

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

School: Parkside Elementary School

Principal: Tracey Wharton

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I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

Mission Statement

The Parkside Elementary School faculty and staff believe that all students can grow intellectually, personally, emotionally, socially, and physically. We believe that each of these dimensions is equally important to the total well-being of the individual. Together with parents and other partnerships, it is our goal to focus attention on each of these areas in order for every student to become a responsible and productive citizen.

Vision

Parkside Elementary School will develop our children, our staff, our parents, and our community. We will strive to model and teach divergent thinking, responsibility, respect, and safety. Staff will promote open and honest communication between colleagues, students, parents, and our community. By accessing skills and knowledge from a variety of resources, students will receive appropriate instruction with necessary supports to promote individual success.

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Core Values

“Living, Laughing, Loving, Learning, Working Together; Making a Difference.” This sentiment serves as a way to share the deep belief that we have in the value of partnership within our learning community and reminds us daily that the team effort will guide our students to success.

- **Forming a strong partnership with parents and community members positively impacts student achievement.**
- **High expectations are critical to student success.**
- **Collaboration and critical thinking skills are foundational to producing lifetime learners.**
- **A safe, nurturing environment fosters student growth.**
- **Instruction must be differentiated in order to meet the diverse student learning needs.**
- **The development of a growth mindset in both staff and students is crucial to attaining a student’s full potential.**

B. Culture, Climate, and Inclusive Community

The community of Parkside Elementary School, including students, parents, and all staff members strive to promote a welcoming and inclusive atmosphere. At the heart of this climate is the desire to collaborate and communicate with families in order to best meet the needs and ensure the success of all elementary scholars. We encourage parent and community input and participation that enhances the learning environment. Positive behaviors within students are acknowledged through the PBIS program, the school wide Resource Lions, and the Student of the Month recognition celebrating the modeling of Character Counts traits. The school acknowledges the successful ideas, efforts, and contributions of faculty members through a weekly recognition program.

Our school recognizes and encourages the collaboration between the special and regular education teachers and paraeducators. Paraeducators are highly valued as a critical component to our school climate, culture, and success. They serve as a vital link between the classroom and the special education teacher and help to preserve the flow of instruction. This collaboration continues to be a school priority in our MTSS profile. Regular and special education teachers meet weekly to plan and modify instruction to meet the needs of the students.

Classroom rosters are designed to be heterogeneously grouped to include an equally proportioned distribution of the subgroups (Males, Females, IEP/Non-IEP, FARMS/Non-FARMS, Race, Academic High/Middle/Low, and Behavioral Needs.) These distributions are determined each year by the teachers and administration during articulation meetings. Throughout the year, students

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participate in activities in multi-ability groups in a variety of subjects. STEM activities as well as social studies tasks lend well to this multi-ability grouping. The use of the GRR-UDL model also provides opportunities to engage students of a variety of abilities.

C. Staff Engagement Action 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 5.83
Topic Description:	The degree to which the school has adequate resources and supports to address and prevent substance abuse.
Strategies: Steps that will be taken in order to obtain the desired outcome.	Increase awareness of effects of substance abuse through the following: <ul style="list-style-type: none">• Presentations by the School Health Nurse and community partnerships such as ACHD• DARE (Grade 5)/Red Ribbon Week Activities/Guidance Lessons• Student Surveys (Intermediate Grades) to identify misconceptions, exposure, questions, etc.

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Initiative leader and team: Who is responsible and involved in the work?	Pupil Service Team- Nurse, School Counselor, Principal
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	School Funds will be used to purchase any materials for initiatives such as Red Ribbon Week.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	DARE Completion Test, End of the year survey, Discussion questions following presentations
Timeline: Include dates for implementation of action steps.	Needs Assessment Survey- beginning of the year, Guidance Lessons- Quarterly DARE- Spring Needs Assessment Revisited to monitor success- May
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Community, Participation and Engagement 5.86
Topic Description:	The degree to which educators feel students have chances to participate in school leadership, decision-making, and extracurricular activities, and whether administrators involve staff in decisionmaking.

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Strategies: Steps that will be taken in order to obtain the desired outcome.	<ul style="list-style-type: none"> • Student Ambassadors will be nominated and chosen by peers (one from each class Gr. 4 & 5.) <ul style="list-style-type: none"> ○ Weekly Lunch with Admin/School Counselor to discuss issues. ○ Student Representatives will share ideas at School Improvement Team Meetings • Bus Safety Patrol <ul style="list-style-type: none"> ○ A student on each bus will be responsible for checking in with the driver regarding bus behavior.
Initiative leader and team: Who is responsible and involved in the work?	School Counselor and Principal
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Resources needed will be dependent on the results of the comments and questions and decisions made by the appropriate teams and the student ambassadors. School funds will be used if determined necessary.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<p>Informal and formal feedback will be gathered during weekly Student Ambassador/Admin lunch group.</p> <p>Monitoring of Bus Referral data and progress on bus incentives will help determine success.</p>
Timeline: Include dates for implementation of action steps.	New Student Ambassadors will be chosen each 9 weeks.

D. Student Engagement Action Plan

Student Engagement Action Plan

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Primary Area of Need State the Domain, Topic, and Score	Relationships, Student-to-Student Relationships 3.56
Topic Description	The degree to which students feel other students are friendly with, care about, get along with, and respect one another
Strategies: Steps that will be taken in order to obtain desired outcome.	Peacebuilders program to be reinstated. <ul style="list-style-type: none"> • Pledge Stated Daily on Announcements • Guidance lessons and bulletin boards related to Peacebuilding • Peer Mediators and Social Groups designed to meet students in need • Praise notes- written by students about other students and read on the announcements each morning.
Initiative leader and team: Who is responsible and involved in the work?	School Counselor
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	School Counselor and Peer Mediators; Student input
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Decrease in office referrals related to student-to-student behavior. Increase in Praise Notes. Student/Teacher feedback regarding Social Groups and Peer Mediation.
Timeline: Include dates for implementation of action steps.	2019-2020 School Year- Peace Builders will be implemented and the activities will be ongoing.
Secondary Area of Need State the Domain, Topic, and Score	Safety, Bullying 6.58

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Topic Description:	The degree to which students feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically, about their race, ethnicity, cultural background, religion, or ability.
Strategies: Steps that will be taken in order to obtain the desired outcome.	<ul style="list-style-type: none"> • A buddy system- Primary Students will be assigned an Intermediate Student as a buddy . Activities will be designed quarterly to build the buddy relationships. • Celebrate Culture Day- an opportunity for students to share customs, items, holiday traditions, etc. regarding their cultural background.
Initiative leader and team: Who is responsible and involved in the work?	School Improvement Team
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	School improvement team will work together to design the buddy system and the “Celebrate Culture Day.” Minimal funds will be necessary but will be provided by the office if needed.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Student feedback regarding the buddy system and “Celebrate Culture Day.”
Timeline: Include dates for implementation of action steps.	Beginning of the 2020-21 school year.

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

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Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	1	1
Teachers	3	14	17
Itinerant staff	10	0	10
Paraprofessionals	3	3	6
Support Staff	0	2	2
Other	7	4	11
Total Staff	23	24	47

Table 2				
Under each year, indicate the percent as indicated of individual in each category.	2016-2017 Official Data	2017 – 2018 Official Data	2018-2019 Official Data	2019-2020 Official Data
Percentage of faculty who are:				
• Certified to teach in assigned area(s)	100	100	100	100
• Not certified to teach in assigned area(s)	0	0	0	0
For those not certified, list name, grade level course	n/a	n/a	n/a	n/a
Number of years principal has been in the building				5
Teacher Average Daily Attendance	95.1	94.2	96.2	

B. Student Demographics

Table 3

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SUBGROUP DATA			
SUBGROUP	2017-2018 TOTAL	2018-2019 TOTAL	2019-2020 TOTAL
American Indian/Alaskan Native	n/a	n/a	≤ 10
Hawaiian/Pacific Islander	n/a	n/a	n/a
African American	12	13	16
White	182	168	167
Asian	≤ 10	≤ 10	≤ 10
Two or More Races	23	15	16
Special Education	45	36	29
LEP	≤ 10	≤ 10	≤ 10
Males	132	119	112
Females	91	81	94
Total Enrollment (Males + Females)	223	200	206
Farms (Oct 31 data)	55.71%	50.50%	n/a

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

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Table 4					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	0	06 Emotional Disturbance	0	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	0
03 Deaf	0	08 Other Health Impaired	6	14 Autism	0
04 Speech/Language Impaired	29	09 Specific Learning Disability	13	15 Developmental Delay	10
05 Visual Impairment	0	10 Multiple Disabilities	0		

III. ATTENDANCE

Table 5	2018-2019	
School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All (Excluding PreK & K)	94.3%	Y
Grade 1	92.7%	N
Grade 2	94.0%	Y
Grade 3	95.2%	Y
Grade 4	94.5%	Y
Grade 5	94.8%	Y

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Table 6				
Attendance Rate				
Subgroups – School Level Data	2016-2017	2017-2018	2018-2019	Indicate if current rate is less than 94%
All Students	94.0	93.6%	94.0%	
Hispanic/Latino of any race	94.0	95.6%	≤10 (95.4%)	
American Indian or Alaska Native	*	n/a	n/a	
Asian	≥ 95	94.3	≤10 (92.7%)	<94%
Black or African American	93.8	92.8%	93.0%	<94%
Native Hawaiian or Other Pacific Islander	*	n/a	n/a	
White	93.9	93.7%	94.1%	
Two or more races	94.4	92.5%	93.5%	<94%
Male	93.7	93.5%	93.9%	
Female	94.4	93.7%	94.2%	
EL	≤10 (95.8)	≤10 (97.8%)	≤10 (97.8%)	
Special Education	92.4	91.0%	91.3%	<94%
Free/Reduced Meals (FARMS)	92.9	92.2	92.7%	<94%

- 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.
 - All students were able to return to the 94.0% rate after a 0.4% decline in 2017-2018 school year.
 - Grade 1 is the only grade level band that did not meet the attendance rate of 94%.
 - Asian subgroup was 1.3% below the desired attendance rate of 94%.
 - Black or African American subgroup has not achieved the targeted attendance rate the last three years. There was a 1.0 decrease between the 16-17 and 17-18 school year. There was a slight increase, 0.2% between the 17-18 and 18-19 school years, but the rate remains below the target of 94%.
 - Two or more races narrowly missed a rebound to the desired rate of 94%, by 0.5%, from school years 17-18 to 18-19.
 - There has been a very slight increase in attendance rates with both the male and female subgroups from 17-18 to 18-19.

