

Allegany County Public Schools
2023-2024
Non-Title I School Improvement Plan

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School: Northeast Elementary School

Principal: Daniel Clark

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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.

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Core Values

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

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B. SCHOOL CLIMATE AND CULTURE

Climate

The school climate at Northeast Elementary School is centered around the safety and well-being of all students. We strive to provide a positive school climate by promoting a supportive academic, social, and physical environment. Northeast maintains respectful, trusting, and caring relationships throughout the entire school community. Positive behavior strategies and a restorative approach are implemented to model and encourage desired behaviors. Trauma-informed practices are utilized to provide students with healthy ways to manage challenges. Northeast staff has rigorous, yet achievable expectations to meet learners where they are by providing students with the tools and resources needed to enjoy success.

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Culture

Northeast Elementary School staff continuously assesses the needs of our students, staff, and community to ensure we are providing emotional, social, and physical support. Our school structure is consistently maintained to provide a calm and welcoming environment to ensure all members feel safe. Northeast Elementary School is a full-inclusion school, meaning all students, regardless of their abilities, are included in the regular education classroom. Students requiring special accommodations are supported by regular education teachers, special education teachers and instructional assistants. Specifically, staff members provide close adult support for students, small group instruction where tier II instruction may be needed, and intensive reading intervention to both special education and non-special education students. Special education teachers provide student support/services in the regular education classrooms and plan collaboratively with regular education teachers to provide necessary support for all students to be successful. Our school promotes student and staff engagement to successfully motivate and encourage both academic and social/emotional growth.

II. SCHOOL DEMOGRAPHICS

Number of years the principal has been in the building? 11

A. Staff Demographic

B. Student Demographics

Table 2	
SUBGROUP DATA	2023-2024 COUNT
American Indian/Alaskan Native	0
Hawaiian/Pacific Islander	0

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Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	0	17	17
Itinerant staff	11	0	11
Paraprofessionals	3	1	4
Support Staff	0	3	3
Other	9	2	11
Total Staff	23	25	48

African American	16
White	232
Asian	0
Two or More Races	24
Special Education	40
LEP	0
Males	139
Females	133
Gender X	0
Total Enrollment	272
FARMS Rate (2022-2023)	66.54%

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Special Education Data 2023-2024 School Year

The total of this chart should match the number entered in Table 2.

Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability		06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	3	14 Autism	1
04 Speech/Language Impaired	23	09 Specific Learning Disability	3	15 Developmental Delay	9
05 Visual Impairment		10 Multiple Disabilities	1	TOTAL COUNT	40

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III. ATTENDANCE

Table 4a	2022-2023
Grade Level – School Level	Attendance Rate
All (Excluding PreK & K)	92.2%
Grade 1	91.7%
Grade 2	92%
Grade 3	91%
Grade 4	93%
Grade 5	93.3%

Table 4b: Subgroup Attendance Rate	2022-2023
All Students	91.8%

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Hispanic/Latino of any race	85.2
American Indian or Alaska Native	N/A
Asian	N/A
Black or African American	94.3%
Native Hawaiian or Other Pacific Islander	N/A
White	91.8%
Two or more races	92.1%
Male	92.4%
Female	91.2%
EL	N/A
Special Education	92.5%
Free/Reduced Meals (FARMS)	91%

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

*FARMS, White, and 2 or more races 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.

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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 track student attendance to ensure we are able to support and provide necessary resources for students to regularly attend school. Our secretary, administration, and pupil personnel worker contacts families through phone calls, home visits, and video conferences to build relationships with families to be proactive prior to students becoming chronically absent. We utilize our attendance portal, ASPEN, to consistently monitor school attendance. We like to encourage school attendance through daily recognition verbalized on the announcements of classes with one hundred percent attendance. The classroom with the highest attendance for the month is rewarded with attendance bracelets and certificates presented by school administrators. Students are also recognized each marking period for perfect attendance, in addition to those students with perfect attendance for the entire school year.

Chronically Absent

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

MD Report Card reports students NOT chronically absent.

Table 5	2019	2022	2023
Not Chronically Absent (percentage)	84.1%	71%	68.86%
Not Chronically Absent (student count)			188
Report Card Points Earned	10.5	9	4.5

Habitually Truant

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

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

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

Our students who are habitually truant are typically students who do not have access to self transportation or the means to obtain public transportation when he or she misses the bus. The Northeast pupil service team, made up of our PPW, guidance counselor, behavior specialist, psychologist, social worker, special education facilitator, and administration, review our attendance data both daily and weekly to create strategies and develop individual plans to specifically address the needs of each student on track to be "habitually truant." It is important for our team to build and grow meaningful relationships with our student families by offering resources and support to prevent and reduce students habitually truant. We work closely with our PPW and social worker to provide assistance, if possible, to transport students when appropriate. We will continue to recognize and reward classrooms and students with 100% attendance to encourage students to be present.

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
Total Referrals	63	101
All Suspensions	0	0
In School	0	0
Out of School	0	0
Sexual Harassment Offenses	0	0
Harassment/Bullying Offenses	0	0

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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. Last year, 94% of our students had 0-1 referral, 4% had 2-5 referrals, and only 2% had 6 or more. Currently for the 2023-2024 school year, we have 17 individual referrals. 41% of the referrals were in the classroom, 35% took place on the bus, and 18% occurred on the playground. Of those 17 referrals, 3 (18%) of those students have moved to a different school. Northeast only has 2 of the 17 or (12%) of students with more than 1 referral.

