals	3	4	7
Support Staff	0	4	4
Other	8	7	15
Total Staff	11	48	59

B. Student Demographics

Table 2	
SUBGROUP DATA	2024-2025 COUNT
American Indian/Alaskan Native	1
Hawaiian/Pacific Islander	n/a
African American	12
White	223
Asian	4
Two or More Races	27
Special Education	38
LEP	n/a
Males	138
Females	134
Gender X	n/a
Total Enrollment	272
FARMS Rate (2022-2023)	66.06%

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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	1	06 Emotional Disturbance	N/A	12 Deaf-Blindness	N/A
02 Hard of Hearing	N/A	07 Orthopedic Impairment	N/A	13 Traumatic Brain Injury	N/A
03 Deaf	N/A	08 Other Health Impaired	1	14 Autism	3
04 Speech/Language Impaired	26	09 Specific Learning Disability	7	15 Developmental Delay	9
05 Visual Impairment	N/A	10 Multiple Disabilities	N/A	TOTAL COUNT	47

III. ATTENDANCE

Table 4a	2022-2023	2023-2024
Grade Level – School Level	Attendance Rate	Attendance Rate
All (Excluding PreK & K)	92.2%	92.2%
Grade 1, 6, or 9	91.7%	91.1%
Grade 2, 7, or 10	92%	93.3%
Grade 3, 8, or 11	91%	92.3%

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Grade 4 or 12	93%	92.0%
Grade 5	93.3%	92.2%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024
All Students	91.8%	91.9%
Hispanic/Latino of any race	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Black or African American	94.3%	90.6%
Native Hawaiian or Other Pacific Islander	N/A	N/A
White	91.8%	92.1%
Two or more races	92.1%	92.0%
Male	92.4%	92.2%
Female	91.2%	91.5%
EL	N/A	N/A
Special Education	92.5	93.3%
Economically Disadvantaged	91%	91.0%

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1. Describe where attendance challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially Special Education, FARMS, ELL and lowest attending.

Attendance Challenges: FARMS, black, and female students are the lowest attending subgroups.

*Challenges are presented when students miss their bus and parents/guardians are unable to provide transportation. Our school is not situated in an area where sidewalks are present for students and families to walk to school. Another challenge is parents/guardians working different shifts that may cause them to wake up too late or not at all to get their child(ren) to the bus stop.

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

Our pupil service team meets weekly to review and monitor student attendance, ensuring we can provide the necessary support and resources to help students attend school regularly. Our guidance counselor, administration, community school coordinator, mental health counselor, social worker, and pupil personnel worker collaborate to proactively reach out to families through phone calls, home visits, and video conferences, building strong relationships to address potential challenges before students become chronically absent.

We consistently track attendance using the ASPEN attendance portal, enabling us to respond promptly to emerging patterns of concern. To promote and celebrate attendance, we recognize classrooms with 100% daily attendance during morning announcements. Additionally, the classroom with the highest monthly attendance percentage is celebrated and rewarded with incentives presented by school administrators.

Through the support of our Community of Poverty grant, we provide transportation for students and families to ensure access not only to school but also to health appointments and family engagement activities. These efforts reflect our commitment to fostering a supportive environment where students can thrive both academically and socially.

Chronically Absent

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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)	71.0%	68.86%	67.5%
Not Chronically Absent (student count)		85	88
Report Card Points Earned out of 15	9	4.5	4

Habitually Truant

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

Table 6	2022	2023	2024
Habitually Truant (percentage)	.79%	2.82%	1.61%
Habitually Truant (student count)	2	7	4

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

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Students who are habitually truant at Northeast Elementary often face challenges with accessing reliable transportation, either personal or public, particularly when they miss the school bus. To address this, the Northeast pupil service team—composed of our Pupil Personnel Worker (PPW), guidance counselor, behavior specialist, psychologist, social worker, COP coordinator, special education facilitator, and administration—reviews attendance data daily and weekly. This allows the team to develop tailored strategies and individualized plans to support students at risk of habitual truancy.

Building meaningful relationships with students and their families is central to our approach. By offering resources and personalized support, we aim to reduce and prevent truancy. Collaborating with our PPW, social worker, and COP coordinator, we strive to provide transportation assistance when necessary. We utilize COP funding to ensure families have access to transportation solutions when needed, helping students consistently attend school and other health appointments.

Our outreach efforts include in-person meetings, home visits, phone calls, and virtual sessions with families. These engagements are designed to identify and address family needs, ensuring that student success and well-being remain our top priorities. For McKinney-Vento students, special transportation arrangements are made to enable them to stay at Northeast Elementary, even if their residence changes to another school zone.

Promoting the social-emotional well-being of every child is at the heart of our mission. To encourage attendance, we celebrate and reward classrooms and individual students achieving 100% attendance, fostering a culture of presence and participation. Through these collective efforts, we are dedicated to helping every student succeed.

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	63	101	67
All Suspensions	0	0	0
In School	0	0	0
Out of School	0	0	0
Sexual Harassment Offenses	0	0	0
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.

Our total referrals increased by 38 from the 2021-2022 school year to the 2022-2023 school year. Referrals decreased by 34 from the 2022-2023 school year to the 2023-2024 school year.

With the decreasing number of referrals, we will ensure our staff builds positive relationships and connections with our students. We have staff members that greet all students each morning and dismiss our students with positive conversations about their day. Our school counselor, learning assistance program instructional assistant and classroom teachers facilitate the "Second Step"

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curriculum that teaches students social strategies and tools. In addition, the "Second Step" program incorporates a bullying and harassment unit for student learning. The guidance counselor teaches the Toolbox Project in her life skills lesson with students in kindergarten-grade 5. Peer groups are established based on student requests, teacher feedback and SRSS data. During the peer groups, students are heard and provided "toolbox strategies" to remediate social issues and concerns. Our pupil service team strategically analyzes and discusses SRSS data and teacher request forms to support students and teachers. This also allows us to plan, and if needed, to collect additional data to determine if Tier II and Tier III supports are needed. Our staff has also completed the Ruby Payne professional development to learn and gain a better understanding of students growing up in poverty and how we can help all students succeed. We also plan to continue utilizing our PBIS strategies to provide students and teachers with incentives to encourage positive behaviors. Each month, our PBIS team reviews our student conduct data to determine a focus area for student improvement. This focus area is then discussed both in the classroom and on the announcements daily to ensure students understand the target area for improvement. Students are rewarded for displaying positive targeted behavior with a variety of incentives.

Northeast Elementary has created a behavior matrix for students and staff to identify school rules and expectations in all areas of the school ground. Staff members introduced and will periodically review these expectations for students to ensure they follow the rules and expectations. Exemplary behaviors are listed in each area of the school and playground based on our school rules of being safe, being responsible, and being respectful. Booster weeks are planned to promote positive behavior based on conduct data showing problem areas, grade levels, and times of the school day.

VI. EARLY LEARNING (Elementary Only)

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

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Table 9

Kindergarten Readiness Assessment

2023 Kindergarten Readiness Assessment

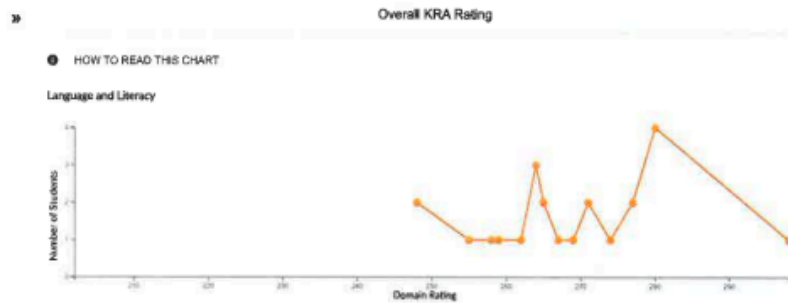
End date 10/10/2023

Language and Literacy

Mathematics

Social Foundations

Physical Development



Whole population

Lowest Rating: 248

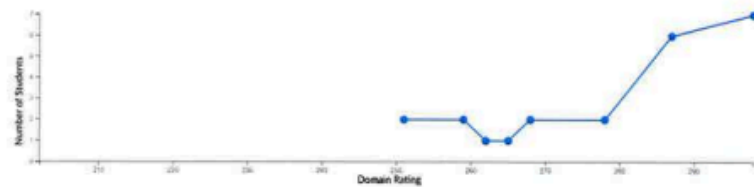
Highest Rating: 298

Mean Rating: 268.5

Median Rating: 267

Standard Deviation: 11.6

Social Foundations



Range Minimum: 202 Range Maximum: 298

Whole population

Lowest Rating: 251

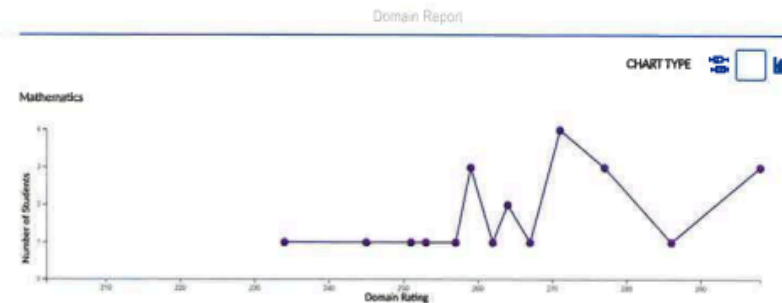
Highest Rating: 298

Mean Rating: 280.3

Median Rating: 287

Standard Deviation: 16.5

2.



Range Minimum: 202 Range Maximum: 298

Whole population

Lowest Rating: 234

Highest Rating: 298

Mean Rating: 268.2

Median Rating: 267

Standard Deviation: 16.4

Physical Development



Range Minimum: 202 Range Maximum: 293

Whole population

Lowest Rating: 248

Highest Rating: 293

Mean Rating: 283.7

Median Rating: 293

Standard Deviation: 13.0

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Not Applicable for 2023-2024



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PELI

The PreK students took the *Preschool Early Literacy Indicators* assessment to identify and support students who are 3-5 years old and need help developing early literacy skills. The overall data indicates that 47% of PreK students scored "well below" or "below" benchmark. In the specific area of *alphabet knowledge*, 68% of students scored "well-below" or "below" benchmark. In the area of *vocabulary*, 58% students scored "well-below" or "below" benchmark. In the area of *comprehension*, 32% of students scored "well-below" or "below" benchmark. In the area of *phonemic awareness*, 53% of students scored "well-below" or "below" benchmark.