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- Free/Reduced Meals (FARMS) reflected a slight increase of 0.6% increase from 2016-2017 to 2017-2018, yet decreased 1.5% from 2017-2018 to 2018-2019.
 - Special Education subgroup has not met the attendance target the last three years. There was a 0.3% increase from 17-18 to 18-19, yet remains below the desired rate of 94%. The attendance rate of 91.3% is our lowest attending.
2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.
- Pupil personnel worker, school counselor, and principal will work with the family to remediate identified problems.
 - Reward activities, such as lunch with a staff member for attending school, will be used as an incentive.
 - The school nurse will be in regular contact with the family in regards to significant health issues.
 - The Check In/Check Out program will be used to encourage positive behavior and increase student responsibility for appropriate behavior and motivate students to attend school.
 - Use of incentives will be specifically designed with focus on creating relationships.
 - Schoolwide activities integrated with One Book One School have been specifically planned on dates that have been shown to be high absence days. It is our hope that the high student engagement activities will encourage attendance.

IV. HABITUAL TRUANCY and CHRONICALLY ABSENT

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

	2018	2019
Count Habitual Truant	≤10 (3)	≤10 (2)
Percent Habitual Truant	1.5%	1.06%
Percent Chronically Absent	15.45%	14.7%

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

- Reasons stated for student absences were student illnesses and parents keeping child(ren) home from school without an excuse.
- A major challenge identified during the last year was lack of transportation to the school when a student missed his/her bus.
- The pupil service team meets to identify families in need of assistance to develop a plan to increase attendance.
- This school year we will recognize classrooms that had perfect attendance for the day. Each morning classrooms will post a letter outside their classroom indicating 100% attendance. The letters will eventually spell out the word ATTENDANCE. Once the completed word has been achieved, a celebration will occur with that classroom, and the incentive program will begin again for the classroom.
- The number of students lethargic or falling asleep in class has increased. When asked about their sleepiness, many mention that they have no designated bedtime and are awake a great portion of the night time. Many children that are not sleeping through the night are doing so at home during the daytime, and thereby missing school. The Need for Sleep lessons will be presented by the School Counselor to share the research behind the scientific need for sleep and then create a routine for children to put this plan into motion.

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

- Establish a daily contact between school and families that are struggling to have their children in school on a regular and consistent basis.
- Provide opportunity for students to meet with small social groups with our school counselor and develop small attainable goals that encourage attendance.

V. GRADUATION AND DROPOUT RATE – N/A to Elementary or Middle

VI. SCHOOL SAFETY/ SUSPENSIONS

Table 9: SUSPENSIONS

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Subgroup	All Students			
	2016-2017	2017-2018	2018-2019	Percent of increase (+)/decrease (-) from 2017-2018
Total Referrals	80	91	96	+5.5%
All Suspensions	4	3	1	-66.7%
In School	0	0	0	n/a
Out of School	4	3	1	-66.7%
Sexual Harassment Offenses	0	0	0	0
Harassment/Bullying Offenses	0	0	3	300%

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 data reflects an increase of bullying, from zero to three. We recognize and value the need to be vigilant to situations in which bullying is the motivating factor. Often students claim bullying when the behaviors are simply rudeness or a singular event. These three incidents were repeated, ongoing behaviors even though the student was asked to stop. Each event was dealt with by the counselor and the administration. And through follow-up, it was determined that the behaviors did not continue. Guidance lessons as well as the CICO program and social groups will also be used to help address any issues of concern including bullying.

The total number of referrals showed an increase for 2017-2018 (91) to 2018-201 (96). The data indicates a significant increase in the number of referrals occurring on the bus; 24 in 2017-18 to 47 in 2018-19. (Removing bus referrals from the data would actually indicate a decrease in discipline referrals while in school from 67 to 49; a decrease of 18%.) Although incentives have

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been attempted in the past for bus behavior, they have not seemed to have the necessary impact. Two buses make up for approximately 75% of the referrals. Our goal is to help create better relationships and communication between the students, staff members, and the drivers. The PBIS team will also come up with incentives for improving bus behavior. The restorative practice of “Circles” will be used to discuss bus issues and help students resolve conflicts related to the bus/neighborhood.

VII. EARLY LEARNING

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

Table 10						
Kindergarten Readiness Assessment						
	2017-2018		2018-2019		2019-2020	
	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated
Language & Literature	8	32%	14	50%	17	54.8%
Mathematics	9	36%	13	46.4%	20	64.5%
Social Foundations	8	32%	14	50%	21	67.7%
Physical Development	2	8%	12	43%	21	67.7%

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



3. In consideration of the trend data, discuss efforts the school is making to improve your early childhood programs and/or practices. Include ways you are working in collaboration with early learning partners (i.e., Judy Center, Head Start, Child Care, Preschool Expansion sites, Preschool Special Education, School Therapy Services, etc.) to strengthen supports and ensure more children enter kindergarten “demonstrating readiness”. **Trend data shows positive growth in all 4 domains from the 2017-18 to the 2019-20 school years. Parkside works collaboratively with the Head Start program. Six out of twenty-one PreK students attend afternoon Head Start located at Mt. Savage Elementary/Middle School. The special education teacher, along with an instructional assistant, provide service in the classroom periodically in the morning. Physical therapists as well as speech and occupational therapists work with students weekly. Additionally, community agencies and programs such as the Allegany County Health Dept and the LaVale Lions Club assist with early detection and screening of children with issues such as hearing or vision difficulty.**

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4. Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with deficits in specific domain areas. Discuss the evidence based practices your school is implementing will implement to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts. **Data collected from the Kindergarten Readiness Assessment at the beginning of the 2019-2020 school year indicates the following areas of weakness: 20 out of 31 students demonstrated overall readiness, 11 of 31 have a deficit in Math on the Readiness Assessment and 14 of 31 have a deficit in Language and Literature. A gap also exists between the Low SES (50% showing readiness) and the Aggregate (62.5%). Based on this data, the following activities will be implemented to target Math foundations include Numbertalks, referencing to Mathematical Practices that are displayed on posters, the game of War will be played using subitizing cards and ten frames cards, Memory Match using numerals, represented numbers, and ten frames cards, Roll and Hop along a large number line with students taking turns racing to 10 or racing to 20 using stuffed animals, Think Sheets to build a number, draw a number, write a number, and explain a number, Calendar Math, counting boys and girls and compare, use of stretchy bands to stretch the number of the day, subitize within five playing peek-a-boo and sharing time when math based questions can be asked. Math Centers will be used to target individual needs based on assessments, to meet with flexible groups for reteach and acceleration of specific skills, and to allow for monitoring of student progress. The MDK12 site will be reference for state standards and frameworks as well as units of study based on targeted skills. When implementing units PreK will be sure to implement the enduring understanding and the essential questions as the foundations for the instruction.**

Language and Literature: The School Improvement Team identified, through data diving, a school-wide need to improve students' ability to identify main idea in text. Students in grades 3-5 must be able to "Determine the main idea of a text and explain how the main idea, or main ideas, are supported by key details." The KRA indicates a weakness in Language and Literature. Maryland College and Career Readiness Standards for English Language Arts in Pre-K support student use of language and speaking skills across many areas. Pre-K students practice multiple skills to support growth in being able to identify and produce the main idea and support the choice using key details. R1.PK.2 states WITH PROMPTING AND SUPPORT, RECALL ONE OR MORE DETAILS RELATED TO THE MAIN TOPIC FROM INFORMATIONAL TEXT. Students in Pre-K must first develop literacy skills through the use of spoken language. Oral language provides a means to observe children as they learn to construct conceptual meanings through words. Children in Pre-K who are developing language appropriately will demonstrate and increasingly complex use of words in explanations. Comprehension as shown through the production of structural relationship of words in spoken language will provide indicators of the child's knowledge about meaning and communicating. Given the close relationship between reading and language, students with well-developed oral language skills will move into printed text easier than students who do not have well-developed oral language skills. This focus on oral language skills will enhance the ability of students to later be able to actively engage in group reading activities with purpose and understanding. Instruction and activities centered around oral language skills such as sharing as part of the Morning Meeting, using oral language skills and being able to ask and answer questions about the toy or object being shared, passing a ball to verbally extend a prompt such as "I am thankful for...." or "This weekend my family....." use of the My Big World nonfiction magazine to discuss a topic (such as a pumpkin) using a string of more than five words, use of adjectives, nouns, and verbs when explaining what an object (such as a bear hibernating) is doing in a picture, use of journals to use drawings, letter like shapes and symbols, and words to describe

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the characters in a story or the information learned about Fire Safety after reading a nonfiction text use of the writing center to write a story about a picture prompt (specific to a letter of the week) - students will be recorded using the Seesaw app to tell the story and then extend the story after teacher prompts using question words such as why and how.