To reduce the number of referrals, our first strategy is to 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 and classroom teachers facilitate the "Second Step" curriculum that teaches social strategies and tools students can use for learning and life. In addition, the "Second Step" program incorporates a bullying and harassment unit for student learning.

Peer groups are established based on student requests and teacher feedback. 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, we focus on a specific character trait that we discuss on school announcements and reward students displaying positive traits. Students can earn rewards and incentives through displaying positive behavior.

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VI. EARLY LEARNING (Elementary Only)

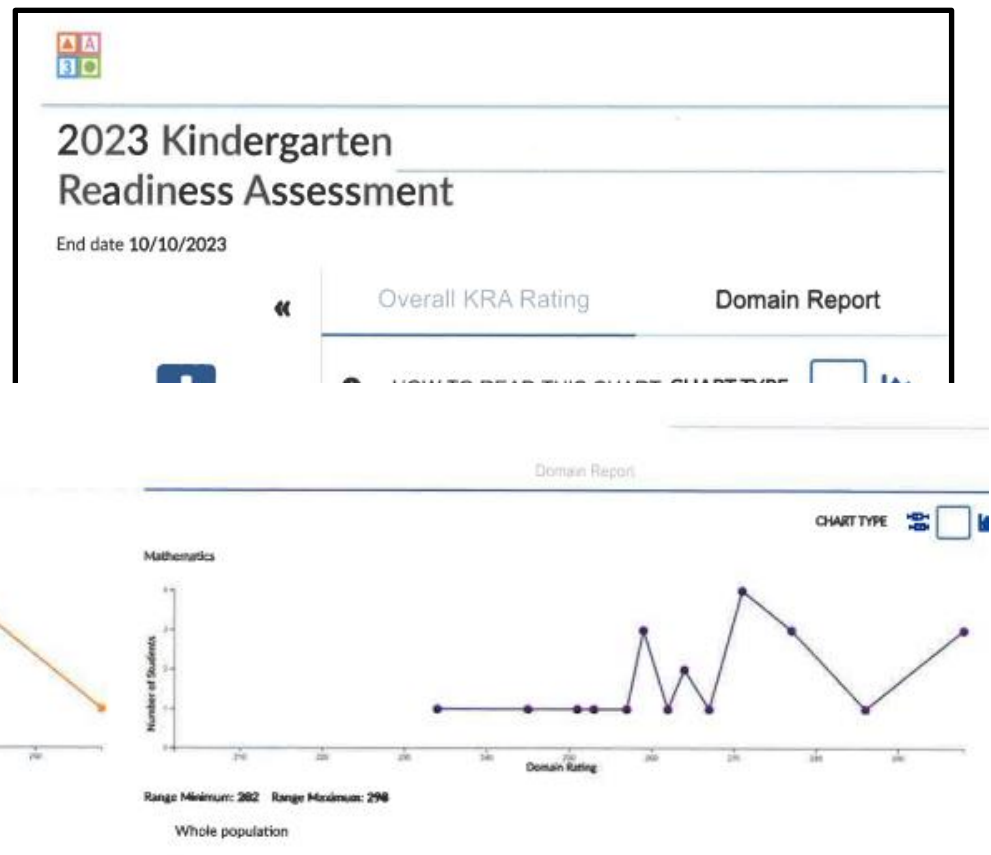
1. Complete the chart for composite scores of the Kindergarten Readiness Assessment.

Table 9		
Kindergarten Readiness Assessment		
	2021-2022	2022-2023
	Percent Demonstrated	Percent Demonstrated
Language & Literature	30.43%	82%
Mathematics	30.43%	44%
Social Foundations	67.39%	31%
Physical Development	71.74%	72%

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

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3. In consideration of the trend data, discuss efforts the school is making to improve your early childhood programs and / or practices. Include ways you are working in collaboration with early learning partners (i.e., Judy Center, Head Start, Child Care, Preschool Expansion sites, Preschool Special Education, School Therapy Services, etc.) to strengthen supports and ensure more children enter kindergarten “demonstrating readiness”.

The Kindergarten Readiness Assessment provides data that is analyzed and incorporated into daily instruction. The data allows staff to develop goals that will help to improve and strengthen student progress in each domain. We also compare the KRA data to our DIBELS assessments to develop small group instruction that will target specific skills that are identified as areas of need. To ensure students are "ready for kindergarten," teachers develop short and long-range planning that incorporates CRA (concrete, representational, abstract), the GRRUDL framework, skill-specific interventions and enrichments. Kindergarten teachers will collaborate with the school counselor 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".

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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 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. Our speech pathologist completes speech screenings to identify any students who may qualify for speech and language services.

Partnerships are established with Head Start staff to discuss incoming students to determine how we can best support their strengths and needs. Our Special Education staff partakes in these meetings to identify students at risk or who currently have an IEP, behavior plan, or a 504.