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”.

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- *PreK 4 program just received full *Maryland Accreditation* and a five-star rating through Maryland Excels
 - *Classroom teachers, administration, reading intervention teacher, literacy coach, and special education teacher will utilize KRA data, DIBELS data, and unit assessments to identify strengths and weaknesses within our early childhood learning.
 - *Data will drive the development of small group instruction within the classroom as well as Tier 2 and 3 interventions.
 - *Classroom teachers will develop short and long range planning that incorporates CRA (concrete, representational, abstract), the GRRUDL framework, skill-specific interventions and enrichments.
 - *PreK and Kindergarten teachers will collaborate with the school counselor, school psychologist, mental health counselor, and learning assistant to support the Social/Emotional Learning content within the classroom. The first week of school has implemented a staggered start to allow small groups of students to build relationships, learn routines, and prepare for "school readiness".
 - *The physical education teacher will help to focus on the physical development domain by incorporating locomotor skills instruction within lesson planning in addition to the teacher utilizing movement throughout the school day for transitions.
 - *Our school therapy staff (physical therapist/occupational therapist) screens and supports students who indicate needs in the areas of fine and gross motor skills.
 - *The Lions Club, a local service organization, provides vision screenings to our PreK and Kindergarten students to identify vision impairments. The Lions Club will also support all other students within our school with screenings and eyewear.
 - *Our speech pathologist completes speech screenings on all PreK and Kindergarten students to identify any students who may qualify for speech and language services.
 - *Our Special Education teachers and instructional assistants work closely with classroom teachers to identify and support students at risk, including those with an Individualized Education Program (IEP), a behavior plan, a 504 plan, as well as general education students.
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.

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The KRA data highlights areas of need in mathematics and social foundations. To promote student growth in these areas, we will leverage the data to develop a comprehensive plan involving staff and resources to meet student needs. Pre-K and K teachers have completed the *Science of Reading* training, equipping them with in-depth knowledge of literacy instruction. This training enhances their ability to build a strong foundation in reading, helping students develop into fluent readers. By combining data-driven strategies, targeted instruction, and continuous monitoring, we are committed to meeting the diverse needs of our students and supporting their growth across all foundational areas.

For math, our iReady curriculum assesses students to create personalized instruction through individual pathways. Our diagnostic assessments, given three times a year, provide teachers with specific data about each student. The results, in addition, to teacher feedback, allow our math specialist to create flexible groupings for each grade level to target specific needs. The iReady curriculum also provides end of unit and daily tasks to assist teachers with supporting students. Our teachers also participate in vertical planning to ensure students have the proper foundation for growing and mastering content. Small group instruction takes place daily to target skills and concepts students need additional practice or enrichment. Teachers will monitor with observations, assessments, daily exit tickets, and iReady pathway data to adjust instruction as needed. To ensure student growth in both areas, we will utilize the data to generate a plan that involves staff and resources to meet the needs of our students.

For social foundations, our classroom teachers and guidance counselor will incorporate the *Second Step* curriculum and to help build social-emotional skills that will support student growth. Our pupil service team utilizes our SSRS data and teacher feedback to identify students at risk or struggling with social/emotional deficits. Kindergarten will also incorporate center time that allows students to interact in small groups to engage in social interaction. Students will have the opportunity to explore and rotate throughout the learning centers with different topics and students. To ensure student growth is being met, we will monitor the SRSS data and continue to gather teacher feedback.

VII. ACADEMIC PROGRESS

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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 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

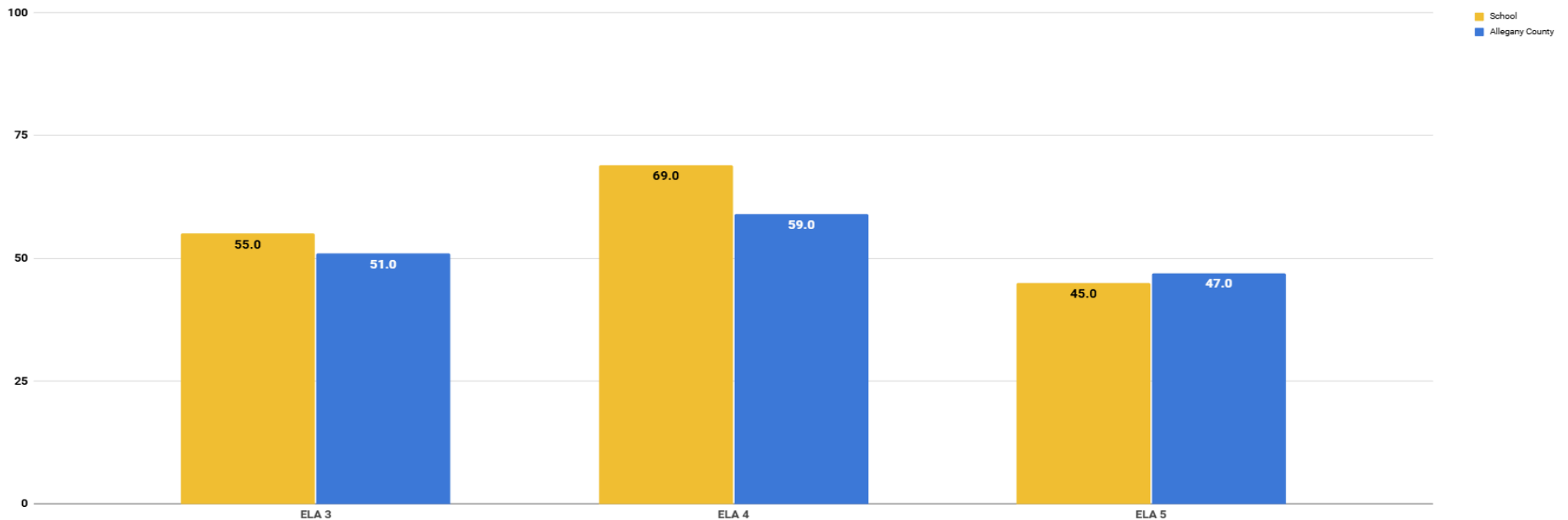
MD Report Card Data (to be filled in after the release of 2024 Report card in December)