Standard analysis indicates weaknesses in several areas. Activities will be implemented to reinforce the following weak standards: Math- Identify the set that is less than, Determine the amount needed to complete a set; Language and Literature- Distinguish words from Letters, Identify beginning sound; Social Foundations- Follow multi-step directions.

VIII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

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

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

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

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

TABLE 12a ELA Grade 3	2017							2018							2019							2018 to 2019 change in prof. rate
	Total I #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	35	<10	25.7	<10	14.3	21	60	33	<10	18.2	11	33.3	16	48.5	31	3	9.6	7	22.6	21	67.7	+19.2
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	<10	<10	<10	<10	<10	n/a
Black or African American	<10	<10	0.0	<10	50.0	<10	50.0	<10	<10	50.0	<10	0.0	<10	50.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Hispanic/Latino of any race	<10	<10	100	<10	0	<10	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	100	<10	0.0	<10	0.0	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	30	<10	26.6	<10	13.3	18	60.0	28	<10	14.2	<10	32.1	15	53.5	25	2	8.0	5	20.0	18	72.0	+18.5
Two or more races	<10	<10	0	<10	0	<10	0.0	<10	<10	33.3	<10	66.7	<10	0.0	<10	<10	<10	<10	<10	<10	<10	n/a
Special Education	<10	<10	75.0	<10	<10	<10	25.0	<10	<10	20.0	<10	40.0	<10	40.0	<10	<10	<10	<10	<10	<10	<10	n/a
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	21	<10	42.8	<10	19.0	<10	38.1	16	<10	37.6	<10	37.5	<10	25.1	15	2	13.4	5	33.3	8	53.3	+28.2
Female	12	<10	33.3	<10	8.3	<10	58.3	17	<10	5.9	<10	35.3	10	58.9	14	2	14.2	3	21.4	9	64.3	+5.4
Male	23	<10	21.7	<10	17.4	<10	60.8	16	<10	31.3	<10	31.3	<10	37.6	17	1	5.9	4	23.5	12	70.6	+33.0

TABLE 12b ELA Grade 4	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	37	<10	24.3	<10	18.9	21	56.7	39	11	28.2	<10	17.9	21	53.9	34	7	20.6	3	8.8	24	70.6	+16.7%
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	<10	<10	0.0	<10	0.0	<10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Black or African American	<10	<10	0.0	<10	0..0	<10	100	<10	<10	33.3	<10	0.0	<10	66.7	<10	<10	<10	<10	<10	<10	<10	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	<10	<10	<10	<10	<10	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	29	<10	31.0	<10	17.2	15	51.7	32	<10	25.0	<10	18.8	18	56.3	30	5	16.7	2	6.7	23	76.7	+20.4
Two or more races	<10	<10	0.0	<10	40.0	<10	60.0	<10	<10	33.3	<10	33.3	<10	33.3	<10	<10	<10	<10	<10	<10	<10	+16.7
Special Education	<10	<10	44.4	<10	11.1	<10	44.4	<10	<10	55.5	<10	22.2	<10	22.2	<10	<10	<10	<10	<10	<10	<10	+27.8
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	22	<10	31.8	<10	18.2	11	50.0	24	<10	37.5	<10	20.8	<10	41.7	15	7	46.7	2	13.3	6	40.0	-1.7
Female	13	<10	23.1	<10	7.7	<10	69.1	12	<10	33.3	<10	0.0	<10	66.6	18	3	16.7	0	0.0	15	83.3	+16.7
Male	24	<10	25.0	<10	25.0	12	50.0	27	<10	25.9	<10	25.9	13	48.1	16	4	25.0	3	18.8	9	56.3	+8.2

TABLE 12c ELA Grade 5	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	36	<10	8.3	13	36.1	20	55.6	38	<10	15.8	<10	21.1	24	63.2	37	4	10.8	9	24.3	24	64.9	+1.7

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American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	<10	<10	0.0	<10	50.0	<10	50.0	<10	<10	0.0	<10	0.0	<10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	<10	<10	0.0	<10	100	<10	0.0	<10	<10	0.0	<10	0.0	<10	100	<10	<10	<10	<10	<10	<10	<10	<10	-50
Hispanic/Latino of any race	<10	<10	0.0	<10	0.0	<10	100	<10	<10	100	<10	0.0	<10	0.0	<10	<10	<10	<10	<10	<10	<10	<10	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	31	<10	9.7	10	32.3	18	58.0	30	<10	16.7	<10	23.3	18	60.0	31	2	6.4	8	25.8	21	67.7	+7.7	
Two or more races	<10	<10	0.0	<10	100	<10	0.0	<10	<10	0.0	<10	20.0	<10	80.0	<10	<10	<10	<10	<10	<10	<10	<10	-13.3
Special Education	<10	<10	16.7	<10	66.7	<10	16.7	<10	<10	27.5	<10	37.5	<10	25.0	<10	<10	<10	<10	<10	<10	<10	<10	-10.7
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	100	<10	0.0	<10	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	17	<10	17.6	<10	47.1	<10	35.3	21	<10	28.6	<10	33.3	<10	38.1	20	4	20.0	8	40.0	8	40.0	+1.9	
Female	18	<10	5.6	<10	22.2	13	72.3	15	<10	20.0	<10	6.7	11	73.3	12	2	16.6	2	16.7	8	66.7	-6.6	
Male	18	<10	11.1	<10	50.0	<10	38.9	23	<10	13.0	<10	30.4	13	56.5	25	2	8.0	7	28.0	16	64.0	+7.5	

Table 13:

Cohort Growth
(Elementary Cohort 2027)

Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
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All Students	48.5	70.6	+22.1
Economically Disadvantaged	25.0	40.0	+15.0
Special Education	40.0	50.0	+10.0
Male	37.5	56.3	+18.8
Female	58.8	83.3	+24.5

Table 14: Cohort Growth (Elementary Cohort 2026)					
Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	60	53.8	64.9	+11.1	+4.9
Economically Disadvantaged	38.1	41.7	40.0	-1.7	+1.9
Special Education	25	22.2	14.3	-7.7	-10.7
Male	58.3	48.1	64.0	+15.9	+5.7
Female	60.8	66.7	66.7	n/a	+5.9

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

The focus of last year centered on increasing the number of Males that met or exceeded expectations (Level 4 or 5) on MCAP. In terms of the Male subgroup, our goal was met.

- In grade 3, the number of male students that scored a 4 or 5 increased from 37.6% to 70.6%.
- In grade 4, the number of male students that scored a 4 or 5 increased from 48.1% to 56.3%.
- In grade 5, the number of male students that scored a 4 or 5 increased from 56.5% to 64.0%.

Another focus of last year centered on increasing the number of students in the Special Education, Grade 4 subgroup that meet or exceed expectations (Level 4 or 5) on MCAP. In terms of the fourth grade Special Education subgroup, our goal was met.

- In Grade 4, the number of students within the Special Ed subgroup that scored a 4 or 5 increased from 22.2% to 50.0%.

An additional focus last year centered on increasing the number of students in the FARMS subgroup that meet or exceed expectations (Level 4 or 5) on MCAP at the third grade level. In terms of the third grade FARMS subgroup, our goal was met.

- In grade 3, the number of students with the FARMS subgroup that scored a 4 or 5 increased from 25.1% to 53.3%.

As a school wide success, our data reveals that the number of students meeting or exceeding expectations on MCAP for the 2018-2019 school year, exceeded the district and state levels of ELA performance.

3. FOCUS AREAS

FOCUS AREA 1:	ELA FARMS Subgroup
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Focus Area Goal	The goal for the 2019-2020 School Improvement Plan is to decrease the gap of 46.4% between FARMS and Non-Farms by five percent.
Root Cause(s):	<ul style="list-style-type: none"> ● Evidence statements reveal that reading informational text is an area of weakness. <ul style="list-style-type: none"> ○ Students have less exposure to informational text compared to literature-based text in the ELA block. This is also evident in self-selected reading materials. <ul style="list-style-type: none"> ■ Lack of understanding of topic-related vocabulary hinders comprehension. <ul style="list-style-type: none"> ● Difficulty using context clues to aid in defining meaning of unknown words. <ul style="list-style-type: none"> ○ Limited amount of ability to persevere in determining word meaning.
Focus Content Standard(s):	Reading Informational Text: Craft and Structure - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a specific grade topic or subject area.
Barriers:	<ul style="list-style-type: none"> ● Intermediate reading instruction heavily focuses on comprehension and fluency. It is difficult for teachers to adequately address the phonics skills needed while still meeting the rigor of the grade-level standards. ● Lack of high interest nonfiction and informational reading material for reluctant readers. ● Lack of intervention support at the upper grades for the high number of below-level readers.. ● Students' resistance to applying the reading-writing (typing) connection in expression of ideas, reactions, and solutions. ● Students entering third grade are reading below grade level and therefore struggling with grade level material which is needed to achieve proficiency on MCAP. ● Limited access to ELA Specialists (Twice a month). Days present do not easily align with benchmark windows for data meetings or professional development needs that arise during instruction.
Needed Resources:	Ruby Payne- <i>Emotional Poverty in all Demographics</i> , and <i>A Framework for Understanding Poverty</i> resources for professional in-service. Mindset lessons to increase students' ability to persevere with tasks. Digital resources including ReadWorks, ReadTheory, CommonLit, Discovery Education, NewsELA, Scholastic News, use of Elements of Reading Vocabulary in the classroom, topic- related resources, Typing program easily accessible for all students. Materials to strengthen skills in defining unknown words in informational text.
Strategies and/or evidence-based interventions.	<ul style="list-style-type: none"> ● Increase reading intervention programs based on Benchmark results. ● Continuation of Read Naturally, Foundations, and any additional school-based interventions when warranted. ● Continued use of Reading Inventory to assess growth. ● Faculty participation in the Ruby Payne book study and then collaborative presentations.