Northeast is seeking accreditation through MSDE to commit to program improvement that will ensure we meet high quality state standards. Our pre k classroom is collaborating with *APPLE's for Teachers* to achieve an enriching and engaging learning environment.

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.

The KRA data reflects deficits in the area of mathematics and social foundations. 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 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

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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.

For social foundations, our classroom teachers and guidance counselor will incorporate the *Second Step* curriculum 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 SSRS data and continue to gather teacher feedback.

Our Pre-K and Kindergarten teachers have completed the LETRS training to develop a deep knowledge of literacy instruction. This training allows our teachers to gain a better understanding of how to facilitate and build a strong foundation for students to become fluent readers.

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VII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ART
graduation

Long Term Goal: to prepare 100% of students to be college and career ready by

to reduce the 2017 non-pass rate by 50% by the year 2030

Short Term Goal: to increase proficiency rates and to close or reduce achievement gaps between subgroups and their counterpart

1. Complete data charts using 2022 and 2023 data results.

* indicates no students or fewer than 10 students in category

TABLE 10a ELA Grade 3	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	62843	12	43	45	63702	9	43	48	+3

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ACPS Results	563	13	46	41	597	5	46	49	+8
All school students	39	10	51	39	41	3	44	53	+14
American Indian or Alaska Native	<10				<10				
Asian	<10				<10				
Black or African American	<10				<10				
Hispanic/Latino of any race	<10				<10				
Native Hawaiian or Other Pacific Islander	<10				<10				
White	38	10	50	40	39	3	41	56	+16
Two or more races	<10				<10				
Special Education	<10				<10				
Limited English Proficient (LEP)	<10				<10				
Free/Reduced Meals (FARMS)	24	4	67	29	26	4	50	46	+17
Female	22	5	59	36	19	0	32	68	+32
Male	17	18	41	41	22	5	55	40	-1

* indicates no students or fewer than 10 students in category

TABLE 10b	2022	2023	2022 to 2023
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ELA Grade 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	63284	13	41	46	63938	11	40	49	+3
ACPS Results	603	9	41	50	567	10	41	49	-1
All school students	43	5	37	58	41	5	36	59	+1
American Indian or Alaska Native	<10				<10				
Asian	<10				<10				
Black or African American	<10				<10				
Hispanic/Latino of any race	<10				<10				
Native Hawaiian or Other Pacific Islander	<10				<10				
White	41	2	37	61	39	5	38	57	-4
Two or more races	<10				<10				
Special Education	<10				<10				
Limited English Proficient (LEP)	<10				<10				
Free/Reduced Meals (FARMS)	19	0	63	37	28	3	36	61	+24
Female	20	5	30	65	22	9	32	59	-6
Male	23	4	44	52	19	0	42	58	+6

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* indicates no students or fewer than 10 students in category

TABLE 10c ELA Grade 5	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	64583	15	44	41	64144	14	44	42	+1
ACPS Results	592	10	37	53	611	8	49	43	-10
All school students	47	9	38	53	39	5	41	54	+1
American Indian or Alaska Native	<10				0				
Asian	<10				0<10				
Black or African American	10	10	40	50	<10				
Hispanic/Latino of any race	<10				<10				
Native Hawaiian or Other Pacific Islander	<10				<10				
White	43	9	37	54	37	3	41	56	+2
Two or more races	<10				<10				
Special Education	<10				<10				
Limited English Proficient (LEP)	<10				<10				
Free/Reduced Meals (FARMS)	28	11	43	46	21	5	67	28	-18
Female	22	9	27	64	19	5	37	58	-6

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Male	25	8	48	44	20	5	45	50	+6
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Table 11a: Cohort Growth (Elementary Cohort 2031)			
ELA Percent Proficient	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
All Students	39%	59%	+20
Economically Disadvantaged	29%	61%	+31
Special Education	<10	<10	
Male	41%	58%	+17
Female	36%	59%	+23
Other subgroup			

Table 11b: Cohort Growth (Elementary Cohort 2030)	
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ELA Percent Proficient	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
All Students	48%	54%	+6
Economically Disadvantaged	37%	28%	-9
Special Education	<10	<10	
Male	52%	50%	-2
Female	65%	58%	-7
Other subgroup			

2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Achievement gap between males and females
Focus Area Goal	49% of grades 3, 4, and 5 males scored in the ranges of beginning learner or developing learner on MCAP. Our goal is to increase the number of male students scoring proficient and above.
Root Cause(s):	Students have not been provided with the opportunities to see males as readers.
Focus Content Standard(s):	<p>CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>CCSS.ELA-LITERACY.RL.3.9</p>

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	<p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p> <p>CCSS.ELA-LITERACY.RL.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RL.4.2</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>
Barriers:	Lack of strategies
Needed Resources:	Continued PD in Ruby Payne Frameworks, and male community partners
Strategies and/or evidence-based interventions:	<p>Community Partnerships: Guest Reader, Read Across America, 5th Grade Buddies</p> <p>Gender Responsive Teaching Practices: Provide male role models. Avoid gender stereotyping</p> <p>Motivation and Engagement: Providing culturally relevant texts, Use of educational technology (websites such as MyOn)</p> <p>CKLA: Grades 3-5 content is heavily based on Nonfiction which generally seems to be of higher interest to males.</p> <p>Use of NearPod to increase engagement and differentiate instruction</p> <p>Use of ReadWorks and MyOn to increase engagement and differentiate instruction.</p>