Points for ELA Proficiency out of 5 =2.8

Points for ELA average levels out of 5 =3.1

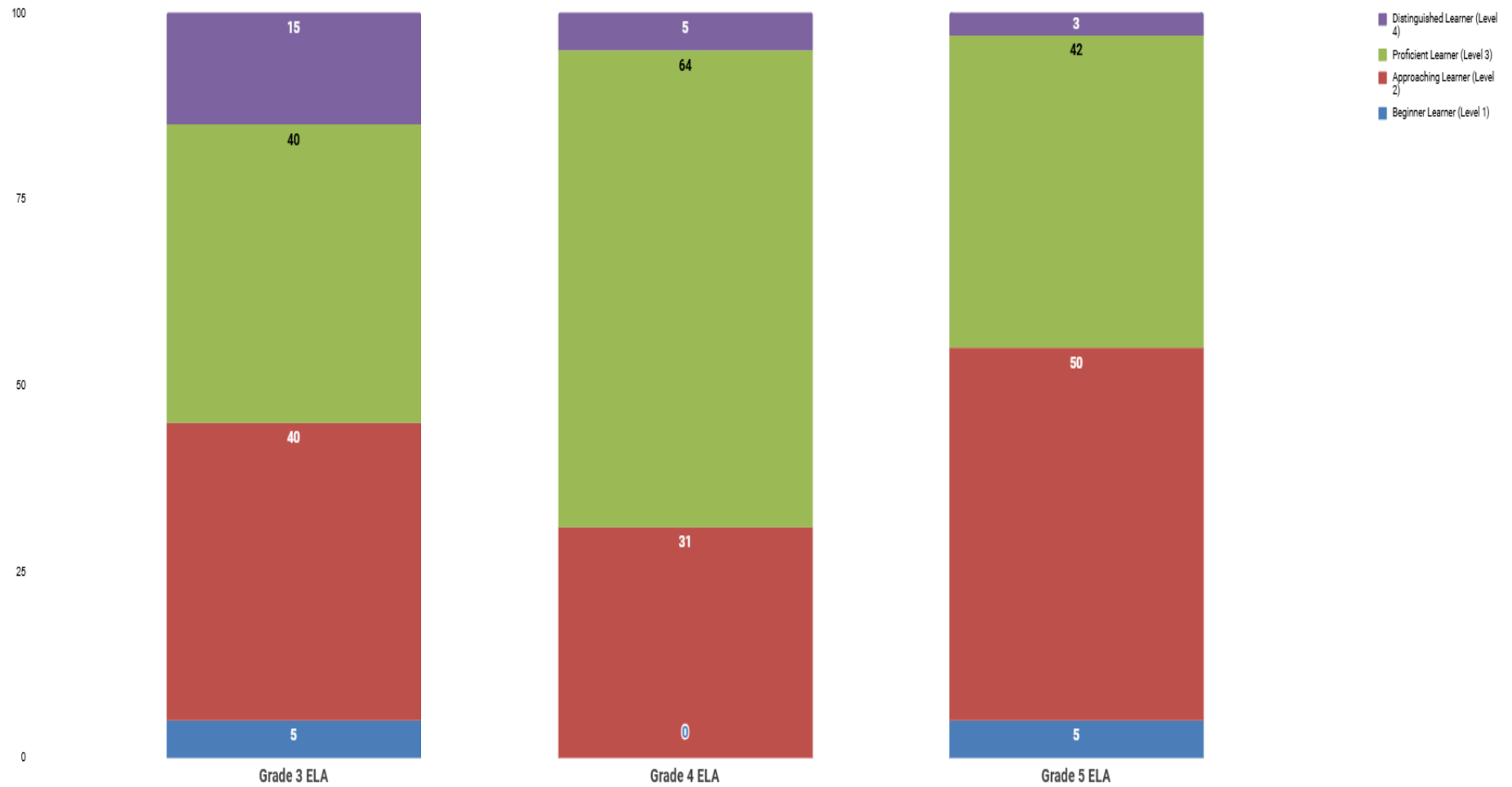
Points for ELA Growth out of 12.5 = 7

Northeast Elementary 2024 ELA Proficiency Rates



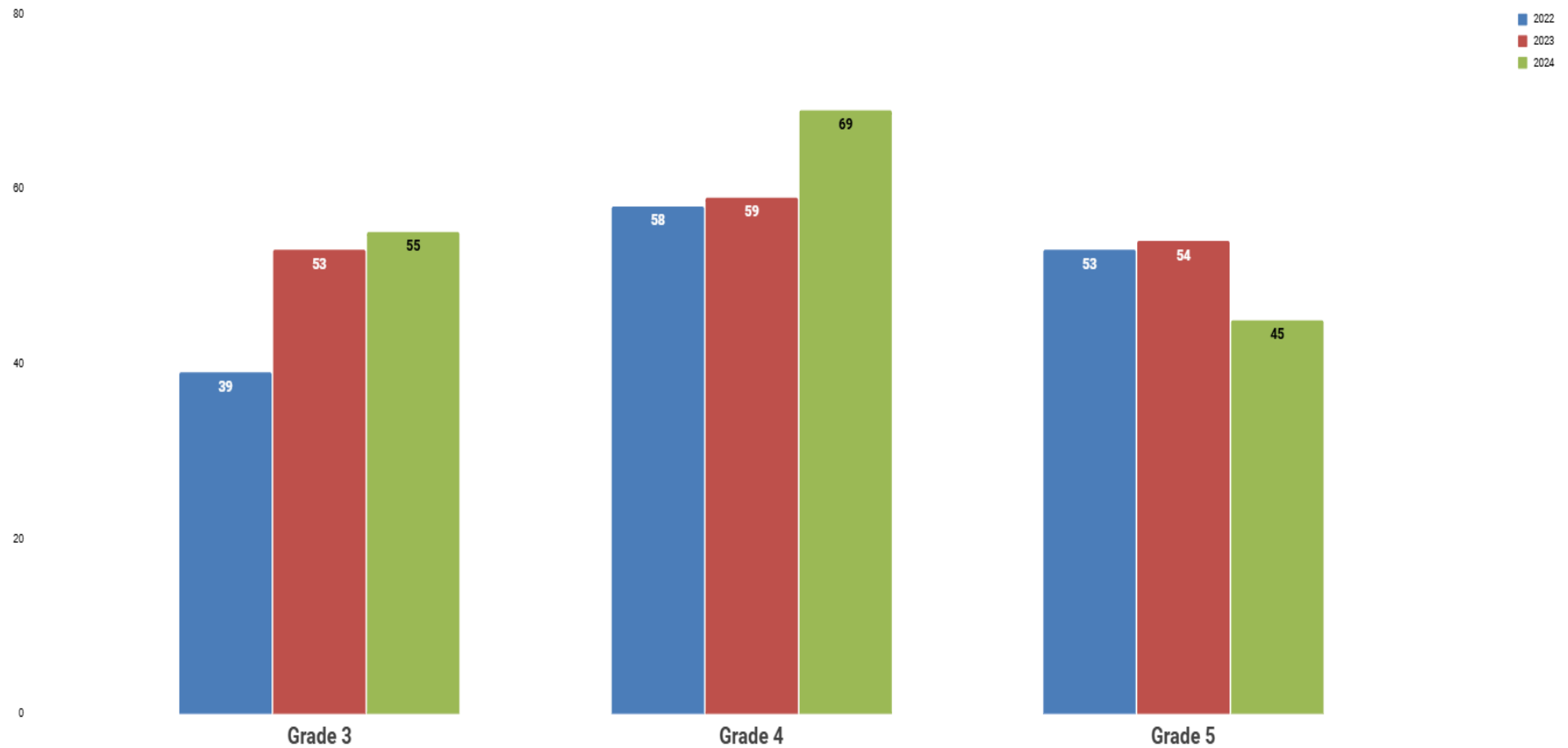
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Northeast Elementary 2024 MCAP ELA Proficiency Levels



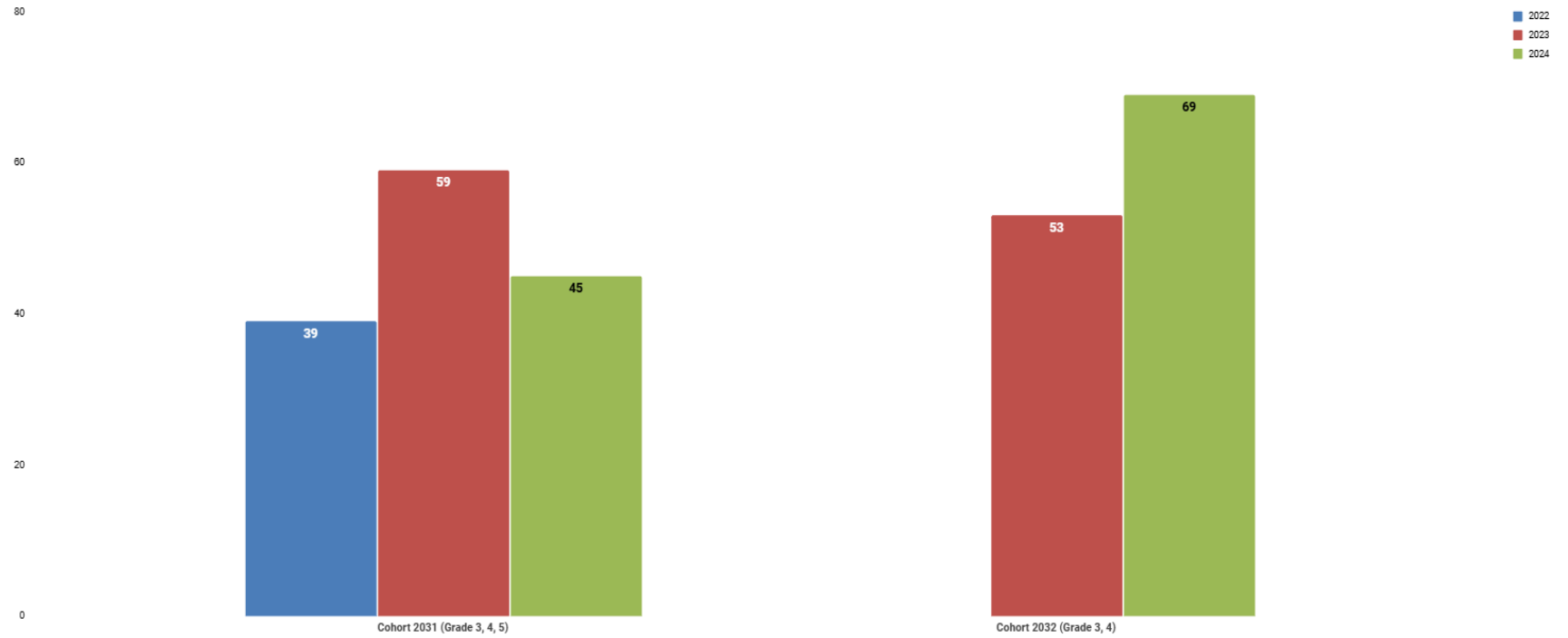
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Northeast Elementary ELA Proficiency Trend



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Northeast Elementary ELA Cohort Proficiency Growth



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ELA FOCUS AREA 1:	Increasing proficiency of fifth grade population
Focus Area Goal	Based on the 2024 MCAP scores, 55% of the fifth grade population scored below or well-below proficiency. Overall proficiency of the fifth grade cohort scored 39% in 2022, increased to 59% in 2023. The proficiency level dropped to 45% in 2024 , reflecting a decline from the previous year. This suggests potential challenges in grade 5 or gaps in sustaining progress made in grade 4. The focus area goal is to increase proficiency of the fifth grade population.
Root Cause(s):	*The curriculum, CKLA, is rich in informational text, but is lacking in literature.
Focus Content Standard(s):	<ol style="list-style-type: none"> 1. RL3.3, RL4.3, RL5.3: <ul style="list-style-type: none"> ○ These standards involve describing characters, settings, and events with specific attention to how characters respond to challenges or how events influence each other. The trend highlights a need for improved comprehension related to narrative structure and deeper understanding of characters and events. 2. RL5.7: <ul style="list-style-type: none"> ○ This standard typically deals with analyzing how visual and multimedia elements contribute to a story. Improvement here might involve integrating more visual literacy components or interactive materials to boost comprehension. 3. RL3.6: <ul style="list-style-type: none"> ○ This involves distinguishing their own point of view from that of the narrator or characters. Developing skills in this area might require more focus on critical thinking and perspective-taking exercises, which could help strengthen comprehension and analysis skills.
Barriers:	*Informational text-rich core curriculum
Needed Resources:	*Literature to support and embed within CKLA instruction

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Strategies and/or evidence-based interventions:	<ol style="list-style-type: none"> 1. Strengthen Character, Setting, and Event Analysis: instructional strategies that utilize CKLA resources (Fluency excerpts, pausing points) to emphasize narrative comprehension, such as graphic organizers, story mapping, and discussion groups focused on key characters 2. Focus Interventions: implementing targeted supports for Grade 5, particularly with an emphasis on engaging both boys and girls with differentiated instruction that might cater to diverse learning styles. 3. Strengthen Character, Setting, and Event Analysis: Utilize instructional strategies that emphasize narrative comprehension, such as graphic organizers, story mapping, and discussion groups focused on key characters and events. Readworks and Newsela resources will be incorporated weekly to teach and reinforce story elements and literary concepts. 4. Visual Literacy Integration: Incorporate multimedia resources like storyboards, comics, and videos to support RL5.7 development, making texts more engaging and accessible for struggling readers. 5. Point of View Exercises: Use activities like role-playing, debates, or journaling from a character's perspective to address RL3.6.
How will it be funded?	It will be funded through consumable resource funds provided by the Board of Education.
Steps towards full implementation with timeline:	2024-2025 School Year
Monitoring Procedure:	BOY, MOY, EOY benchmark assessments and intervention adjustments will be made based on assessment data *review assessment results with students