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	<ul style="list-style-type: none"> • Exploration and use of the Growth Mindset elements to encourage sustained attention to tasks. • Seek assistance for purchasing the We Both Read books for all grades to encourage a partnership between parent and child in a reading activity. • MTSS provides for intervention in small groups in the classroom and Response to Intervention is used to show progress with specific intervention programs. • Focused lessons on text features, structure of the text, and making connections in informational text, between historical, scientific, etc. School-wide vocabulary focus. • Use of the Jennifer Serravallo Reading Strategies book focus on Goal 2 Teaching Reading Engagement: Focus, Stamina, and building a Reading Life, Goal 10- Supporting Comprehension in Nonfiction: Getting the Most from Text Features, and Goal 11- Improving Comprehension in Fiction and Nonfiction: Understanding Vocabulary and Figurative Language.
How will it be funded?	County funding for established programs. Seek procurement of funds for the We Both Read from our PTA partnership.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Team meetings to review grade-level performance on assessments. • Intentional increase of student use of non-fiction/informational text. • Integration of domain specific topics and special emphasis on defining related vocabulary using context clues. • Strengthen connection between reading and writing with increased amount of sustained writing to a specific topic. • Professional development related to the Jennifer Serravallo strategies will be provided during the months of December and January during faculty meetings and team meetings.
Monitoring Procedure:	<ul style="list-style-type: none"> • Following Benchmark assessments, Reading Inventory, and progress monitoring, a team meeting will be held with classroom teacher, principal, reading intervention teacher, and Reading Specialist to evaluate group membership and to establish a remediation plan for those struggling to meet grade level expectations. • The SIT will monitor the use of Jennifer Serravallo strategies through teacher reflections submitted following implementation. • Progress monitoring will occur for those students participating in an intervention program..

FOCUS AREA 2:	ELA Special Education Subgroup
Focus Area Goal	The goal for the 2019-2020 School Improvement Plan is to increase the number of Special Education students meeting or exceeding expectations on the MCAP by five percent from 35-40%..
Root Cause(s):	<ul style="list-style-type: none"> • Difficulty with comprehension of grade-level material.

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	<ul style="list-style-type: none"> ○ Struggle to decode and comprehend content-related vocabulary. <ul style="list-style-type: none"> ■ Lack of fluency makes it difficult to sustain attention to task on hand for the duration needed to comprehend the task and then respond appropriately.. <ul style="list-style-type: none"> ● Difficulty rephrasing a question to guide a written response and remain focused on the question asked. <ul style="list-style-type: none"> ○ Resistance to revisiting the text to find text support to answer the question asked, and reluctance to monitor and clarify information.
Focus Content Standard(s):	<p>Reading: Informational Text</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>
Barriers:	<p>Students reading below grade level.</p> <p>Students lack the confidence to attempt challenges independently.</p> <p>Students resist tasks that require sustained writing because it is considered laborious.</p> <p>Only having access to our ELA Specialist on an every other week basis limits time for professional development and ELA related activities.</p> <p>Limited time for special education staff and regular education staff to collaboratively plan for specially designed instruction to meet the goals of the special education students.</p>
Needed Resources:	<p>County consideration of increasing the time the ELA Specialist is in our building.</p>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> ● The Phonics Screener administered by our Reading Intervention teacher helps identify specific areas of weakness with targeted students. Identified students will be placed in a researched based intervention. ● Use of the Jennifer Serravallo - The Reading Strategies Book to provide strategies with Goal 3 Supporting Print Work: Increasing Accuracy and Integrating Sources of Information. Also, Goal 8 focuses on Supporting Comprehension in Nonfiction: Determining Main Topic(s) and Idea(s) ● Growth Mindset model will be incorporated into the framework of the school climate. ● Build stamina in writing by utilizing timed writing lessons and activities. ● Professional development provided by our Reading Specialist focusing on the Jennifer Serravallo strategies.
How will it be funded?	<p>School instructional funds as needed.</p>
Steps towards full implementation with timeline:	<p>DIBELS and the Reading Inventory will be administered to students in January.</p> <p>After the screener, participants in the interventions will be reviewed and changes will be made based upon data results and teacher input.</p>

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Monitoring Procedure:	<p>Student progress will be evaluated through progress monitoring by the special education teacher and in collaboration with the regular ed teacher.</p> <p>Collaboration on a weekly basis with the Special Educator to reinforce the prerequisite standards and to assist in the development of the differentiated lessons with a focus on UDL strategies. That information will be noted in the collaborative planning document with frequent communication concerning progress and growth.</p>
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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>	<ul style="list-style-type: none"> • Digital materials and media (SMART boards, tables, laptops) to provide more auditory opportunities. - National Geographic, Scholastic News, ReadWorks, ConnectEd, etc. • Visual Opportunities for all students: documents using varied fonts, size, background color. • Use of Lexile Leveled Materials such as Scholastic News, ReadWorks, and Discovery Ed and related videos. • Using DIBELS data, classroom teachers in grades PreK - 3 are implementing the program Phonemic Awareness in Young Children with identified groups of students in each classroom.
Means for Expressions:	Expression/Action- This is how the student will demonstrate their knowledge.

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<p><i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<ul style="list-style-type: none"> ● Allow assessments/project choices and options to demonstrate learning. ● Daily opportunities to share knowledge ● Reading Contracts ● Learning Centers ● Interest-Based activities ● Group Projects ● Choice Boards (Powerpoint, Prezi, poster, essay, interview) ● STEM Activities ● Computer-Based Assessments ● Arts Integration
<p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p style="text-align: center;">Multiple Options for Engagement</p> <ul style="list-style-type: none"> ● Varied assessment/project choices to give all students opportunities for ownership over the assessment/project ● Opportunity to practice self regulation. ● Group work/presentations ● Use of Gradual Release of Responsibility model in daily planning ● Technology Infusion (Discovery Ed, Abcya) Phonics related computer programs. ● Project Learning activities ● STEM based activities that encourage the integration of ELA skills and objectives ● Community partnerships (guest presenters, guest readers) ● Mystery Science. ● Use of readtheory.org with classes in 4th and 5th grades to encourage independent practice that features personalized lexile levels for student participants. Monitoring of the program is provided by classroom teachers and our Reading Specialist. Edcite will be used in all classroom providing students the opportunity to be engaged in activities that mirror MCAP like tasks. ● Critical Vocabulary program will continue this year with Word of the Week presented and each classroom expands upon the use based on age appropriateness. ● Schoolwide use of One Book One School - The Wild Robot. ● Schoolwide assembly- NED focusing on Growth Mindset- establishing need for perseverance.

B. MATHEMATICS

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

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

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

TABLE 16a MATH Grade 3	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	35	<10	25.7	<10	25.7	17	48.6	33	<10	27.3	<10	27.3	15	45.5	31	8	25.9	8	25.8	15	48.4	+2.9
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	<10	<10	<10	<10	<10	n/a
Black or African American	<10	<10	50.0	<10	50.0	<10	0.0	<10	<10	50.0	<10	<50	<10	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	<10	<10	100	<10	0.0	<10	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	<10	<10	<10	<10	<10	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	30	<10	23.4	<10	23.3	16	53.3	28	<10	28.6	<10	28.6	12	42.9	25	5	20.0	7	28.0	13	52.0	+9.1
Two or more races	<10	<10	0.0	<10	50.0	<10	50.0	<10	<10	0.0	<10	33.3	<10	66.7	<10	<10	<10	<10	<10	<10	<10	-41.7
Special Education	<10	<10	50	<10	24.0	<10	25.0	<10	<10	0.0	<10	60.0	<10	40.0	<10	<10	<10	<10	<10	<10	<10	-20.0
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	<10	<10	<10	<10	<10	n/a
Free/Reduced Meals (FARMS)	21	<10	42.9	<10	28.6	<10	28.6	16	<10	31.3	<10	25.0	<10	43.8	15	6	40.0	3	33.3	4	26.7	-17.1
Female	12	<10	33.3	<10	16.7	<10	50.0	17	<10	35.3	<10	29.4	<10	35.3	14	3	21.4	5	35.7	6	42.9	+7.6