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How will it be funded?	School/District Funds
Steps towards full implementation with timeline:	September: BOY DIBELS, BOY Superkids Assessment, and CKLA assessments will be reviewed. Intervention groups will be identified and small flex-group instruction will be planned. January: MOY DIBELS, Superkids Mid-Year Assessment, CKLA Mid-Year assessment May: EOY DIBELS, Superkids EOY assessment, CKLA 3rd Grade Unit 11; Grades 4 and 5 Unit 8 assessments
Monitoring Procedure:	DIBELS, Superkids, and CKLA data will monitored by classroom teachers, reading specialists, the Reading team, and administration

ELA FOCUS AREA 2:	Vocabulary
Focus Area Goal	While Third Grade students scored at the same level as the county and the state, and Fourth and Fifth grade students scored above the county and the state, their scores were below the proficiency level.
Root Cause(s):	Students need more exposure to complex texts to increase their exposure to vocabulary, as supported by the 30 Million Word Gap, which states, children up to age 4 from a lower socioeconomic status heard 30 million fewer words than children from a higher socioeconomic status.
Focus Content Standard(s):	CCSS.ELA-LITERACY.L.3.5 <p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.3.5.A</p> <p>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>CCSS.ELA-LITERACY.L.3.5.B</p> <p>Identify real-life connections between words and their use (e.g., describe people who</p>

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are *friendly* or *helpful*).

CCSS.ELA-LITERACY.L.3.5.C

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.5.3.B

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.5.3.C

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and

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	events precisely.
Barriers:	Time
Needed Resources:	
Strategies and/or evidence-based interventions:	<p>Read Widely: Explore a variety of complex texts, including literature, academic papers, and news articles. Diversifying your reading material will expose learners to different vocabularies and writing styles.</p> <p>Read Aloud: Reading complex texts aloud can help reinforce student understanding of new words and improve pronunciation.</p> <p>Word Games and Puzzles: Research indicates that word games and puzzles, such as crossword puzzles and word searches, can be effective tools for vocabulary development, as they encourage active engagement with words and their meanings.</p> <p>Technology-Based Resources: Digital tools, such as Nearpod, Superkids Online Fun, Amplify-Boost, NewsELA, Read Theory, Read Live</p> <p>Explicit vs. Incidental vocabulary teaching and learning</p> <p>Intentional teaching of Tier 2 Focus Words</p>

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	<p>Use of NearPod to increase engagement and differentiate instruction</p> <p>Use of ReadWorks and MyOn to increase engagement and differentiate instruction.</p>
How will it be funded?	School/District Funds
Steps towards full implementation with timeline:	<p>September: BOY Superkids Writing Assessment, 1st Marking Period Writing Folder</p> <p>January: MOY Superkids Writing Assessment, 2nd and 3rd Marking Period Writing Folder</p> <p>May: EOY Superkids Writing Assessment, 4th Marking Period Writing Folder</p>
Monitoring Procedure:	Superkids, and CKLA data will be monitored by classroom teachers, reading specialists, the Reading team, and administration.

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Universal Design for Learning for ELA.

Table 12	
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"> - 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><i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <ul style="list-style-type: none"> - Increase student 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.

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	<ul style="list-style-type: none"> - 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
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<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 close or reduce achievement gaps between subgroups and their counterparts.

1. Complete data charts using 2022 and 2023 data results.

* indicates no students or fewer than 10 students in category

TABLE 13a Math Grade 3	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	63262	28	35	37	64274	26	34	40	+3
ACPS Results	563	26	41	33	596	20	39	41	+8
All school students	39	13	46	41	41	12	44	44	+3
American Indian or Alaska Native	0				0				
Asian	0				0				
Black or African American	<10				<10				
Hispanic/Latino of any race	0				0				

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Native Hawaiian or Other Pacific Islander	0				0				
White	38	13	47	40	39	10	44	46	+6
Two or more races	<10				<10				
Special Education	<10				<10				
Limited English Proficient (LEP)	0				0				
Free/Reduced Meals (FARMS)	24	17	54	29	26	19	54	27	-2
Female	22	18	46	36	19	16	47	37	+1
Male	17	6	47	47	22	9	41	50	+3

* indicates no students or fewer than 10 students in category

TABLE 13b Math Grade 4	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	63749	27	45	28	64520	25	43	32	+4
ACPS Results	602	18	47	35	566	17	47	36	+1
All school students	42	2	36	62	41	10	34	56	-6
American Indian or Alaska Native	0				0				

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Asian	0				0				
Black or African American	<10				<10				
Hispanic/Latino of any race	0				0				
Native Hawaiian or Other Pacific Islander	0				0				
White	40	2	33	65	39	10	36	54	-11
Two or more races	<10				<10				
Special Education	<10				<10				
Limited English Proficient (LEP)	0				0				
Free/Reduced Meals (FARMS)	19	5	53	42	28	7	39	54	+12
Female	20	0	40	60	22	14	27	59	-1
Male	22	4	32	64	19	5	42	53	-11