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ELA FOCUS AREA 2:	Vocabulary
Focus Area Goal	<p>According to Spring MCAP 2024 data analysis, grade 3-5 students' proficiency rates on questions requiring determining meanings of unknown words using context were below 60%.</p> <p>The focus area goal is for students in grades 3-5 to show an increase in proficiency on these types of Vocabulary questions.</p> <p>Current proficiency rates: Grade 3- 53%, Grade 4- 59%, Grade 5- 45%</p>
Root Cause(s):	<p>Why? Students lack the ability to use context and comprehension skills to determine the meanings of unknown words</p> <p>Why? Students have not been exposed to explicit modeling and practice in using context to determine the meanings of unknown words</p> <p>Why? CKLA in grades 3-5 assumes these skills were modeled and practiced in grades K-2</p> <p>Why? There was a lack of frequent opportunities to engage with rigorous text in primary grades</p> <p>Why? The Superkids Reading program focused on developing Foundational skills and not developing robust vocabulary and comprehension.</p>
Focus Content Standard(s):	<p>RL.3.4, RL.4.4, RL.5.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RI.3.4, RI.4.4, RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>L.3.4, L.4.4, L.5.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 (4 and 5) reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.5, L.4.5, L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
Barriers:	Background knowledge, environmental speech, lack of morphological knowledge
Needed Resources:	More exposure to vocabulary question format, morphology instruction, exposure to rigorous text, knowledge building activities
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Daily engagement with CKLA rigorous text for all students in grades 3-5 • Facilitate text-based discussions using robust vocabulary. • Consistently incorporate structures that require students to respond to text dependent and inference-based questions. Hold all students accountable for going back into the text to locate answers and/or evidence to support responses.

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	<ul style="list-style-type: none"> • Build background knowledge through exposure to rigorous text. • Consistent lessons in grammar and morphology to determine meanings of unknown words.
How will it be funded?	No additional funding required. Utilize core curriculum purchased through the Board of Education.
Steps towards full implementation with timeline:	<p>September 2024-June 2025: Literacy Lab Structure- The literacy lab structure targets reading deficits in identified students and provides enrichment opportunities for targeted students.</p> <p>September 2024-June 2025: District Literacy Vision and Strategy implementation will continue. Learning walks, collaborative planning and professional development opportunities will be aligned throughout the remainder of the year.</p> <p>Monthly: Reading Team review of data and targeted support activities</p> <p>Monthly: Collaborative planning meetings focused on full implementation of reading programs.</p> <p>Quarterly: Review of student BOOST Reading usage to hit targeted goals</p>
Monitoring Procedure:	<p>Formative assessments while reading complex text.</p> <p>Classroom discourse</p> <p>Targeted planning of vocabulary and morphology instruction</p> <p>Consistent practice with vocabulary inference questions</p>

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Universal Design for Learning for ELA.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<p>Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> - SMARTBoards - document cameras - 1:1 Student to laptop ratio to foster student engagement - Digital materials and media to provide more auditory and visual opportunities for all students. - Hard copies of documents using various fonts, size, background color, and Lexile Measures to provide more opportunities for all students as they acquire information and knowledge. - Flexible grouping - Use of the Gradual Release of Responsibility model - Use of complex text trade books to teach ELA concepts - Scholastic News - NewsELA - ReadWorks - NearPod
<p>Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <ul style="list-style-type: none"> - Fine Arts will be embedded in instruction and used as a means of representation for student work. - Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned. - Utilize multiple media such as, text, speech, illustrations, storyboards, etc. - Use of Schoology to publish/present ELA projects - Use of sentence starters, story webs, graphic organizers, etc. - Use of the Gradual Release of Responsibility model
<p>Means for Engagement: <i>tap into learners' interests,</i></p>	<p>Multiple Options for Engagement</p>

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<i>challenge them appropriately, and motivate them to learn.</i>	<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">- Flexible Grouping- Use of the Gradual Release of Responsibility model- Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation.- Offer choices in level of challenge, type of tools used, color, design, sequence, etc.- Vary activities and sources of information so they can be personalized and contextualized to learners' lives.- Use of activities that are authentic, personal, and purposeful.- NearPod for instruction and assessment- ReadWorks- MyOn
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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.

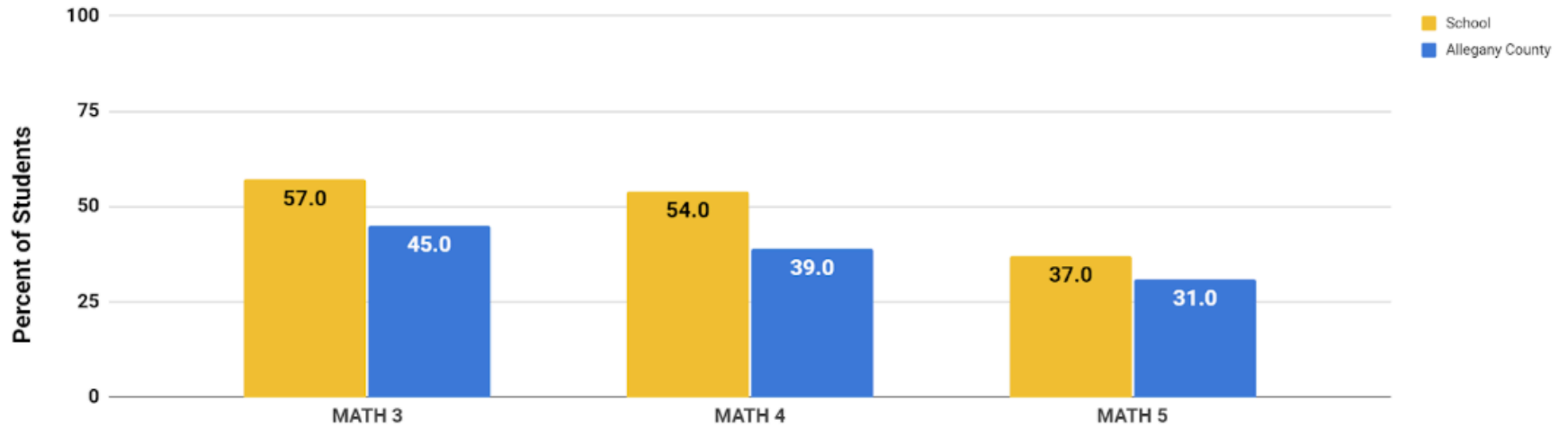
Short Term Goal: to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

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

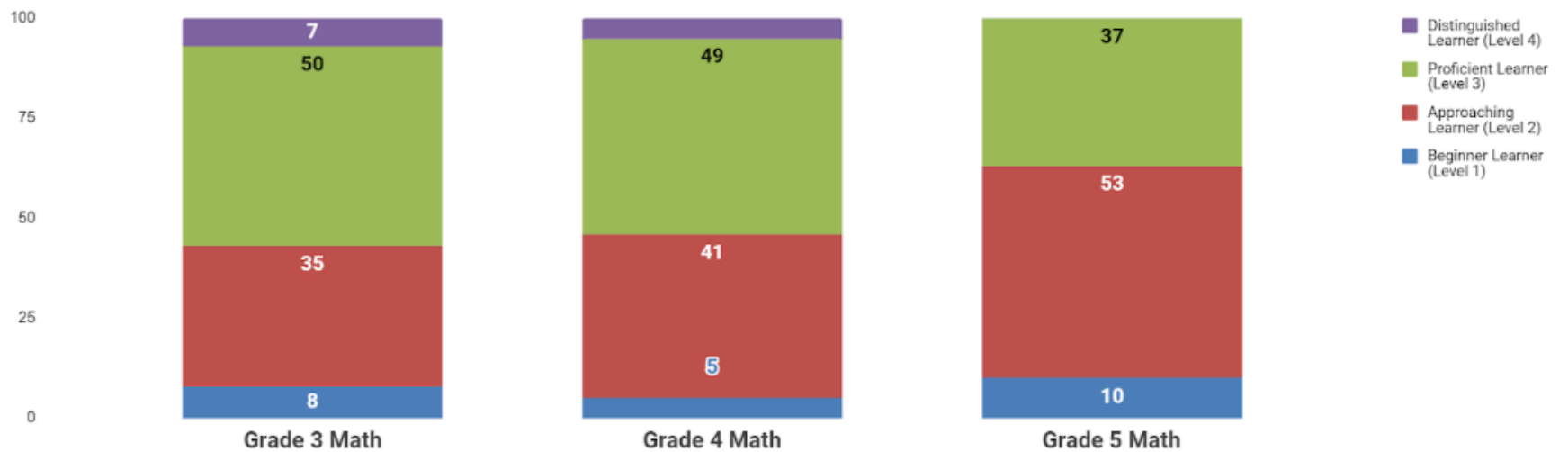
2024 MD Report Card Data	
Points for math proficiency (out of 5)	2.4 / 5
Points for math average levels (out of 5)	3.1 / 5
Points for math growth (out of 12.5)	8 / 12

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Northeast Elementary 2024 Math Proficiency Rates