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Male	23	<10	21.7	<10	30.4	11	47.8	16	<10	18.8	<10	25.0	<10	56.3	17	5	29.4	3	17.6	9	52.9	-3.4
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TABLE 16b MATH Grade 4	2017							2018							2019							2018 to 2019 change in prof. rate
	Total I #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	37	<10	24.3	<10	21.6	20	54.0	39	<10	23.1	<10	17.9	23	59.0	33	<10	27.3	<10	18.2	18	54.5	-4.5
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	<10	<10	0.0	<10	50.0	<10	50.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	<10	<10	0.0	<10	0.0	<10	100	<10	<10	33.3	<10	66.7	<10	0.0	<10	<10	<10	<10	<10	<10	<10	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	100	<10	0.0	<10	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	29	<10	27.5	<10	13.8	17	58.3	32	<10	18.7	<10	18.8	20	62.5	30	<10	26.6	<10	16.7	17	56.7	-5.8
Two or more races	<10	<10	20.0	<10	60.0	<10	20.0	<10	<10	33.3	<10	33.3	<10	33.3	<10	<10	<10	<10	<10	<10	<10	+16.7
Special Education	<10	<10	44.4	<10	33.3	<10	22.2	<10	<10	66.7	<10	11.1	<10	22.2	<10	<10	<10	<10	<10	<10	<10	+27.8
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Free/Reduced Meals (FARMS)	22	<10	31.8	<10	18.2	11	50.0	24	<10	37.5	<10	16.7	11	45.8	14	8	57.2	1	7.1	5	35.7	-10.1
Female	13	<10	23.1	<10	30.8	<10	46.2	12	<10	33.3	<10	16.7	<10	50.0	17	5	29.4	3	17.6	9	52.9	+2.9
Male	24	<10	25	<10	16.7	14	58.3	27	<10	18.5	<10	18.5	17	63.0	16	4	25.0	3	18.8	9	56.3	-6.7

TABLE 16c MATH Grade 5	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	36	<10	2.8	11	30.6	24	66.7	37	<10	24.3	<10	16.2	22	59.5	37	10	27.0	5	13.5	22	59.5	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	<10	<10	0.0	<10	0.0	<10	100	<10	<10	0.0	<10	0.0	<10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	<10	<10	0.0	<10	100	<10	0.0	<10	<10	0.0	<10	0.0	<10	100	<10	<10	<10	<10	<10	<10	<10	-50
Hispanic/Latino of any race	<10	<10	0.0	<10	100	<10	0.0	<10	<10	100	<10	0.0	<10	0.0	<10	<10	<10	<10	<10	<10	<10	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	31	<10	3.2	<10	29.0	21	67.7	29	<10	27.6	<10	10.3	18	62.1	31	7	22.6	4	12.9	20	64.5	+2.4

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Two or more races	<10	<10	0.0	<10	0.0	<10	100	<10	<10	0.0	<10	60.0	<10	40.0	<10	<10	<10	<10	<10	<10	<10	<10	<10	-6.7
Special Education	<10	<10	16.7	<10	16.7	<10	66.7	<10	<10	50.0	<10	25.0	<10	25.0	<10	<10	<10	<10	<10	<10	<10	<10	<10	-10.7
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	17	<10	5.9	<10	41.2	<10	53.0	20	<10	45.0	<10	15.0	<10	40.0	20	10	50.0	2	10.0	8	40.0			n/a
Female	18	<10	5.6	<10	38.9	10	55.6	14	<10	35.7	<10	14.3	<10	50	12	5	41.7	0	0.0	7	58.3			+8.3
Male	18	<10	0.0	<10	22.2	14	77.8	23	<10	17.3	<10	17.4	15	65.2	25	5	20.0	5	20.0	15	60.0			-5.2

Table 17: Cohort Growth (Elementary Cohort 2027)			
Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	45.5	54.5	+9
Economically Disadvantaged	43.8	35.7	-8.1
Special Education	40.0	50.0	+10
Male	56.3	56.3	n/a
Female	35.3	52.9	+17.6

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Table 18: Cohort Growth (Elementary Cohort 2026)					
Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	48.5	59.0	59.5	+0.5	+11.0
Economically Disadvantaged	28.6	45.8	40.0	-5.8	+11.4
Special Education	25	22.2	14.3	-7.9	-10.7
Male	47.8	63.0	60.0	-3.0	+12.2
Female	50.0	50.0	58.3	+8.3	+8.3

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

- One of our short term goals last year was to maintain or increase the number of students meeting or exceeding in Special Education subgroup.

Our first short term goals last year was to increase the number of students meeting or exceeding in the Grade 3 aggregate.			
	2017-2018	2018-2019	
Grade 3 Aggregate	45.5%	48.4%	This short term goal was achieved with a 2.9% increase in the third grade aggregate from 17-18 to 18-19 school year.

Another one of our short term goals last year was to close the gap in Grade 4 FARMS in achieving proficiency.			
Grade 4	2017-2018 Grade 4	2018-2019 Grade 4	
FARMS	45.8%	35.7%	
NonFARMS	80.0%	68.4%	

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Gap	34.2%	32.7%	The gap between FARMS and NonFarms decreased 1.5% between the 17 -18 and 18-19 school years.
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A final short term goal last year was to close the gap in Grade 4 Sp.Ed subgroup.			
	2017-2018 Grade 4	2018-2019 Grade 4	
Grade 4 Sp.Ed.	22.2%	50.0	
Grade 4 Non Sp. Ed.	70.0%	56.0	
Gap	47.8%	6.0%	For Spec Ed vs Non Spec Ed the gap was reduced significantly from 2017-18 (47.8%) to 2018-19 (Only 6%). A decrease of 41.8%

3. FOCUS AREAS (MATH)

FOCUS AREA 1:	Math Special Education subgroup: The Grade 5 Special Education subgroup showed a decrease of 10.7% from the 2017-18 (25%) to the 2018-19 (14.3%). The Grade 3 Special Education subgroup showed a decrease of 20% from the 2017-18 (40%) to the 2018-19 (20%).
Focus Area Goal	Students in the Grade 3 and 5 Special Education subgroups will increase the number of students who meet or exceed expectations (Level 4 or 5) on MCAP by 5% by using strategies that focus on problem solving, modeling, and reasoning.
Root Cause(s):	<ul style="list-style-type: none"> ● Students have difficulty comprehending what is being asked. <ul style="list-style-type: none"> ○ Content related vocabulary still remains as a barrier for many students. <ul style="list-style-type: none"> ■ Inability to sustain attention to tasks that are presented in parts. <ul style="list-style-type: none"> ● Students struggle to express how they solved a particular problem. They end the process once a numerical value has been determined. <ul style="list-style-type: none"> ○ Inability to determine if the answer achieved is reasonable.

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Focus Content Standard(s):	Modeling and Reasoning
Barriers:	Lack of a Math intervention program to assist students functioning significantly below grade level. Limited reading skills impact student ability to understand what is being asked. Limited access to county Math Specialist (twice a month.) Days present do not align when PD is needed.
Needed Resources:	Quarterly PD's for long-range and vertical planning among teachers.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Increase use of Zearn, Extra Math, and Imagine Math programs so that students have multiple opportunities to engage in Math activities and concepts using technology. • Lessons are created that are differentiated for the preferred learning styles of our students. • School-wide use of The Three Reads with math problem solving. • Increase opportunities for students to engage in Math Talk, increasing the use of Math related vocabulary. • Language Purpose reflects the Math language expected with each lesson. • Growth Mindset lessons focus on developing persistence and stamina within content areas, including Math.
How will it be funded?	Professional Development Office/School Funds
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Team meetings to review grade-level performance of monthly MCAP tasks • Data meetings to analyze Benchmark data/Screeners- Beginning, Middle, and End of Year • Increase exposure and application of math content vocabulary
Monitoring Procedure:	<ul style="list-style-type: none"> • Monthly tasks provided by Math Specialists. • Opportunities to work with students after the task has been completed on Edcite to remediate areas of weakness. • Additional practice problems are provided that mirror the same type of scenarios. • Vocabulary-based SLO will be used to further monitor progress of applying math terminology • Collaboration between the Spec Education Teachers and General Education teachers regarding students' goals and Specially Designed Instruction. • Continued focus on planning and collaboration of the Specials Education Teachers and General Education Teachers through the use of MTSS.
FOCUS AREA 2:	Increase the proficiency level of performance for the FARMS subgroup. Grade 3 FARMS subgroup showed a decrease of 17.1% in proficiency rate from the 2017-18 (43.8%) to the 2018-19 (26.7%). Grade 4 FARMS subgroup showed a decrease of 10.1% in proficiency rate from the 2017-18 (45.8%) to the 2018-19 (35.7%).

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Focus Area Goal	Increase the proficiency level of performance for the FARMS subgroups in Grades 3-5 by 5%..
Root Cause(s):	<ul style="list-style-type: none"> ● Students have difficulty comprehending what is being asked in problems requiring reasoning and modeling. <ul style="list-style-type: none"> ○ Prerequisite standards are not mastered limiting readiness for understanding grade-level concepts. <ul style="list-style-type: none"> ■ Lack of content-related vocabulary interferes with comprehending math tasks. <ul style="list-style-type: none"> ● Inability to sustain attention to tasks that are presented in parts. <ul style="list-style-type: none"> ○ Inability to determine if the answer achieved is reasonable. <ul style="list-style-type: none"> ■ Lack of accuracy in Part A of multi-step problems does not allow students to be successful in their explanations. ■ Writing deficits make it difficult for students to explain answers as well.
Focus Content Standard(s):	Modeling and Reasoning
Barriers:	<p>Lack of a Math intervention program to assist students functioning significantly below grade level.</p> <p>Limited reading skills impact student ability to understand what is being asked.</p> <p>Limited access to county Math Specialist (twice a month.) Days present do not align when PD is needed.</p>
Needed Resources:	Quarterly PD's for long range and vertical math planning and data analysis.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> ● Increase use of Zearn, Extra Math, and Imagine Math programs so that students have multiple opportunities to engage in Math activities and concepts using technology. ● Lessons are created that are differentiated for the preferred learning styles of our students. ● School-wide use of The Three Reads with math problem solving. ● Increase opportunities for students to engage in Math Talk, increasing the use of Math related vocabulary. ● Language Purpose reflects the Math language expected with each lesson. ● Growth Mindset lessons focus on developing persistence and stamina within content areas, including Math. ● Professional development using strategies from the Ruby Payne <i>Emotional Poverty</i> book.
How will it be funded?	Professional Development Office and School Funds
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> ● Monthly tasks provided by Math Specialists. ● Opportunities to work with students after the task has been completed on Edcite to remediate areas of weakness. ● Additional practice problems are provided that mirror the same type of scenarios.