* indicates no students or fewer than 10 students in category

TABLE 13c Math Grade 5	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	64989	26	49	25	64666	22	51	27	+2

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ACPS Results	590	19	49	32	611	14	54	32	0
All school students	47	17	38	45	39	13	46	41	-4
American Indian or Alaska Native	0				0				
Asian	0				0				
Black or African American	<10				<10				
Hispanic/Latino of any race	<10				0				
Native Hawaiian or Other Pacific Islander	0				0				
White	43	16	37	47	37	8	49	43	-4
Two or more races	10	30	50	20	<10				
Special Education	<10				<10				
Limited English Proficient (LEP)	0				0				
Free/Reduced Meals (FARMS)	28	21	39	40	21	19	62	19	-21
Female	22	14	45	41	19	16	42	42	+1
Male	25	20	32	48	20	10	50	40	-8

Table 14a: Cohort Growth
 (Elementary Cohort 2027)

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MATH Percent Proficient	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
All Students	41%	56%	+15
Economically Disadvantaged	29%	54%	+25
Special Education	<10	<10	
Male	47%	53%	+6
Female	36%	59%	+23
Other subgroup			

Table 14b: Cohort Growth (Elementary Cohort 2030)			
MATH Percent Proficient	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
All Students	62%	41%	-21
Economically Disadvantaged	42%	19%	-23
Special Education	<10	<10	
Male	64%	40%	-24
Female	60%	42%	-18
Other subgroup			

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2. MATH FOCUS AREAS

MATH FOCUS AREA 1:	Content Modeling
Focus Area Goal	73% of our FARMS students scored below proficiency
Root Cause(s):	Teachers need to provide a spiral review of previously learned concepts and skills to strengthen foundational understanding.
Focus Content Standard(s):	<p>Below state/county proficiency</p> <p>3.OA.A.3-2 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities</p> <p>3.OA.C.7-1 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>4.OA.A.3-2 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>
Barriers:	<ul style="list-style-type: none"> • Difference in tools to support content within iReady and MCAP assessment • Prioritizing time for spiral review instruction
Needed Resources:	<ul style="list-style-type: none"> • Student data that reflects mastery of fluency skills
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Intentional planning of small group instruction allowing for spiral review that leads into grade-level content • Prioritizing the designated 30 minutes for individualized instruction within the 90 minute math block each day • Emphasis on data utilization, such as the i-Ready prerequisite report, instructional groupings report and informal classroom observation notes to form individualized instruction. • Weekly utilization of the math specialist to intentionally support small groups • Use of programs to increase engagement and differentiate instruction

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How will it be funded?	School/District Funds
Steps towards full implementation with timeline:	Small group instruction will take place, daily, beginning September 2023 and will continue through May 2024. Team meetings will occur quarterly to analyze and make adjustments as needed. This process will occur from August 2023 through May 2024.
Monitoring Procedure:	Monitoring small group instruction will be reflected upon, informally, each week. Team meetings will occur quarterly to analyze data and make adjustments to small group instruction as needed. This process will occur from August 2023 through May 2024.

MATH FOCUS AREA 2:	Content
Focus Area Goal	61% of all students scored below proficient on MCAP.
Root Cause(s):	Lack of intentional and consistent explicit, direct instruction of basic facts skills.
Focus Content Standard(s):	<p>3.OA.A.3-2 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities</p> <p>4.OA.A.3-2 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>5.NF.B.5b Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case)</p>
Barriers:	<ul style="list-style-type: none"> Lack of data that reflects mastery of fluency skills.
Needed Resources:	<ul style="list-style-type: none"> Student data that reflects mastery of fluency skills
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> By intentionally planning small group instruction using the CRA method, educators can create a dynamic and engaging learning environment that supports the development of content skills in a structured and effective manner. Prioritizing the designated 30 minutes for individualized instruction within the 90 minute math block each

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	<p>day.</p> <ul style="list-style-type: none"> • Weekly utilization of the math specialist to intentionally support small groups. • Use of programs (NearPod, XtraMath, Fluency Flight) to increase engagement and differentiate instruction • K-5 fluency identification- 2-5 pre/post fluency test
How will it be funded?	School/District Funds
Steps towards full implementation with timeline:	Small group instruction will take place, daily, beginning September 2023 and will continue through May 2024. Team meetings will occur quarterly to analyze iReady diagnostic data (September, January, May) and make adjustments to small group instruction. This process will occur from August 2023 through May 2024.
Monitoring Procedure:	Comprehension checks will be monitored by classroom teachers and the math specialist. Learning walks will provide administration with data to ensure small group instruction is part of the daily math routine.

Universal Design for Learning for MATH.

Table 15	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<p>-Materials such as</p> <ul style="list-style-type: none"> -document cameras -1:1 student to laptop ratio to foster student engagement -iReady Digital materials and media to provide more auditory and visual opportunities for all students -Hard copies of iReady 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

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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"> -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 -Number talks -iReady individual student pathways -Box Cars and One-Eyed Jacks - Inquiry based learning -Use of the Gradual Release of Responsibility model
Means for Engagement: <i>tap into learners’ interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<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” -Use of activities that are authentic, personal, and purposeful.