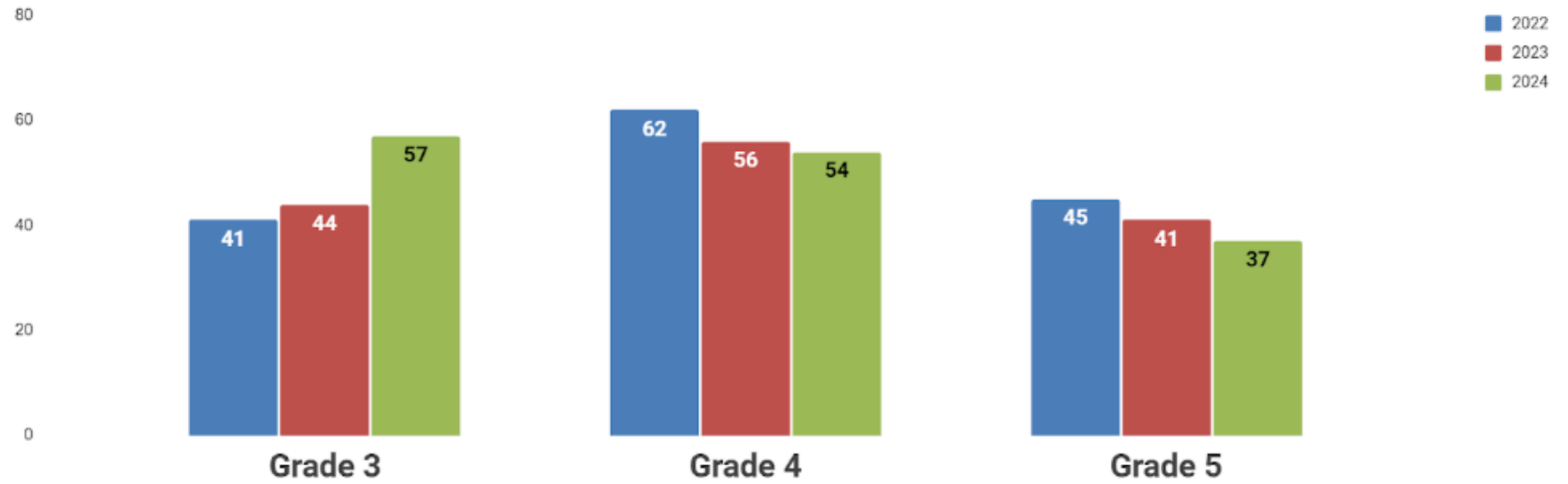


Northeast Elementary 2024 MCAP MATH Proficiency Levels



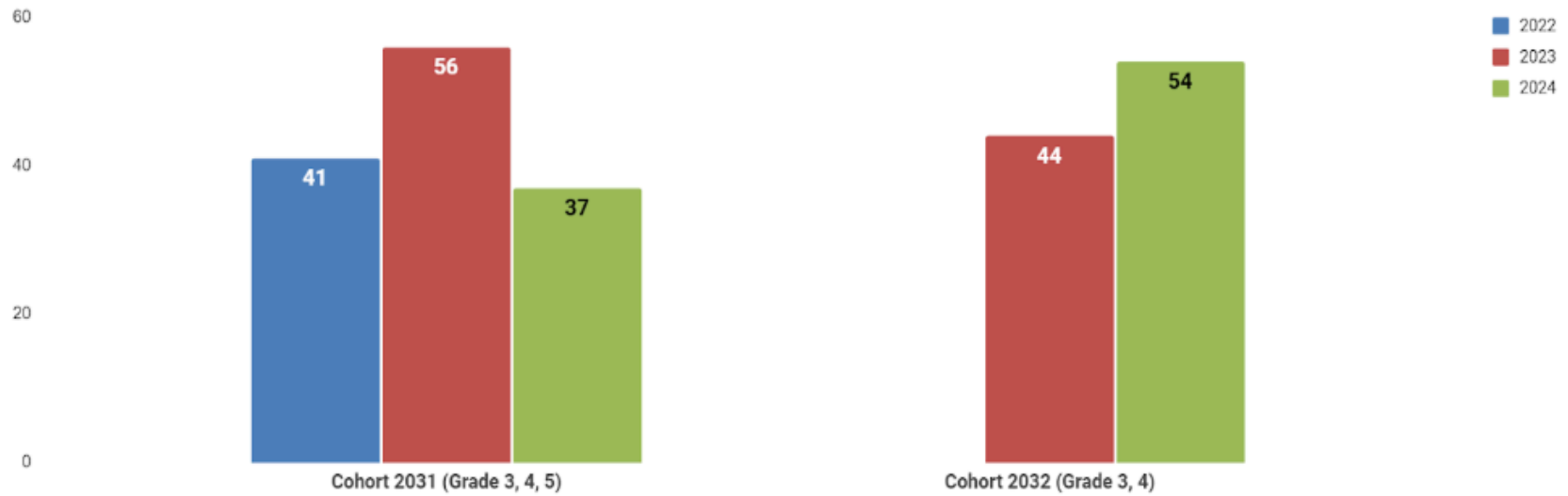
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Northeast Elementary Math Proficiency Trend



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Northeast Elementary Math Cohort Proficiency Growth



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MATH FOCUS AREA 1:	Increasing proficiency of fifth grade population
Focus Area Goal	<p>Overall proficiency of the fifth grade population has declined 4% each year over the past three years. Based on 2022 MCAP scores, 45% of the population scored proficient, 2023 scores decreased by 4% (41% of the population scored proficient) and last year decreased by an additional 4% (37% of the population scored proficient).</p> <p>The focus area goal is to increase proficiency of the fifth grade population by 8%.</p>
Root Cause(s):	<p>Why: There are limited opportunities and lack of support to help understand the depth of knowledge and teach the content.</p> <p>Students lack application of previous skills and fail to apply previously exposed skills to grade-level content.</p>
Focus Content Standard(s):	<p>Below state/county</p> <p>4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p> <p>4.OA.A.3-1 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>4.NF.B.4.a Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$.</p> <p>4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> <p>4.NF.A.1 Explain why a fraction $\frac{a}{b}$ 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.OA.A.1-2 1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. 2. Multiply or divide to solve word problems involving</p>

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	<p>multiplicative comparison</p> <p>4.M.3 Identify the mathematics that is needed to create a solution path for a real-world situation</p> <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</p> <p>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>5.R.3 Prove or disprove a statement, conjecture, or generalization, using correct and precise mathematics examples (visual representations, words, symbols, equations, or expressions.)</p> <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step, real world problems.</p> <p>5.R.4 Reason mathematically to create or analyze a correct and precise solution to a real-world problem and be able to explain why the answer is mathematically correct.</p> <p>5.NF.B.4a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q / b$.</p> <p>5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers</p> <p>5.NF.B.7a Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.</p> <p>5.MD.C.5a Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes.</p> <p>5.M.1 Determine the problem that needs to be solved in a real-world situation.</p> <p>5.R.2 Identify flawed thinking or reasoning and explain how to correct the thinking or work</p> <p>5.NF.B.7b Interpret division of a whole number by a unit fraction, and compute such quotients.</p> <p>5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiples or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>5.NBT.B.7-1 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.M.5 Evaluate a partial or complete solution to a real-world situation.</p> <p>5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p> <p>5.MD.C.5c Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right</p>
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	rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
Barriers:	<ul style="list-style-type: none"> • Lack of application of previous taught skills • Lack of vertical planning to discuss previous strategies/standards • Reduced math specialist support (decreased to one day/week instead of two days/week) • Lack of consistent grade level/tiered instruction
Needed Resources:	<ul style="list-style-type: none"> • Additional weekly time with the math specialist • Time to vertically plan with prior grade-level teachers when appropriate
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Prioritizing the designated 30 minutes for individualized, tiered instruction within the daily 90 minute math block • Continuing to meet quarterly to discuss and reflect on data to drive whole and small group instruction • Continuing intentional planning small group instruction based on prerequisite skills • Increased emphasis on data utilization, such as the i-Ready prerequisite report and small group instructional groupings report • Voluntary coaching cycles with the math specialist • Increased emphasis on utilizing the learning progression piece within the teachers manual and Achieve the Core
How will it be funded?	School/District funds
Steps towards full implementation with timeline:	<p>Intentional small group instruction will begin in September and continue through May 2025.</p> <p>A schedule will be developed to incorporate vertical planning time for teachers on an as needed basis.</p> <p>Team meetings will occur quarterly to analyze and make adjustments to whole/small group instruction as needed.</p> <p>The math specialist will meet informally with teachers on an as needed basis and conduct voluntary coaching cycles throughout the entire school year.</p>
Monitoring Procedure:	These steps toward implementation will occur on a monthly basis during math team meetings. Additionally, administrators and the math specialist will meet monthly to discuss and monitor implementation progress.
MATH FOCUS AREA 2:	Content (Fractions)
Focus Area Goal	Third through fifth grade cohorts will increase proficiency rates on the 2024-2025 Mathematics MCAP in the area of Numbers and Operations: Fractions. Based on 2024 MCAP scores, 29% (8 of 28) of the assessed standards were considered below state/county proficiency.

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Root Cause(s):	Prioritizing the use of manipulatives to deepen conceptual understanding in the area of fractions
Focus Content Standard(s):	<p>Below state/county</p> <p>5.NF.B.4a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q / b$.</p> <p>5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers</p> <p>5.NF.B.7a Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.</p> <p>5.NF.B.7b Interpret division of a whole number by a unit fraction, and compute such quotients.</p> <p>4.NF.B.4a Understand a fraction a/b as a multiple of $1/b$.</p> <p>4.NF.A.1 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.</p> <p>3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p>
Barriers:	<ul style="list-style-type: none"> • Prioritizing utilization of fraction manipulatives • Lack of application of previous taught skills • Lack of vertical planning to discuss previous strategies/standards • Reduced math specialist support (decreased to one day/week instead of two days/week)
Needed Resources:	<ul style="list-style-type: none"> • Organized manipulatives • Additional weekly time with the math specialist • Time to vertically plan with prior grade-level teachers when appropriate
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Prioritizing time to pre-plan and prepare manipulatives for the fraction unit • Number Talks with students • Spiral Review amongst all grade levels • Consistent use of manipulatives across grade-levels beginning in first grade • Utilizing the math specialist to discuss ways to implement manipulatives
How will it be funded?	School/District funds
Steps towards full implementation with timeline:	Steps toward full implementation will take place during the 2024-2025 school year.
Monitoring Procedure:	These steps toward implementation will occur on a monthly basis during math team meetings. Additionally, administrators and the math specialist will meet monthly to discuss and monitor implementation progress.