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	<ul style="list-style-type: none"> • Vocabulary-based SLO will be used to further monitor progress of applying math terminology
Monitoring Procedure:	<ul style="list-style-type: none"> • Monthly tasks provided by Math Specialists. • Opportunities to work with students after the task has been completed on Edcite to remediate areas of weakness. • Additional practice problems are provided that mirror the same type of scenarios. • Vocabulary-based SLO will be used to further monitor progress of applying math terminology.

Table 19	UDL for Math
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> • At the beginning of the school year, all classrooms focused on the first twenty days for productive group work. This focus was essential to provide the structure needed for productive group work. • Lessons begin with the sharing of the Content, Language, and Social Purpose of the instruction or activity. • The Gradual Release of Responsibility serves as a foundation for lesson implementation. • Focused lessons are designed to be concise and targeted to identified skills and concepts, and reflect the rigor that is needed to meet the needs of curriculum goals. The teachers model and provide Think Aloud steps maximizing the use of the I Do component of the GRR. • The focused lesson then extends to Guided Practice giving the opportunity for all to explore the concept within an environment that recognizes the need for mistakes. Recognition of errors allows for learning opportunities. • Students then have the opportunity to try the skill independently. They are encouraged to work in small collaborative groups, that have been well versed in the Productive Group strategies. • The teacher monitors the progress of group members and silently gathers formative information. • Students in need of remedial steps are provided a quick remediation opportunity, but only after the students have had an opportunity to receive assistance from a group member. • ExtraMath.com is used to reinforce the use of technology when completing Math tasks. • Zearn is used to engage students in lessons using a video format to reinforce lesson concepts. • Our Math Specialist provides all classroom teachers with planning any lesson and is involved in all aspects of planning.

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	<ul style="list-style-type: none"> ● Intentional use of The Three Reads to focus attention to the various aspects of word problems, and provides all students a leveled knowledge base needed to attack a problem. ● MCAP like assessments have been created by the county Math Specialists, and are administered on a monthly basis, to provide our students with an opportunity to be engaged in tasks that mirror the testing format. ● Students are provided the opportunity to remediate areas of weakness found on the monthly task, and problems may be addressed using a paper pencil or small group completion approach.
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"> ● Students demonstrate their knowledge through written and spoken means of expression. ● Exit tickets are used to relate their understanding of the current lesson. ● Students and small groups are monitored by the teacher to determine their level of collaboration. ● Students engage in Number Talks. ● Students are provided a learning atmosphere in which questions are encouraged and disagreements are handled by peers and adults with respect. ● Students learn to expand on the thoughts of others and to recognize the contributions made by peers. ● Students have the opportunity to work independently at their own instructional pace through the Imagine Learning program. Specific areas of weakness are easily identified through this program and remediation occurs swiftly, through program response, Live Help, or student initiated questions.
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"> ● Assessment/project choices to give all students opportunities for ownership over the assessment project. ● Provide the opportunity to practice self regulation. ● Number Talks continue to be utilized in the classroom to encourage student collaboration and opportunities to integrate Language Purpose goals. ● The Gradual Release of Responsibility Model provides the foundation for all lesson approaches in all classrooms. ● Participation in Active Learning Lab classroom which emphasizes the GRR/UDL model and reinforces the collaboration that is evident in all grade levels. ● Students have the opportunity to extend the Imagine Math and Zearn programs at home which

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	allows them.
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C. SCIENCE

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

TABLE 20 MISA Grade 5	2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 2		Level 3		Level 4 or 5		Total #	Level 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	37	5	13.5	15	40.5	17	45.9	37	6	16.2	11	29.7	20	54.1	+8.2
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	<10	0	0	0	0	<10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	<10	0	0	0	0	<10	100	<10	<10	<10	<10	<10	<10	<10	-66.7
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	30	5	16.7	11	36.7	14	46.7	30	2	6.7	10	33.3	18	60	+13.3
Two or more races	<10	0	0	<10	80	<10	20.0	<10	<10	<10	<10	<10	<10	<10	+5.0
Special Education	<10	<10	37.5	<10	37.5	<10	25.0	<10	<10	<10	<10	<10	<10	<10	-10.7
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	20	5	25.0	10	50.0	5	25.0	20	6	30.0	9	45.0	5	25.0	n/a
Female	14	3	21.4	4	28.6	7	50.0	12	3	25.0	3	25.0	6	50.0	n/a
Male	23	2	8.7	11	47.8	10	43.5	25	3	12.0	8	32.0	14	56.0	+12.5

2. FOCUS AREAS

FOCUS AREA 1:	Science Special Education subgroup.
Focus Area Goal	Our goal for the 2019-2020 School Improvement Plan is to increase the number of Special Education students that meet or exceed, Level 4 or 5, on MISA by 5%.
Root Cause(s):	<ul style="list-style-type: none"> Students that already have difficulty with reading comprehension are faced with topics significantly beyond their reading level. MISA content includes Science standards from multiple grades. Minimal opportunity to review standards that had been addressed in prior grades. Our ELA data reveals that Informational text is an area of weakness and our limited integration of Life Science related reading materials in the ELA instructional block. Our school-wide Science focus last year was on other domains, i.e. Chemistry, Physical Science. Insufficient time devoted to topic related vocabulary.
Focus Content Standard(s):	Life Science discipline. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
Barriers:	<ul style="list-style-type: none"> Many students are pulled during the Science instruction time for interventions, specialized services, Accelerated programs.

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	<ul style="list-style-type: none"> • Scheduling does not permit for sufficient time devoted to Science. Blocked time is shared between Science and Social Studies. • Students have said that they feel the reading/comprehension aspect of the test is difficult and far above their grade level. • The grade level cumulative aspect of the test topics requires students to retain a significant wealth of information.
Needed Resources:	<p>To be determined by individual teachers. Purchase of Generation Genius. All grade level teachers will be provided a document that shows standards that fell below the county and state achievement levels as indication on the Evidence Statement. Related lessons will be linked to the standards and teachers are asked to select activities that they feel they can integrate with topics studied at their grade level.</p>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Focus on Science content through the ELA block. • Intentional use of Science related materials to teach nonfiction elements in ELA. • Continued use of the FOSS lessons. • Continued use of Discovery Ed and the Science TechBook • Mystery Science at grades K - 5 • Use of Generation Genius to review standards within specific domains. • Focused instruction on domain specific vocabulary. Spiral vocabulary learned at all grade levels to keep it in the minds of the learners. • The weekly Mystery Science activity - Mystery Doug keeps students interested in topics that they may not currently be studying but see it as a fun way to learn.
How will it be funded?	School Funds as needed
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • When third grade students are working on Life Science standards, lessons will be strategically planned to strengthen this area of study.
Monitoring Procedure:	<ul style="list-style-type: none"> • A document has been shared with all grade level teachers identifying the specific standards that showed a specific weakness. • Third, fourth, and fifth grade teachers are able to spiral previously learned skills with new instruction or integrated lessons.

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FOCUS AREA 2:	FARMS subgroup in Science.
Focus Area Goal	Our goal for the 2019-2020 School Improvement Plan is to increase the number of FARM students that meet or exceed, Level 4 or 5, on MISA by 5%.
Root Cause(s):	<ul style="list-style-type: none"> Students that already have difficulty with reading comprehension are faced with topics significantly beyond their reading level. MISA content includes Science standards from multiple grades. Minimal opportunity to review standards that had been addressed in prior grades. Our ELA data reveals that Informational text is an area of weakness and our limited integration of Life Science related reading materials in the ELA instructional block. Our school-wide Science focus last year was on other domains, Chemistry, Physical Science Insufficient time devoted to topic related vocabulary.
Focus Content Standard(s):	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
Barriers:	<ul style="list-style-type: none"> Many students are pulled during the Science instruction time for interventions, specialized services, Accelerated programs. Scheduling does not permit for sufficient time devoted to Science. Blocked time is shared between Science and Social Studies. Students have said that they feel the reading/comprehension aspect of the test is difficult and far above their grade level. The grade level cumulative aspect of the test topics requires students to retain a significant wealth of information.
Needed Resources:	<ul style="list-style-type: none"> Every staff member was provided a copy of the novel, <i>The Wild Robot</i> by Peter Brown. The schoolwide activity began on October 14, 2019 and concluded November 27, 2019.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> A schoolwide activity, One Book One School, integrating literature in related content areas has been implemented at Parkside. Using <i>The Wild Robot</i> activities have been designed to provide an opportunity for all students to be focused on the requirements for organisms to survive in a habitat. This schoolwide study provides the perfect opportunity for intentional connections to be made to this specific standard within the Life Science discipline. In addition, the after school Lego Robotics team will be investigating a related problem through their topic research and they will be sharing their findings with various grade levels. Provide students with highlighting strips that isolate sentences.