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	<ul style="list-style-type: none">-Box Cars and One-Eyed Jacks-Use of NearPod for instruction and assessment
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C. SCIENCE

1. Complete data charts using 2022 and 2023 data results.

* indicates no students or fewer than 10 students in category

TABLE 16 MISA (SCIENCE)	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	64716	20	50	30	64543	18	48	34	+4
ACPS Results	5889	14	55	31	611	13	53	34	+3
All school students	47	8	64	28	39	8	56	36	+8
American Indian or Alaska Native	<10				<10				
Asian	<10				<10				
Black or African American	10	10	70	20	<10				
Hispanic/Latino of any race	<10				<10				
Native Hawaiian or Other Pacific Islander	<10				<10				
White	43	9	63	28	37	5	57	38	+10
Two or more races	<10				<10				
Special Education	<10				<10				
Limited English Proficient (LEP)	<10				<10				

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Free/Reduced Meals (FARMS)	28	11	68	21	21	9	67	24	+3
Female	22	14	59	27	19	11	63	26	-1
Male	25	4	68	28	20	5	50	45	+17

2.

FOCUS AREA 1:	Free and Reduced Meals (FARMS)
Focus Area Goal	76.2% of FARMS students scored below proficiency. Our goal is to increase the number of FARMS students scoring proficient and above.
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:	Discovery Education: online resource for enhancing science skills Agriculture in the Classroom: hands-on real-world lessons based on science standards Flocabulary: language development FOSS NewsELA Interest Fair Use of NearPod to increase engagement and differentiate instruction
How will it be funded?	School/District Funds
Steps towards full implementation with timeline:	Ongoing-September 2023-May 2024 CKLA Unit: Unit 9 "Chemical Matter"

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	MISA practice assessments
Monitoring Procedure:	*Student progress activities utilizing Amplify "writing studio" and EdCite Pre and Post Assessments

FOCUS AREA 2:	Females
Focus Area Goal	73.7% 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 the Earth's Systems; Lack of 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; Access to pre and post benchmark assessments
Needed Resources:	*Practice Questions for compare/contrast on computer-based programs; Non-fiction scientific complex text
Strategies and/or evidence-based interventions:	*Interest Fair *Discovery Education *NewsELA *ReadWorks *Students will practice reading and responding on computer based programs such as Flocabulary, EdCite, Read Theory *Students will have access to a variety of science related text outside of the curriculum Maryland Mobile Science Lab
How will it be funded?	School funds
Steps towards full implementation with timeline:	Ongoing-September 2023-May 2024 CKLA Unit: Unit 9 "Chemical Matter"

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	MISA practice assessments
Monitoring Procedure:	*Monthly tasks using online programs for text based questioning

Universal Design for Learning for SCIENCE.

Table 17	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> - 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 - Scholastic News - NearPod
	Expression/Action- This is how the student will demonstrate their knowledge.

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<p>Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<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
<p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p> <ul style="list-style-type: none"> - 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

Staff Engagement Action Plan: 2023 MD Report Card Score out of 3 =2.6 Projected MD Report Card Score (2024) =2.646	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Community: Participation and Engagement Score: 7.18
Topic Description:	*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.

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Strategies: What steps will be taken in order to obtain the desired outcome..	*Leadership Teams (Staff) *Team Meetings/Staff Meetings *Staff Surveys
Initiative leader and team: Who is responsible and involved in the work?	*Administration/Teachers
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?	A faculty survey will be administered at the conclusion of the school year to determine if we have improved involving teachers in the decision-making process.
Timeline: Include dates for implementation of action steps.	Teacher input is gathered at all leadership teams monthly.
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Relationships: Student-Student Relationships: 7.53
Topic Description:	*Describes the degree to which instructional staff feel students are friendly with, care about, get along with, and respect one another.
Strategies: What steps will be taken in order to obtain the desired outcome..	*Second Step Curriculum & Bullying Prevention Lessons (facilitated by classroom teacher and guidance counselor) *Peer Groups/Lunch Buddies

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Initiative leader and team: Who is responsible and involved in the work?	Classroom 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)?	School counselor will teach weekly lifeskills courses to each class, K-5. School counselor will utilize restorative practices to guide student conflicts and build relationships School counselor will gather teacher input to assemble peer groups/lunch buddies, peer mentors, etc. School psychologist will meet with individual students as needed to address relationships. Administration will provide Second Step curriculum to be used by classroom teachers and the school counselor.
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

<i>Student Engagement Action Plan:</i> <i>2023 MD Report Card Score out of 7 =4.4</i> <i>Projected MD Report Card Score (2024) out of 7= 4.38</i>	
Primary Area of Need State the Domain, Topic, and Score	Safety: Physical Safety: 1.66
Topic Description:	*Describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property
Strategies: What steps will be taken in order to obtain an improved outcome(s).	The school counselor will teach weekly lifeskills lessons to all classes, K-5. Teachers will refer students to the school counselor for peer groups, friendship groups, etc. The administrators will address any student-student issues, such as fighting,