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Universal Design for Learning for MATH.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	Materials such as ... -document cameras -1:1 student to laptop ratio to foster student engagement -i-Ready digital materials and media to provide more auditory and visual opportunities for all students -Hard copies of i-Ready documents using various fonts, size, and background color to provide more opportunities for all students as they acquire information and knowledge. Digital copies are also provided on Schoology. -Use of the Gradual Release of Responsibility model
<i>Means for Expressions:</i> <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. -Increase student mathematical discourse through “turn and talk” and “think, pair, share” -Fine Arts will be embedded in instruction and used as a means of representation for student work. -Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned. -Use of calculators, geometric sketch pads, pre-formatted graph paper, manipulatives (counting manipulatives, fraction tiles, base ten blocks, etc.) -Use of interactive journals and math resource folders -Use of interactive presentation slides -Number talks -Talk Moves to promote use of student discourse, such as Turn & Talk, 4R’s (repeat–rephrase–reword–record) strategies -i-Ready individual student pathways -Box Cars and One-Eyed Jacks - Inquiry based learning -Use of the Gradual Release of Responsibility model
<i>Means for Engagement:</i> <i>tap into learners’ interests, challenge them</i>	Multiple Options for Engagement

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<i>appropriately, and motivate them to learn.</i>	<p>Students are provided opportunities to select how they are to complete tasks, the order in which they will complete these tasks, and the means of representation.</p> <ul style="list-style-type: none">-Flexible Grouping-Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation.-Offer choices in level of challenge, type of tools used, color, design, sequence, etc.-Vary activities and sources of information so they can be personalized and contextualized to learners' lives.-Use of the Gradual Release of Responsibility model-Number Talks-”Think, Pair, Share”-Talk Moves to promote use of student discourse, such as Turn & Talk, 4R’s (repeat–rephrase–reword–record) strategies-Use of activities that are authentic, personal, and purposeful.-Box Cars and One-Eyed Jacks-Use of NearPod for instruction and assessment
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C. SCIENCE

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

Points for Science Proficiency out of 5 =0.9

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
		%	%	%		%	%	%		%	%	%	+ or - %
MISA (SCIENCE)													
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	47	8	64	28	39	8	56	36	38	29	53	18	-10%

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FOCUS AREA 1:	Economically Disadvantaged
Focus Area Goal	92% of Economically Disadvantaged students scored below proficiency, which is a 10% gap between all fifth grade student subgroup. Our goal is to increase the number of economically disadvantaged students scoring proficient and above closing that achievement gap. We want our overall score to increase to the county proficiency of 23% or higher.
Root Cause(s):	Teachers need to provide explicit instruction using non-fiction complex text enabling students to write opinion pieces supported by evidence and scientific reasoning.
Focus Content Standard(s):	5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.
Barriers:	Insufficient science related practice questions from MISA that require an argumentative response.
Needed Resources:	*Comparable text related science questions and resources for student practice and access to complex nonfiction text
Strategies and/or evidence-based interventions:	<p>Students in grades K-5 will utilize online resources to enhance and support science skills (Online Resources-Discovery Education, NewsELA, NearPod, Flocabulary)</p> <p>Science standards will be enriched through hands-on, real-world lessons. The administration will partner with the University of Maryland Extension Office to bring the "Agriculture in the Classroom" trailer to schools. Evergreen Heritage Center and SNAP-Ed, in collaboration with the University of Maryland Extension Office, will provide gardening and environmental science instruction for grades K-5. As part of the "Elementary Edibles" program through the University of Maryland Extension Office, will supply all K-5 classrooms with resources to plant and care for a vegetable. Additionally, Grade 4 students will visit the Evergreen Heritage Center to explore the rich history of settlement in Allegany County, Maryland.</p> <p>Grade 5 students will take a field trip to Frostburg State University where they will experience hands-on science lessons and will explore the solar system in the planetarium.</p> <p>Northeast will host an "Interest Fair" where students will have the opportunity to work with staff to research, create and present on a topic of their individual interest. Students will present their projects to families.</p> <p>Grade 5 students attended Outdoor School, engaging in hands-on activities that enhanced their understanding of environmental and earth science standards.</p>

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How will it be funded?	School/District Funds
Steps towards full implementation with timeline:	Ongoing: August 2024-May 2025
Monitoring Procedure:	*Student progress activities utilizing Amplify "writing studio" and Edcite Pre/Post Assessments

FOCUS AREA 2:	Females
Focus Area Goal	86% of females scored below proficiency. Our goal is to increase the number of females scoring proficiency and above.
Root Cause(s):	*Students have not been provided with enough activities and/or tasks that involve identifying and describing relationships within Earth's systems; Inadequate time to practice utilizing technology to research and record responses
Focus Content Standard(s):	5-ESS2-1.2a Students identify and describe relationships (interactions) within and between the parts of the Earth systems identified in the model that are relevant to the example
Barriers:	*Exposure to non-fiction texts outside of the core curriculum resources to compare/contrast relationships; responding to questions on computer based assessments.
Needed Resources:	*Practice Questions for compare/contrast on computer-based programs; Non-fiction scientific complex text
Strategies and/or evidence-based interventions:	<p>Students in grades K-5 will utilize online resources to enhance and support science skills (Online Resources-Discovery Education, NewsELA, NearPod, Flocabulary)</p> <p>Science standards will be enriched through hands-on, real-world lessons. The administration will partner with the University of Maryland Extension Office to bring the "Agriculture in the Classroom" trailer to schools. Evergreen Heritage Center and SNAP-Ed, in collaboration with the University of Maryland Extension Office, will provide gardening and environmental science instruction for grades K-5. As part of the "Elementary Edibles" program through the University of Maryland Extension Office, will supply all K-5 classrooms with resources to plant and care for a vegetable. Additionally, Grade 4 students will visit the Evergreen Heritage Center to explore the rich history of settlement in Allegany County, Maryland.</p> <p>Northeast will host an "Interest Fair" where students will have the opportunity to work with staff to research,</p>

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	<p>create and present on a topic of their individual interest. Students will present their projects to families.</p> <p>Grade 5 students attended Outdoor School, engaging in hands-on activities that enhanced their understanding of environmental and earth science standards.</p> <p>Grade 5 students will take a field trip to Frostburg State University where they will experience hands-on science lessons and will explore the solar system in the planetarium.</p>
How will it be funded?	School funds
Steps towards full implementation with timeline:	<p>Ongoing-September 2024-May 2025</p> <p>CKLA Unit: Unit 9 "Chemical Matter"</p> <p>MISA practice assessments</p>
Monitoring Procedure:	*Monthly tasks using online programs for text based questioning

Universal Design for Learning for SCIENCE.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> - Digital materials and media to provide more auditory and visual opportunities for all students. - Hard copies of documents using various fonts, size, background color, and Lexile Measures to provide more opportunities for all students as they acquire information and knowledge. - Flexible grouping - Use of the Gradual Release of Responsibility model - Use of complex text trade books to teach Science concepts - Discovery Education/Mystery Science - NewsELA - ReadWorks

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	<ul style="list-style-type: none"> - Scholastic News - NearPod
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"> - Think/Pair/Share - Fine Arts Embedded into Instruction (STEAM) - Multimedia - GRR-UDL - Graphic Organizers - Multiple Means of expression - Choice provided in how students demonstrate what is learned - Schoology
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"> - Discovery Education/Mystery Science - Authentic activities that are personal and purposeful - Growth mindset - STEAM - ReadWorks

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VIII. MD School Survey Results and Plan

<i>Staff Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Safety: Substance Abuse: 8.43/10
Topic Description:	*The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance abuse use.
Strategies: What steps will be taken in order to obtain the desired outcome..	<p>The DARE officer will implement the DARE curriculum/program (Making Decisions and Solving Problems) for grade 5 students.</p> <p>Our guidance counselor facilitates "Red Ribbon Week" which brings awareness to the dangers of drug and alcohol use, and recognizes the benefits of living a drug free life. Northeast students learn about the responsibility of making healthy choices and participate in activities that promote drug-free and healthy lifestyles.</p> <p>Our Physical Education teacher and our classroom teacher promotes health lessons that</p> <p>*School Cafeteria staff will encourage healthy food choices during lunch line</p> <p>*Promote Healthy Living through collaboration with University of MD extension office (monthly lessons in the classroom)</p> <p>*Mental Health Counselor and guidance counselor will support students/families with substance abuse (parent permission)</p> <p>*Provide student families with substance abuse resources (Allegany County Health Department) through handouts and posts on NE PTA Facebook page</p>
Initiative leader and team: Who is responsible and involved in the work?	Administration/Teachers/DARE Officer/Guidance Counselor/Mental Health Counselor/Physical Education teacher, cafeteria staff, University of MD-extension office

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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)?	<p>The school counselor will teach life skills (Toolbox Resources) lessons that focus on "Good Decision-Making" in grades PreK-5.</p> <p>The DARE officer will implement the DARE curriculum/program (Making Decisions and Solving Problems) for grade 5 students.</p> <p>The University of Extension Office-SNAP-ED will facilitate lessons with classroom teachers on healthy eating to create a healthy lifestyle. (Grades PreK-3). We have built a collaborative partnership with Allegany County Health Department to support students and families who are receiving services at the Health Department. If students are not being supported through the ACHD, we utilize our mental health specialist and guidance counselor to support students.</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>We will analyze the 2024-2025 Maryland School Survey results to gauge progress and determine if our goal has been met.</p>
Timeline: Include dates for implementation of action steps.	<p>Ongoing: August 2024-June 2025</p>
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	<p>Community: Participation and Engagement, 8.44/10</p>
Topic Description:	<p>*Describes the degree to which instructional staff feel students have chances to participate in school leadership, decision-making, and extracurricular activities, and whether administrators involve staff in decision-making.</p>
Strategies: What steps will be taken in order to obtain the desired outcome..	<p>Teachers collaborate with students to generate classroom expectations and incentives to promote positive behavior and learning.</p> <p>Teachers empower students to take ownership of their learning by guiding them to identify and understand daily learning targets.</p>

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	<p>Our leadership teams, which are composed of teachers, staff, and administration, will collaborate during team meetings (math, reading, family engagement, PBIS) to analyze data that will drive instructional decision making and student/staff incentives.</p> <p>Teachers and special education staff participate in biweekly collaborative planning with our math and reading coaches. During this time, staff reviews data and completes coherency mapping to drive their instruction.</p> <p>Teachers gather student feedback after school-wide incentives to gauge student engagement</p>
Initiative leader and team: Who is responsible and involved in the work?	Classroom Teachers/Special Education Teachers/Guidance Counselor/Administration
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Our leadership teams meet monthly to discuss and assess the needs of our school. We gather input from all faculty and staff regarding decisions. Teachers are fully involved in the decision-making process that guides our instruction. Their input is gathered during reading and math data meetings as well. We utilize this data to carry out the initiatives that
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Office referral data regarding student-student discipline issues will be analyzed monthly by the administration.
Timeline: Include dates for implementation of action steps.	Ongoing: August 2024-May 2025