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	<ul style="list-style-type: none"> • Use content strategies taught through the ELA focus (Jennifer Serravallo - School Based Professional Development) and connect concepts with Science lessons.
How will it be funded?	School Funds for Wild Robot books and related activities
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • All grade levels will have had multiple opportunities to address this area of focus through the schoolwide literature activity, through the general curriculum, similar science activities, and through the use of Mystery Science.
Monitoring Procedure:	<ul style="list-style-type: none"> • During a professional development day in August and then again in November, time was devoted to investigating the components of this standard and brainstorming across all grade levels enabling us to direct attention to the weakness noted within the domain. • Once all staff were aware of the specifics within the discipline, ideas began to flow as to how each grade level could address the topic with their students.

Table 21	UDL for SCIENCE
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> • County developed lessons integrating all subject areas when possible. • Teachers use a variety of teaching strategies that consider the auditory, kinesthetic, tactile, and visual learner. • Technology is incorporated in lessons when it serves an intentional and planned purpose. • Teachers use the 5 E model for lesson investigations to Engage, Explore, Explain, Elaborate, and Evaluate • FOSS Science Resources • Discovery Education Science Techbook and related videos. • Hands on investigations • Mystery Science lessons • Mystery Doug - Mini lessons • STEM investigations • Nonfiction explorations - student selected topics

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	<ul style="list-style-type: none"> ● Intentional connections made through all areas of study. ● Investigation of additional lesson opportunities using betterlessons.com ● Integration of local events or reports as appearing in newspapers to provide a connection to topics in our own locale.
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"> ● Discussion with whole class, small group, and/or with an adult. ● Integration of presentation skills such as Powerpoint, Google slides, Prezi, etc. ● Collaboration with peers and adults. ● Oral and written presentations ● Extension of ideas practiced through acknowledging the ideas of others and then building upon those ideas.
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"> ● Student selected topics that fit the current unit of study. ● Opportunities provided for students to demonstrate self-directed learner behaviors. ● Independent research opportunities. ● Small group investigations. ● Collaborative investigations and student designed accountability features. ● Application of the 5 E model. ● Presentation options offered to permit choice. ● Opportunities to explore. ● Opportunities to watch someone else explore and then convey an interest in joining as an exploring partner. ● Investigation groups are created to meet the interests of the group members. ● Students have the opportunity to participate in programs that involve audience members.

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D. SOCIAL STUDIES/GOVERNMENT: N/A for Elementary

E. Advanced Placement Data: N/A for Elementary

IX. MULTI-TIERED SYSTEM OF SUPPORT

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

PRIORITY: #1 Collaborative Team Meetings and Co-Teaching			
PRACTICE: Grade level and special educators collaborative plan to monitor progress and plan tiered instruction and interventions.			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
✓ Create a planning schedule for collaborative planning between gen. and sped. ed teacher(s)	Admin. Spec. Educator	<ul style="list-style-type: none"> Fall (each year) 	<ul style="list-style-type: none"> reflect on barriers to planning and possible PD needed 2019-20 new MSDE emphasis on SDI creates necessity for changes to the collaboration model

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INSTALLING			
<ul style="list-style-type: none"> ✓ PD on collaborative planning and co-teaching, special education and service providers for entire staff. ✓ Create schedule for PD topics for the year and add to calendar. ✓ (2017-18) Identify two gen. ed teachers to work in the collaborative model as a pilot. Spec. Ed and 4th grade ✓ (2018-19) Expand focus to Grade 5 teachers to implement the collaborative model with the intermediate Special Education teacher, and Grade 1 general education teachers to work with a primary grade Special Education teacher to incorporate strategies for collaborative planning and co teaching. ✓ Meet with teams to establish the routine and facilitate the PD 	<p>District, Admin</p> <p>Spec Ed Teacher Classroom Teachers</p> <p>Admin</p> <p>Admin.</p>	<ul style="list-style-type: none"> ● during team mtgs. ● ongoing 	<ul style="list-style-type: none"> ● Plan for when team mtgs. are missed ● Identify a protocol and process for productive planning ● Continue to build collaborative working relationships ● Work with District for support with a proper process ● Establish quarterly dates for grade levels teachers to collaborate with special education staff ● Schedule possible visits to other schools to watch collaborative planning and co-teaching.

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<ul style="list-style-type: none"> ✓ PD on collaborative planning and co-teaching, special education and service providers for entire staff. ✓ Create schedule for PD topics for the year and add to calendar. ✓ (2017-18) Identify two gen. ed teachers to work in the collaborative model as a pilot. Spec. Ed and 4th grade ✓ (2018-19) Expand focus to Grade 5 teachers to implement the collaborative model with the intermediate Special Education teacher, and Grade 1 general education teachers to work with a primary grade Special Education teacher to incorporate strategies for collaborative planning and co teaching. ✓ Meet with teams to establish the routine and facilitate the PD 	<p>District, Admin</p> <p>H. King L. Roser Cheshire</p> <p>Admin</p> <p>Admin.</p>	<ul style="list-style-type: none"> • during team mtgs. • ongoing 	<ul style="list-style-type: none"> • Plan for when team mtgs. are missed • Identify a protocol and process for productive planning • Continue to build collaborative working relationships • Work with District for support with a proper process • Establish quarterly dates for grade levels teachers to collaborate with special education staff • Schedule possible visits to other schools to watch collaborative planning and co-teaching.
IMPLEMENTING			
<ul style="list-style-type: none"> ✓ Implement and pilot co-teaching model ✓ Debrief, reflect and refine process in “model classrooms” ✓ Use look and listen for collaborative teaching checklist to evaluate process ✓ Use look and listen for collaborative teaching checklist to evaluate process 	<p>Sped Ed Teachers Classroom Teachers Admin</p>	<ul style="list-style-type: none"> • Nov/Dec • Nov/Dec-ongoing 	<ul style="list-style-type: none"> • discuss observation process for others to learn • share collaborative observation tool for other teacher to use as a learning process • Identify and address possible barriers for observation
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> ✓ Create a plan to scale up the collaborative work 	<p>Admin. Staff</p>	<ul style="list-style-type: none"> • December 2020 • January 2020 	<ul style="list-style-type: none"> • continued conversation and learning with staff to overcome barriers and celebrate

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<ul style="list-style-type: none"> ✓ Identify the next possible fit (teachers/classrooms, continue grade 4 and expand) for co-teaching scale up. ● Gather and examine data to support the practice, progressing monitor, improvement in student achievement 		<ul style="list-style-type: none"> ● Ongoing 	<p>successes.</p> <ul style="list-style-type: none"> ● Identify the data to be examined ● Begin to look ahead for the upcoming school year and identify needs
Notes- Prioritizing the essential component Collaborative Planning is multi-faceted and will be an ongoing practice needing time to fully develop and be refined. It will take more than one year and will continue into the school years 2018-19 and 19-20			

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

The total number of referrals showed an increase for 2017-2018 (91) to 2018-201 (96). The data indicates a significant increase in the number of referrals occurring on the bus; 24 in 2017-18 to 47 in 2018-19. (Removing bus referrals from the data would actually indicate a decrease in discipline referrals while in school from 67 to 49; a decrease of 18%.)

Although PBIS incentives have been attempted in the past for bus behavior, they have not seemed to have the necessary impact. Two buses make up for approximately 75% of the referrals.

- Our goal is to help create better relationships and communication between the students, staff members, and the drivers. Invite the drivers of the high-referral buses to come in for breakfast with the students.
- The restorative practice of “Circles” will be used to discuss bus issues and help students resolve conflicts related to the bus/neighborhood.

Additional school-wide PBIS incentives added this year include the following:

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- Each staff member writes a positive, handwritten postcard to at least one student each week. All postcards are mailed to the students' homes each Thursday.
- A classroom-level attendance incentive is being added this year. Each day that students have 100% attendance at the time of morning announcements, a letter will be placed outside of the classroom. When the word "attendance" is spelled out. Classrooms will receive a reward.
- Brag Tags- each grade-level selected 4 specific brag tags for students to earn in their classrooms. These incentives will occur each month Feb-May.

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

By analysis of the SRSS data by the Tier II team, students are identified and placed in an appropriate intervention structure:

- Social Groups are held during lunch with the School Counselor.
- Check-In/Check-Out Program- Students are assigned a mentor and behavior/academic goals are monitored twice daily at the beginning and end of the day.
- Therapeutic Interventions are used to keep behaviors from escalating.
- The Restorative Practice of "Circles" is being used to address issues and allow students to discuss solutions to improve behavior.