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	threats, damage to property, etc. utilizing restorative practices.
Initiative leader and team: Who is responsible and involved in the work?	The school counselor, teachers, staff and administration will monitor student behavior.
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	The school counselor will implement lessons within the Second Step curriculum to support student safety. Ongoing student concerns can be supported with peer groups, individual counseling sessions, and restorative practices.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Discipline referral data will be monitored monthly by the administration.
Timeline: Include dates for implementation of action steps.	Ongoing
Secondary Area of Need State the Domain, Topic, and Score	Relationships: Student-Student Relationships: 2.50
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

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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 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
Timeline: Include dates for implementation of action steps.	10/26/23 PBIS Booster 12/20/23 PBIS Booster 02/21/23 PBIS Booster 04/21/23 PBIS Booster 05/28/23 PBIS End-of-Year Celebration

IX. MULTI-TIERED SYSTEM OF SUPPORT

PRIORITY: #1 Tier II Behavior Intervention

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PRACTICE: Implement PBIS Check-In/Check-Out Program			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
Identify members of faculty to serve as a Tier II behavior team.	Principal	August 31, 2023	Tier II team: Principal, Assistant Principal, School Counselor, PPW, School Psychologist, School Social Worker, SEF, Behavior Specialist
INSTALLING			
Analyze SRSS and office discipline referral data to identify at-risk students who could benefit from Check-in/Check-Out.	Tier II Team	October 31, 2023	Identify faculty and staff who will serve as student mentors.
IMPLEMENTING			
Meet with mentors to discuss implementation and pair them up with student mentees.	Tier II Team	November 1, 2019	Distribute materials for implementation.
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
Meet monthly to analyze data and identify those students who no longer require a tier II intervention. Additionally, discuss any other students who may benefit from the intervention.	Tier II Team Mentors	Monthly 2019-2020	Identify any students whose needs are not being met with Tier II intervention and discuss a possible Tier III intervention.
Notes-			

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

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

Northeast utilizes the Positive Behavior Interventions and Supports (PBIS) framework to improve discipline and maintain a positive school climate. Students earn Roadrunner Riches for their positive behavior and good choices. Roadrunner Riches are given out by all staff members to students who are being safe, responsible and respectful. Students are then allowed to use the roadrunner riches to purchase items from the school store. Moreover, school-wide incentives are implemented on a bi-monthly schedule where the students are rewarded for displaying the PBIS focus trait of the month. For those months not under a school-wide incentive, classroom teachers are required to have their own incentive. Additionally, students exhibiting positive behaviors during resource classes are recognized by earning a weekly class roadrunner. Northeast will also utilize the check-in/check-out program for those students identified as needing a Tier II behavioral intervention.

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

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

Tier II interventions are implemented as an efficient method of behavior support in the school setting. This intervention includes brief morning and afternoon meetings with mentor teachers and students. While meeting, the teachers mentor student behavior, set goals and give feedback to students who may be struggling. The check-in/check-out method (CICO) is designed for students who exhibit problematic behavior during academic routines and is designed to supplement the tier I interventions.

Classroom teachers also implement individualized behavioral plans for students not meeting the Tier I expectations. These behavior plans are unique to the teacher and their classroom expectations. Some plans in place are personalized behavior cards. These cards monitor student behavior through specific time frames that are developmentally appropriate to the student that allow the student multiple chances to achieve their behavioral goal.

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Tier III interventions are for students who exhibit intensive behaviors who are not responding to the Tier I & Tier II intervention strategies. Tier III may include: the developmentally disabled, autism, emotional and behavioral disorders, and even students with no diagnostic disability. When considering a potential student for Tier III services, the following information is thought about carefully: teacher input, attendance, behavior referrals (this may include: classroom, bus, and resource referrals), academic performance in the classroom, Student Risk Screening Survey (SRSS) data, and any known information about the students personal background. Tier III interventions include CICO with administration, sessions with the school counselor, behavior specialist observations and potentially home visits from the pupil personnel worker.

XI. Family and Community Engagement

Parent/Community Involvement Needs

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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 our family and community involvement to strengthen the relationship between home and school. We utilize our parent surveys to drive our decisions on the development of activities to support families' needs. Northeast has developed community partnerships that provide enriching opportunities for our students and families. The University of Maryland Extension Snap Office offers nutritional lessons and food tasting opportunities for students to learn about healthy living and eating. The MD Extension Office also offers *Lego Robotics* instruction provided by a 4-H associate to our intermediate students. Northeast has built a connection with the Allegany County Library to provide interactive reading to primary grade students that encourage and support students in developing a love of reading. In order to address *gender responsive teaching practices*, the library will alternate sending both males and females to read to our students. The Cumberland Food Bank provides food for our "Backpack Program" that provides families with a food supply for the weekend. We have planned a math event on December 12-13, 2023, that will target grade level skills through use of hands-on activities. Each grade level will provide the specific standards to generate the activity that will be presented to both the student and their family member. On February 8, 2024 our students will present their completed "interest" fair project to share with Northeast families. This event will allow students to showcase their interests and ideas.

Northeast is also a community outreach facility that collaborates with local organizations such as the *Holding Hands for Haley* foundation to raise awareness and funds for childhood cancer. We have built a relationship with the *Food Bank* to ensure families have nutritious foods for over the weekend. The *University of Maryland Extension Office* supports our students by teaching them proper nutrition and exercise habits. Students have the opportunity to taste a variety of foods found in all food groups.