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<i>Student Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Score	Relationships: Student-Student Relationships: 6.76
Topic Description:	*Describes the degree to which students feel other students are friendly with, care about, get along with, and respect one another
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	PBIS boosters will focus on kindness, safety, respect, responsibility, trustworthiness *Peer Social Groups
Initiative leader and team: Who is responsible and involved in the work?	PBIS team. Teachers/Guidance Counselor/Administration/Support 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)?	PBIS team, teachers, guidance counselor, administration, support staff *School funds/Concentration of Poverty Grant to support PBIS Boosters; District funds to support end of the year celebration
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	*Student survey *Booster Student Participation Results
Timeline: Include dates for implementation of action steps.	October 31, 2024-Classroom Trick or Treat (Focus: Responsibility) December 19, 2024-Cookie/Movie (Focus: Safe, Respectful, Responsible) February 2025-"DJ Dance Party" TBA based on conduct data April/May 2025-"Bunny Games" TBA based on conduct data
Secondary Area of Need State the Domain, Topic, and Score	Environment: Physical Environment-8.02

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Topic Description:	The physical environment topic 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).	<u>Outdoor Exterior</u> *replace mulch with pebble rock and maintain memorial garden (shrubs) *patch/repair blacktop concrete areas *New benches, flower pots <u>Playground Area</u> *repair seating at marble pit *repair boundary around play equipment *new mulch *Added Gaga Pit (student activity added to playground area) <u>Indoor Interior</u> *Custodians will check bathrooms for cleanliness more often *Staff will clear out the storage closets in the hallways and custodians will remove the closets
Initiative leader and team: Who is responsible and involved in the work?	Principal, Assistant Principal, Custodial Staff, Lowe's Partners, ACPS Maintenance
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Shrubs, pebble rock, benches, flower pots-donation from Lowe's Mulch, concrete/blacktop repair,seating repair, boundary wood around equipment, Gaga pit-ACPS Maintenance and 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?	*Project of completion, community staff, student, and family surveys (January 2025)
Timeline: Include dates for implementation of action steps.	Lowe's Donations-October 2024 ACPS Maintenance-Ongoing 2024-2025

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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.

I.

PRIORITY: #1 Behavior Screening and Progress Monitoring			
PRACTICE: Use a reliable and valid universal screening tool to identify students with at-risk social behavior			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Target specific SRSS internal and external indicators 	PBIS & classroom teachers Admin District	Quarterly 2024-2025 SY	<ul style="list-style-type: none"> Identify and discuss barriers PST and classroom teachers will develop strategies to support identified students
INSTALLING			
<ul style="list-style-type: none"> PD during team meetings for staff to gain awareness, understanding and purpose of the screener Research strategies to support identified students 	PBIS & classroom teachers Admin	2024-2025 SY	<ul style="list-style-type: none"> Continue to identify barriers and problem solve around barriers
IMPLEMENTING			
<ul style="list-style-type: none"> Explore other identified research based Tier II and Tier III interventions based upon data results and needs 	PBIS Admin Teachers	2024-2025 SY	<ul style="list-style-type: none"> Discuss barriers and ways to overcome barriers Identify possible support needs and PD

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SUSTAINING SCHOOLWIDE IMPLEMENTATION

- | | | | |
|--|---------------------------|--------------|--|
| <ul style="list-style-type: none"> Continue to explore research based interventions, plan for school wide implementation of interventions. Evaluate the PBIS Tier I and Tier II and Tier III interventions using fidelity protocols and school data to determine effectiveness. (ODRs and SWIS data) | PBIS
Admin
Teachers | 2024-2025 SY | <ul style="list-style-type: none"> Share strategies with staff after each SRSS administration to continue or change interventions Monthly PBIS meeting agendas include discussion and analysis of ODR data |
|--|---------------------------|--------------|--|

PRIORITY: #2 Collaborative Team Planning Meetings and Data Based Decision making

PRACTICE: Grade level and special educators collaborative planning to monitor progress and plan tiered instruction and interventions.

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Create a planning schedule for collaborative planning between gen. and sped. ed teachers TNTP Comprehensive Literacy Plan implementation 	Admin. SEF SPED teachers TNTP Consultant Reading & Math Specialists	2024-2025 SY	<ul style="list-style-type: none"> Grade level team planning is in place daily. Every other week, extended collaborative planning occurs with classroom teachers, sped teachers, and ELA/Math coaches
INSTALLING			
<ul style="list-style-type: none"> Pre-K through grade 5 classrooms will implement ACPS comprehensive literacy plan PD training Meet with math and reading teams to debrief and review after walk-throughs and visits from iReady and TNTP. 	Admin. All teachers pre-k-5 ELA and Math Specialists iReady Consultant TNTP Consultant	2024-2025 SY	<ul style="list-style-type: none"> District Support Discuss walk through process for classroom teachers with focus on special ed, ELA, and Math

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IMPLEMENTING			
<ul style="list-style-type: none"> • Debrief, reflect and refine instructional practices based on walk throughs • Use look and listen for collaborative teaching checklist to evaluate process 	Admin Classroom Teachers iReady Consultant TNTP Consultant	2024-2025 SY	<ul style="list-style-type: none"> • Establish walk through schedules • Establish debriefing meeting schedule • Identify instructional strategies to be implemented to address student needs
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> • Implement identified instructional strategies based on TNTP walk throughs • Identify instructional needs in order to implement the strategies 	Admin Classroom Teachers iReady Consultant TNTP Consultant	2024-2025 SY	<ul style="list-style-type: none"> • Monthly math and reading team meetings with special education, Math and ELA Specialists, administration

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X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I- Peer praise, increase proximity to an adult, brief student-teacher conference, corrective “re-do” (1-2 repetitions), use of recovery areas, logical consequences, temporary loss of privileges

PBIS Tier II- Use tier I consequences adjusted for more significant behaviors, phone call home, parent-teacher-student conference, contract/self- monitoring sheet, adjustments to BIP, loss of privileges, time out within classroom

PBIS Tier III- office referral with appropriate documentation, possible LAP placement (by administrator), parent-teacher-administrator conference, adjustments to BIP, referral to Pupil Service Team (PST)

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

Northeast follows the Positive Behavior Interventions and Supports (PBIS) framework to enhance discipline and foster a positive school environment. Students are rewarded with "Roadrunner Riches" for demonstrating positive behavior and making good choices. All staff members distribute these rewards to students who display safety, responsibility, and respect. Students can then redeem their "Roadrunner Riches" for items at the school store.

At the end of each week, our resource teachers (PE, Media, Art, Life Skills, Music) choose one classroom where students have best demonstrated the school rules of being safe, respectful, and responsible. The chosen classroom gets to showcase the "stuffed" Roadrunner, our school mascot, and each student receives a "Roadrunner Rich" reward. The PBIS tracks and displays the data to identify which class earned the most recognition by resource teachers. At the end of each marking period, the classroom with the most tallies is recognized during our school-wide assembly.

Each month, a "Student of the Month" ceremony honors one student from each classroom who exemplifies the school's core values of being safe, respectful, and responsible. Teachers write a narrative explaining why the student was chosen, which is read aloud to their family. The student also receives a certificate, a school-logo lunchbox, and refreshments.

In addition, bi-monthly school-wide incentives reward students for exhibiting the PBIS trait of the month, which is selected based on our monthly "student conduct" data reviewed during PBIS meetings. During months without school-wide incentives, classroom teachers implement their own incentives to promote positive behavior.

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Students who display positive behaviors in resource classes and homerooms are recognized quarterly with an award, with one student selected from each class. Furthermore, for students identified as needing Tier II behavioral support, the check-in/check-out program is utilized as part of our intervention strategy.

Our physical education teacher recognizes two students after each class, as his "MVP's." These students work hard, display responsibility, safety, and respect.

Students participate in weekly life skills lessons that incorporate the "Toolbox Kit," which focuses on promoting appropriate school behavior. These lessons are designed to teach behaviors that contribute to a healthy and productive learning environment. At-risk students receive individual and group counseling sessions, which are identified and tailored using SRSS behavior data and teacher feedback. Behavior modification plans are created for these students with support from the Pupil Service Team.

Northeast has earned recognition from the state of Maryland for our PBIS program, achieving Gold status for eight consecutive years along with several badges.

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

Tier II interventions are implemented as an effective support for students' behavior in the school environment. This intervention involves brief morning and afternoon meetings between mentor teachers and students, where teachers guide behavior, set goals, and provide feedback to students who may be struggling. The Check-In/Check-Out (CICO) method is used for students who display challenging behavior during academic routines, serving as a supplement to Tier I interventions. Additionally, classroom teachers create individualized behavior plans for students who are not meeting Tier I expectations. These plans are tailored to the teacher's specific classroom expectations and may include personalized behavior cards. These cards track student behavior over specific, developmentally appropriate timeframes, allowing students multiple opportunities to meet their behavioral goals.

Tier III interventions are designed for students who exhibit more intensive behaviors and are not responding to Tier I and Tier II strategies. When considering a student for Tier III services, various factors are carefully considered, including teacher input, attendance, behavior referrals (e.g., classroom, bus, and resource referrals), academic performance, Student Risk Screening Survey (SRSS) data, and any relevant background information. Tier III interventions may involve CICO with administration,

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sessions with the school counselor, observations by the behavior specialist, and potentially home visits by the pupil personnel worker.