XI. Non-Title I Schools

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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.). **Parkside strongly believes that parent/community involvement is a critical piece in the success and growth of a school and its culture. Parkside is proactive in developing parent and community events, activities, and partnerships to foster this critical relationship. The following is a partial list of related activities and a brief description of each that occur throughout the school year. This list is not exhaustive because requests for updates to the school calendar occur frequently to add parent involvement or activities occurring within classrooms or the school at large. The results of the 2018-19 parent survey revealed parent interest in helping their child with Math concepts, assisting with homework, and improving attitude and behavior of their learned at home and/or at school.**

- PTA Officers Meeting - August 8, 2019 (Met with principal to establish goals for the school year.)
- Lego League Orientation - August 2019 (Establish school team and foundational knowledge.)
- Back to School Night - September 2019 (Title I mtg., PTA mtg, classroom visitation, meet the teacher, volunteer training, pizza and prizes. 70+families were in attendance.
- Humpty Dumpty visits PreK and K. STEM activity.
- Grandparents' Day September 2019 130+ grandparents in attendance.
- Master Rando Anti Bullying assembly (projected Spring 2020) All students.
- NED -Growth Mindset Assembly- Entire school - September 2019.
- Kindergarten Apple Day Parent Involvement September 2019. 30+ parents were involved.
- Parent Teacher Conferences held October 2019. 88 students were represented.
- Fire Safety/Fire Dept Visits October 2019.
- Coffee with the Principal- October 2019. 15 parents attended.
- Buster the Bus visits Pre K and K October 2019
- Kindergarten visits Brookdale Farms on October 2019. Fifteen parent chaperones.
- PTA Fall Fun Night 6 - 8 p.m. October 2019.
- Tony M. - Character Education. (projected February 2020) Full school assembly.
- Fall Parade October 31, 2019 Parents assist with costumes and view the parade. (150+ family members)
- Veterans' Day Program November 9, 2019. Parents and community members are honored by school members.
- Wild Robot- Build a Robot Parent Involvement Activity- November 2019. (100+ attended)
- Parkside Living Wax Museum- Students choose a famous character to represent. November 2019.
- December - Holiday programs- Band/Orchestra
- PBIS Reindeer Activity with parent support and participation
- Kindergarten Christmas program is December 2019

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- **Parent Teacher Conferences March 2019**
- **Science Fair Spring, 2019 - Organized supported by Dr. Taylor with FSU students**
- **Volunteer Appreciation breakfast - Spring, 2019**
- **PreK egg hunt**
- **Student Variety Show Spring, 2019**
- **Testing Support and Encouragement Activities from Younger Classes for testing grades. Spring, 2019**
- **Career Day Spring, 2019**
- **Field Day Spring, 2019**
- **Classroom Parent Involvement activities scheduled by grade levels, Nov/Dec, Jan/Feb, Mar/Apr focusing on STEM, ELA, Math**
- **Lego Robotics Team- Meets weekly- Parents coach the team. Compete regionally.**

Parent Advisory Committee 2019-2020

Name	Position
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Heather Warnick	PAC Rep/PTA President
Whitney Nau	PAC Alternate/PTA
Charlene Welsh	Grade 3
Heather King	Special Ed
Susan Defibaugh	Grade 5
Joy Wilt	Reading Intervention/Grades K-3
Tracey Wharton	Principal
Adrienne Brauer	PreK/Media/Parent

Parent Involvement Plan

Under the “Position” column, identify the school’s representative and alternate for the county Parent Advisory Council with “PAC.” Identify the other members as Parent, Teacher, Community Member, and so forth. **The committee must represent a cross section of the school community.**

Parkside PARENT INVOLVEMENT PLAN

Expectations

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

- I – Shared decision-making opportunities
- II – Opportunities to build and increase understanding, communication, and support between home and school

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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.

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
I. Shared Decision Making ➤ The parent involvement plan is developed with input from parents.	Parent representatives on SIT and other decision-making teams collaborate with school staff on the development of the plan. Parent representatives participated in the initial stages of the brainstorming session in August.		
II. Building Parental Capacity ➤ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments. ➤ Provide materials and parent trainings/workshops to help parents improve their child's	Grade level expectations were discussed on the Back to School Night held on September 5, 2019 and then again at Parent Conferences on October 7, 2019. Coffee with the Principal was held on September 27, 2019 at 8 a.m. Opportunity for parents to engage with students during a schoolwide STEM initiative related to our One Book One School activity. All parents are encouraged to be part of the this morning activity on November 15, 2019. Parents are encouraged to be part of our activities and intentionally planned activities reflect this commitment.	September 5, 2019 October 7, 2019 September 27, 2019 November 15, 2019	Tracey Wharton Classroom Teachers Tracey Wharton Joy Wilt, SIT Chair Leslie Roser, SIT Chair

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<p>academic achievement</p> <ul style="list-style-type: none"> ➤ Ensure information is presented in a format and/or language parents can understand. ➤ Provide full opportunities for participation of parents of students from diverse backgrounds. 	<p>The School Parent Compact delineates the expectations that stakeholders have in the education of the children at Parkside Elementary School. We believe, as a team, we will work to meet the needs of our students.</p> <p>Translation is available on an as needed basis. Use of DOJO communication in numerous classrooms, and to translate message to parent in native language.</p>	<p>Parent Conference Days</p> <p>On-going</p>	<p>All classroom teachers.</p> <p>Tracey Wharton, Principal</p> <p>Classroom Teachers</p>
Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<p>III- Review the Effectiveness</p> <p>The effectiveness of the school's parental involvement activities will be reviewed.</p>	<p>Open communication between parents and school is an important avenue of communication. Celebrations and concerns are encouraged.</p>	<p>On-going</p>	<p>Tracey Wharton, Principal</p>
<p>IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering</p>	<p>Outdoor school chaperones</p> <p>Volunteering opportunities for special school assemblies and activities.</p> <p>Classroom activities.</p>		

Identify two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities

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and processes. Please include a timeline for implementation.

- **Through our One Book One School activity, we have extended an open invitation for parents to join us on November 15, 2019, to assist in assuring that every child is able to work through the STEM process and create a robot.**
- **Classroom reader programs ask parents to join us to read to classrooms on a weekly basis throughout the school year.**
- **Positive postcards from each staff member will be mailed weekly to one or more students to help encourage positive connections/relationships between staff and families.**

XII. Professional Community for Teachers and Staff- Standard 7

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

1. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Reading Strategies Book - Jennifer Serravallo Presented by Jayme Rollins	December/ January	Classroom Teachers- primary and intermediate and Special Ed teachers	<p>Specific lessons will have been presented that will help to remediate weaknesses with informational text.</p> <p>Changes are expected with the intentional focus on the strategies.</p> <p>This professional development opportunity supports both of the Focus areas in ELA.</p> <p>Connect lessons with other content areas that would benefit from the strategy being applied.</p>	<ul style="list-style-type: none"> Goal 2: Teaching Reading Engagement: Focus, Stamina, and Building a Reading Life. Goal 10: Supporting Comprehension in Nonfiction: Getting the Most from Text Features Goal 11: Improving Comprehension in Fiction and Nonfiction: Understanding Vocabulary and Figurative Language 	All classrooms have access to Scholastic News. After lessons have been taught focusing on the specific goals, students are instructed to apply the strategy taught by defining the preselected vocabulary words within the Scholastic News articles. Pre-teaching of the vocabulary is not to occur. Students should use the printed material and not the online version.
2. 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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3. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Book Study and Collaborative Ruby Payne presentations.	January				

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XIII. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.
 - The 2019-2020 School Improvement Plan will be shared with all staff members and interested liaisons through the use of Google Drive, and with SIT members, including parents and community representatives during the meeting following the SIP review.
 - The SIP will be discussed during professional staff development days, faculty meetings, and team meetings.
 - During the meetings, current SIP expectations, objectives, and activities will be revisited to drive best practice instruction for targeted groups and all students at Parkside School.
 - Intentional work and focus will be given to the standards and skills identified through the Evidence Statements in order to address the needs of the students and to strengthen our best practices with the structured lessons.
2. How will the plan be shared with parents and community members? Please include approximate dates. The School Improvement Plan will be shared with parents and community members by posting on the Parkside website. When posted, parents will be notified via the monthly newsletter regarding accessing the plan.
3. What role will classroom teachers and/or departments have in implementing the plan?
 - All members of the teaching staff have provided input for this plan. They have analyzed the areas of weakness and have worked in collaborative manner to create activities that can address these concerns. While the MCAP is administered to only a portion of our grades, the staff at Parkside recognizes that all growth in all grades contributes to the success for the children that face the test at the intermediate level. Full school activities have been created that bond the differing grade levels together and permit for a cohesive learning environment.
4. How will student progress data be collected, reported, and evaluated by the SIT?
 - Data from Progress Monitoring, Monthly Math tasks, County benchmarks will be reviewed during data meetings.
 - The PBIS team will meet monthly to review current data and to continue to plan activities that encourage and reward positive student behavior.
 - Staff will continue to have the opportunity to submit request cards to the SIT chairs and the cards will be directed to the

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corresponding action team. The cards are a way in which we encourage staff members to share concerns and mention topics relevant to what is best for children.

5. How will administration monitor the plan?
 - The plan will be viewed as a working document. Each month, during the School Improvement Team meeting, team members will discuss the progress of the plan including the success of recent activities, and preparation/reminders of upcoming events.
6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan? The Central Office provides school principals with data through Google Drive for ease of access to members of the SIT for review. Central Office staff remains responsive to questions regarding the writing and revision of the SIP. Central Office remains responsive to questions regarding the writing and revision of the SIP.

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

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

Name (Print and Sign)	Affiliation/Title
Tracey Wharton <i>Tracey Wharton</i>	Principal
Joy Wilt <i>Joy Wilt</i>	SIT Co Chair, Reading Intervention Specialist
Leslie Roser <i>Leslie Roser</i>	SIT Co Chair, Fourth Grade Teacher
Rachel Smith <i>Rachel Smith</i>	Parent Representative/Instructional Assistant
Heather King <i>Heather King</i>	Special Education
Karen McCabe <i>Karen L McCabe</i>	Kindergarten teacher
Adrienne Brauer <i>Adrienne Brauer</i>	Pre-K teacher, Media Specialist
Keri Parks <i>Keri Parks</i>	First Grade Teacher
Michelle Mull <i>Michelle L. Mull</i>	Second Grade Teacher
Charlene Welsh <i>Charlene Welsh</i>	Third Grade Teacher
Susan Defibaugh <i>Susan Defibaugh</i>	Fifth Grade Teacher