

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

School: Parkside Elementary

Principal: Tracey Wharton

Section	Table of Contents	Page
	Title Page	
I	Integrated Educational Framework	1-3
II	School Demographics	4-5
III	Attendance	5-8
IV	Graduation Rates (high school only)	N/A
V	School Safety/ Suspensions	9-10
VI	Early Learning (elementary only)	10-11
VII	Academic Progress	11-34
VIII	MD School Survey Results (student and staff)	
IX	Multi-tiered System of Support	
X	Positive Behavioral Intervention & Supports or Behavior Management Systems	
XI	Family and Community Engagement & Federal, State and Local Programs	
XII	Professional Community for Teachers and Staff	
XIII	Management Plan	

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, AND CORE VALUE

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 support to promote individual success.

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

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. SCHOOL CLIMATE AND CULTURE

Climate

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.

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

Culture

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 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.

Our goal is to provide and foster an educational environment that is safe, appropriate for academic achievement, and free from any form of harassment , for every student, without exception.

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

II. SCHOOL DEMOGRAPHICS
A. Staff Demographic

Number of years the principal has been in the building? 9
B. Student Demographics

Table 2	
SUBGROUP DATA	2023-2024 COUNT
American Indian/Alaskan Native	N/A
Hawaiian/Pacific Islander	N/A
African American	12
White	178
Asian	<10
Two or More Races	<10
Special Education	35
LEP	4
Males	117
Females	101
Gender X	0

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

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers	4	16	20
Itinerant staff	6		6
Paraprofessionals	2	5	7
Support Staff	1	3	4
Other	10	4	14
Total Staff	23	29	52

Total Enrollment	218
FARMS Rate (2022-2023)	66.51

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

Special Education Data 2023-2024 School Year

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

Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	1	06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	1	14 Autism	2
04 Speech/Language Impaired	9	09 Specific Learning Disability	7	15 Developmental Delay	13
05 Visual Impairment		10 Multiple Disabilities	2	TOTAL COUNT	35

III. ATTENDANCE

Table 4a	2022-2023
Grade Level – School Level	Attendance Rate
All (Excluding PreK & K)	92.9
Grade 1, 6, or 9	92.6

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

Grade 2, 7, or 10	92.8
Grade 3, 8, or 11	93.2
Grade 4 or 12	93.3
Grade 5	92.4

Table 4b: Subgroup Attendance Rate	2022-2023
All Students	92.0
Hispanic/Latino of any race	93.8
American Indian or Alaska Native	N/A
Asian	95.6
Black or African American	90.1
Native Hawaiian or Other Pacific Islander	N/A
White	92.0
Two or more races	92.6
Male	93.0
Female	90.8
EL	96.1

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

Special Education	91.8
Free/Reduced Meals (FARMS)	90.6

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

All grade levels fell below the 94% attendance target, with Grade 5 having the lowest attendance rate of 92.4. However, grade level variations were minimal. All grades fell within 0.9% of each other. Subgroup attendance showed more variance. Lowest attendance rates among subgroups were Black/African American- 90.1%, FARMS 90.6%, Females 90.8%.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.
 - Daily attendance calls and follow-up will be made regarding individual student absences. Our pupil service team will examine attendance data at weekly meetings and set up conferences with parents to provide any necessary support.
 - Attendance Incentive- A banner spelling ATTENDANCE will be placed outside of each classroom. The end-of-the-day announcements will include a congratulation to classrooms having 100% attendance that day. Those classrooms will hang a letter on the banner outside of their classroom. When ATTENDANCE is spelled out, classes will choose a reward such as extra play, spirit day, hat day, etc.
 - Attendance reminders and the importance of school attendance will be placed in monthly newsletters.



Chronically Absent

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

MD Report Card reports students NOT chronically absent.

Table 5	2019	2022	2023
----------------	------	------	------

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

Not Chronically Absent (percentage)	85.3	80.8	71.03
Not Chronically Absent (student count)			152
Report Card Points Earned	10.5	11.5	9

Habitually Truant

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

Table 6	2022	2023
Habitually Truant (percentage)	2.09	2.15
Habitually Truant (student count)	4	4

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

One habitually truant student was fighting with extended health issues. The other three all have traumatic family issues occurring and lack of transportation if the bus is missed in the morning. Help has been offered to each student and to each family. Our pupil personnel worker and resource officer have visited the homes of the students. Administration and our school counselor have made phone calls, held conferences, offered a list of resources, and created incentives to help each of the students improve his/her attendance.