XI. Family and Community Engagement

Parent/Community Involvement Needs

Date	Event	Details
August 21, 2024	Meet the Teacher	*Students and their families will participate in a scavenger hunt to familiarize themselves with their child's environment and meet their teacher.
September 10-11, 2024	Grandparents' Day	*Students played "fall" BINGO with their grandparents and photographs were taken for a keepsake; fall prizes were awarded for BINGO winners
Weekly	Roadrunner Reader Program	*Family members sign up to read books to classrooms on a monthly rotation (each classroom has their own day/time)
Weekly	Helping Hands	*Volunteers support students and staff by preparing materials for teacher/student use (every Friday)
Monthly	Student of the Month	*one student from each classroom is recognized each month for being safe, respectful, and responsible; families are invited for a treat to celebrate with their child
October 7, 2024 March 3, 2025	Parent Conferences	*Conferences are scheduled for parents to discuss student progress/concerns
October 8-11, 2024	5th Grade Outdoor School	*5th Grade parents had the opportunity to volunteer as a chaperone for Outdoor School
October 28, 2024	Family Literacy Event	Our students/families rotated through interactive literacy stations to enrich their vocabulary
November 12-13, 2024	Veterans' Day	*recognize our active and retired veterans with a hot breakfast with their

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	Program/Breakfast	student(s); special gifts were made by grade-level students for Veterans
December 18, 2024	Haircuts and Gingerbread Houses	*Students/Families built gingerbread houses and students received free haircuts by local stylists and barbers
January 9, 2025	Family Math Night	*Box Cars and One-Eyed Jacks will present math activities that utilize dominos; families will transition between the math activities and pizza/drinks
February 6, 2025 March 3, 2025	Interest Fair Research Interest Fair Presentation	*Students will have the opportunity to work with teachers, staff, and professionals in the community to research their interests. *Students can participate in presenting a project displaying a topic of interest to share with NE families
March 3-7, 2025	Read Across America	*Promote love of reading for students and families; ensure there is representation of both male and female readers; provide strategies and resources for students to apply with families at home

Family and Community Engagement

Parent/Community Involvement Needs

Describe in a narrative your school's family and community engagement. Support with data (i.e. volunteer hours, percent of family/community participation from sign in sheets, type and number of parent activities, etc.).

Northeast values the active involvement of families and the community to strengthen the partnership between home and school. We use our "community school parent surveys" to guide decisions about developing activities that meet the needs of our families. Through these efforts, Northeast has cultivated partnerships that offer enriching opportunities for both students and their families.

The University of Maryland Extension Snap-Ed Program provides nutritional lessons and food tastings to help students learn about healthy living and eating. Additionally, the Maryland Extension Office offers Lego Robotics instruction through a 4-H associate for our intermediate students. We have partnered with the Allegany County Library to offer interactive reading sessions for primary grade students, fostering a love of reading. To support gender-responsive teaching practices, the library alternates sending male and female volunteers to read to our students.

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The Cumberland Food Bank supports our "Backpack Program," which provides families with food for the weekend. In addition, we organize events that offer hands-on activities to enrich student skills. These include "Literacy Night," "Box Cars and One-Eyed Jacks Domino Night," "Haircuts and Gingerbread Houses," and an "Interest Fair," all designed to support our families. Northeast is recognized as a "Community School" and receives the "concentration of poverty" grant, which helps fund family and community events while addressing students' needs.

Northeast also serves as a community outreach center, partnering with local organizations such as the Holding Hands for Haley Foundation to raise awareness and funds for childhood cancer. We collaborate with the Food Bank to ensure that families have access to nutritious food over the weekend. We also work with the Lions Club to provide vision and hearing screenings for our pre-K and kindergarten students. Additionally, Allegany College of Maryland supports our students by offering mindfulness presentations.

Meet the Teacher Event, September 21, 2024: Students remained at school or returned with family members to meet their teacher and visit their classroom. Students completed a "scavenger hunt" to find specific areas in the school where their BINGO card was stamped. When students completed their "hunt," they received a free sno cone. We had a total of 111 families attend this event.

Grandparents' Day, September 10-11, 2024: Northeast collaborated with the Allegany County Library who read to students and their grandparents. The families had breakfast together. We had over 180 grandparents/families attend this event.

Student of the Month: (Attendance: Sept-27, Oct-47, Nov-24) one student per classroom is recognized each month for following all of the school rules (being safe, responsible, respectful); families are invited to attend a ceremony to recognize those students

Parent Conference Day, October 7, 2024: (117 Participants) Parents/Guardians met with their child(ren)'s teacher to discuss student progress and/or concerns.

There were a total of 118 participants on our parent conference day.

5th Grade Outdoor School Chaperones, October 8-11 2024: Our fifth grade students participated in our overnight program and Northeast had 8 adult chaperones support and stay with our students throughout the week.

Helping Hands, every Friday: We have a total of 3-5 volunteers that participate every Friday to copy papers, laminate, and cut out activities for classroom teachers.

Literacy Event, October 28, 2024: ((53 Participants)) Our students rotated through interactive stations to enrich their vocabulary.

Roadrunner Reader, October 2024-May 2025 (Days/Times varies per class): Our "Roadrunner Reader" program invites family members in to read to our students each month. We have over 73 readers that participate in reading to our students every month.

Veterans' Day, November 12-13 , 2024: Veterans are recognized with a hot breakfast and student appreciation gifts for their service. We have over 140 veterans and active duty service members who attended this event.

Haircuts and Gingerbread Houses: December 16, 2024 (68 Total Participants) families built gingerbread houses, received a haircut from local

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barbers/stylists, received a picture book, and had a snack.

Box Cars and One-Eyed Jacks Math Event: (127 Participants) January 9, 2025-students will participate in an interactive session with a presenter from *Box Cars and One-Eyed Jacks*; students will leave with math activities and manipulatives to practice at home

Interest Fair Planning Day, February 6, 2025: students will have the opportunity to stay after school to research and prepare their projects with teachers

Interest Fair Presentation, March 3, 2025: students will present their projects to families and other participants

Read Across America: March 3-7, 2025: students will be encouraged to read throughout the week and be provided with a book to take home

Parent Involvement Plan

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

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 their targeted goals.

Parent Advisory/ Title I Parent Committee 2024-2025

Name	Grade Level Representation	Position
Caitlin Martin	Pre-K, K	Parent
Julieanna Ruggiero	Grade 1	Parent
Kate Shook	Grade 2	Parent
Brandi Krampf	Grade 3	Parent

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Corey Pisula	Grade 4	Parent
Rachel Hampton	Grade 5	Parent
Sarah Troutman/Natalie Williams	All	Partnership Action Team Chair

Identify two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities and processes. Please include a timeline for implementation.

To increase parent involvement and awareness, our community school coordinator has surveyed families to best understand their needs and best time(s) to provide instructional activities for families. The "24" survey responses indicated families want/need support in the areas of attendance, behavior, mental health, and PTO meetings. Our planned events will be structured to include specific grade-level skills and concepts that will support student/parent learning. We are also utilizing the "Concentration of Poverty" grant to provide transportation for families to events, health appointments, school meetings.

*Another strategy we implement is asking families to complete an evaluation after each family event to provide feedback and list additional needs. This helps our Family Engagement Team to plan and implement events and resources for our families.

*In addition, we are able to use the "Concentration of Poverty Grant" to transport families to and from our events when transportation is a barrier to attending school activities.

XII. Professional Community for Teachers and Staff- Standard 7

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

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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1.LETRS Training	*June 2024-October 2024 *Virtual	*PreK-Grade 3 Teachers and Administration	*Knowledge that will be facilitated during instruction/delivery	*Science of Reading	*Benchmark Data *State Assessments
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
2.John Hattie "Visible Learning"	*Principal/Supe rvisor PD *Spring 2025	*All staff	*careful, collaborative, structured planning between classroom teachers, special educators, and math/reading specialists on a biweekly basis.	*effective teaching practices by developing learning intentions and success criteria	*Teacher will use "checkpoints" to identify if students have reached their learning intention

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XIII. Management Plan



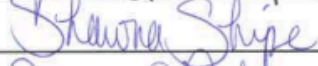




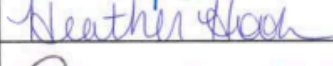
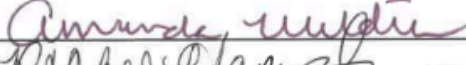
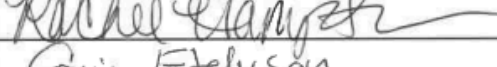
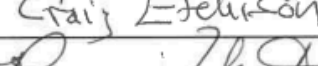
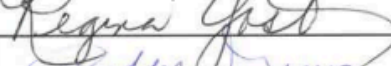
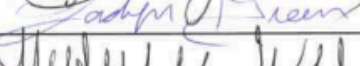


1. How will the plan be shared with the faculty and staff? Please include approximate dates.
Teachers have reviewed the proposed activities in grade level teams and made recommendations concerning needed materials for implementing the activities. The document will be discussed, reviewed and signed by the faculty January 17, 2025 prior to the review of the plan by the Central Office Team. This document will be placed on both the school website and the Allegany County Public Schools website for staff, parents, and community access and examination. The plan will also be shared on Google Drive for all staff members to access throughout the school year.
2. How will the plan be shared with parents and community members? Please include approximate dates.
Components of the School Improvement Plan will be shared with the parents and the community in a variety of ways. These will include availability for viewing in the school handbook and the school brochure, providing access with various school communications sent home in the Roadrunner folder. The plan can also be accessed via the school website and the Allegany County Public Schools website. The SIT encourages a community member and parent representative to be in attendance at regular meetings to assist with the communication of the plan.
3. What role will classroom teachers and/or departments have in implementing the plan?
Teachers will follow the plan as written. They will seek the assistance of content specialists, administrators and supervisors for any support needed to fully implement the plan.
4. How will student progress data be collected, reported, and evaluated by the SIT?
All assessments will be administered as scheduled according to the district plan/pacing. Data will be reported to the reading, math, family engagement and PBIS teams for analysis. These teams will meet monthly to analyze data.
5. How will the administration monitor the plan?

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6.

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Use this page to identify the members of the School Improvement Plan's team.

Name	Signature	Role
Misty Dotson		Principal
Heather Peters		Assistant principal
Shawna Shipe		Teacher (Math Team Chair)
Julie Robeson		Teacher (ELA Team Chair)
Juan Vaca-Soto		Instructional Assistant
Karen Snurr		ACPS/School ELA Coach
Kate Pratt		ACPS/school Math Coach
Heather Hook		Reading Interventionist
Amanda Wilder		Parent/Family Member
Rachel Hampton		Parent/Family Member
Dr. Craig Etchison		Community Member
Regina Yost		PBIS Chair
Jordyn Green		Community School Coordinator
Natalie Williams		Family Engagement Co-Chair
Sarah Troutman		Family Engagement Co-Chair