5th Grade Outdoor School Chaperones, September 5-8, 2023: Our fifth grade students participated in our overnight program and Northeast had 8 adult chaperones support and stay with our students throughout the week.

Meet the Teacher Event, September 14, 2023: Students remained at school or returned with family members to meet their teacher and visit their classroom. We had a total of 111 families attend this event.

Grandparents' Day, September 19-20, 2023: Northeast collaborated with the Allegany County Library who read to students and their grandparents. The families then completed a craft together. The intermediate grades also played a math game with their grandparents. We had over 180 grandparents/families attend this event.

Parent Conference Day, October 2, 2023: 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.

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

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Roadrunner Reader, October 2023-May 2024 (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 14-15, 2023: Veterans are recognized with a hot breakfast and student appreciation gifts for their service. We have over 100 veterans and active duty service members who will attend this event.

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 2023-2024

Name	Grade Level Representation	Position
Heather Griese	Pre-K, K	Parent
Kate Shook	Grade 1	Parent
Brandi Krampf	Grade 2	Parent
Corey Pisula	Grade 3	Parent
Rachel Hampton	Grade 4	Parent
Patsy Dickens	Grade 5	Parent
Sarah Troutman	All	Partnership Action Team Chair

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Family Engagement Plan

*All events are planned and implemented by the family engagement team represented by Sarah Troutman (chair), administration, grade level representatives. Meetings take place the second Tuesday of each month.

Date	Event	Details
September 14, 2023	Meet the Teacher	*families visited classrooms to familiarize themselves with their child's environment and meet the teacher
September 19-20, 2023	Grandparents' Day	<u>Primary:</u> Allegany County Library (story) *craft <u>Intermediate:</u> craft; math game
*All Year	Roadrunner Reader Program	*Family members sign up to read to classrooms on a monthly rotation (each classroom has their own day/time)
*All Year	Helping Hands	*Volunteers support students and staff by preparing materials for teacher/student use
November 14-15, 2023	Veterans' Day	*recognize our active and retired veterans with a breakfast with their student(s)
December 12-13, 2023	Math	*iReady data used to create hands- on activities/games for students/families to focus on grade level skills
January 18, 2024 February 8, 2024	Interest Fair	*Students will have the opportunity to work with teachers, FSU students, and professionals in the community to research their interests. *Students can participate in presenting a project displaying a topic of interest to

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		share with NE families
March 4-8, 2024	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

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, we have surveyed families to best understand their needs and best time(s) to provide instructional activities for families. The survey responses indicated families want/need support in the areas of math and reading. Our planned events will be structured to include specific grade-level skills and concepts that will support student/parent learning. Our survey also highlighted a need for social/emotional support strategies at home. We are going to collaborate with our school counselor to provide families with the "Toolbox Strategies" that are utilized with students throughout the school day.

Parent Survey Data (attached)
[PreK-2 Parent Survey Results 2023](#)
[3-5 Parent Survey Results 2023](#)

Another strategy to increase parent participation and awareness, is to provide families with updated school information through the use of our school Facebook page, home-school connection letters, Blackboard communication, Class Dojo, progress reports, and school newsletters.

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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
1.Book: Clarity for Learning	2023-2024 School Year	*Administrators	Administrators will learn and support teachers on how to implement practices that provide students with a clear understanding of what they want students to learn.	Administrators will understand and facilitate the importance of being mindful of their learning intentions for students and the clarity of what they want their students to know and be able to do determines student success.	*Walk Throughs -teacher use of subject boards displayed in classroom *Student Learning Outcomes

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Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
2.Book: Ruby K. Payne, A Framework for Understanding Poverty, A Cognitive Approach	2023-2024 School Year	All Staff	*Increased awareness of students' experiences living in poverty * tools to support and provide positive opportunities for students in need	*greater understanding of children's experience of poverty and the important role schools play in helping children exit poverty	*Discussion Board utilizing "Schoology" platform -responses to prompts, feedback to colleagues

XIII. Management Plan

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1. How will the plan be shared with the faculty and staff? Please include approximate dates.
1/2/24 staff will review the school improvement plan and discuss the implementation of all strategies.
2. How will the plan be shared with parents and community members? Please include approximate dates.
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?
Administrators will meet monthly with the chairs of the reading, math, family engagement and PBIS team chairs to monitor data and the implementation of the plan.
6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?
Central office currently provides assistance through the district reading, math and special education specialists. Supervisors provide necessary supports through monthly meetings with administrators and as needed.

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

Name	Signature	Role
Daniel Clark		Principal
Heather Peters		Assistant principal
		Other School Leader
Natalie Williams		Teacher

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Greg Troutman		Teacher
		Instructional Assistant
Janel Shoemaker		ACPS/School Reading coach or specialist
Kate Pratt		ACPS/school Math coach or specialist
Heather Hook		Reading Interventionist
		Title I School Support specialist
		Title I Family Engagement Coordinator
		Parent/Family Member
		Parent/Family Member
		Community Member
		Community Member
Sarah Troutman, Samanath Kyle, Regina Yost, Chesni McKenzie		Other School Staff