IV. GRADUATION RATE – High Schools Only

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS

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

Subgroup	All Students	
	2021-2022	2022-2023
Total Referrals	115	77
All Suspensions	5	0
In School	0	0
Out of School	5	0
Sexual Harassment Offenses	0	0
Harassment/Bullying Offenses	0	0

2. Comment on the number of referrals, suspensions, and specific offenses. Provide a plan to reduce the number, if applicable or comment on what is attributing to the low, decreasing number and how it will be maintained. If your school is on the watch list or fully disproportionate, also complete numbers 3 and 4 in this section.

From the 2020-21 school year to the 2021-22, the number of office discipline referrals decreased by 33%. This can be attributed to a proactive team discipline approach by the school staff. Teachers are encouraged to reach out for support early in the discipline process to decrease the escalation of behaviors. Parent involvement and communication regarding student behavior is key in the process. The LAP teacher checks in daily with students having behavior issues and provides proactive classroom support. By analyzing the SRSS data, the Pupil Service team works to provide appropriate student supports such as check-in/check-out, mental health support, school counselor focus groups, etc. as needed to help students better manage their behavior. Our PBIS team meets monthly to examine behavior data and plan incentives and activities to encourage positive behavior.

VI. EARLY LEARNING (Elementary Only)

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

Table 9			
Kindergarten Readiness Assessment			
	2021-2022	2022-2023	2023-2024

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

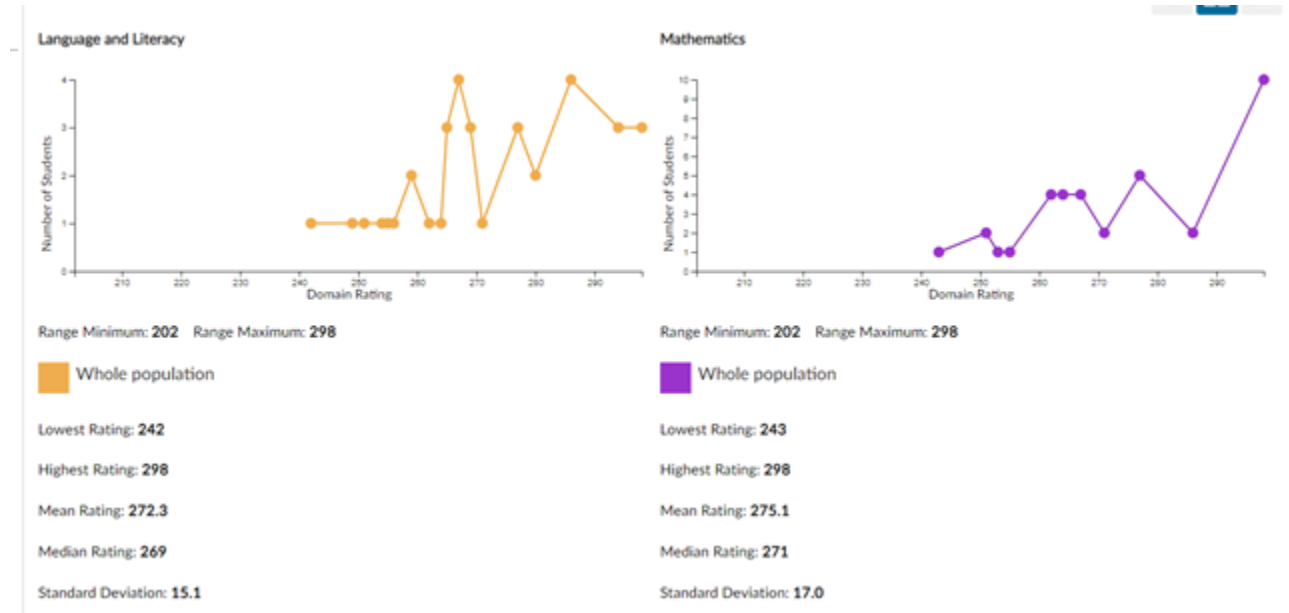
	Percent Demonstrated	Percent Demonstrated	Percent Demonstrated
Language & Literature	11.54	52.38	44%
Mathematics	34.62	42.86	52.78
Social Foundations	34.62	38.10	58.33
Physical Development	46.15	38.10	55.56

Allegany County Public Schools

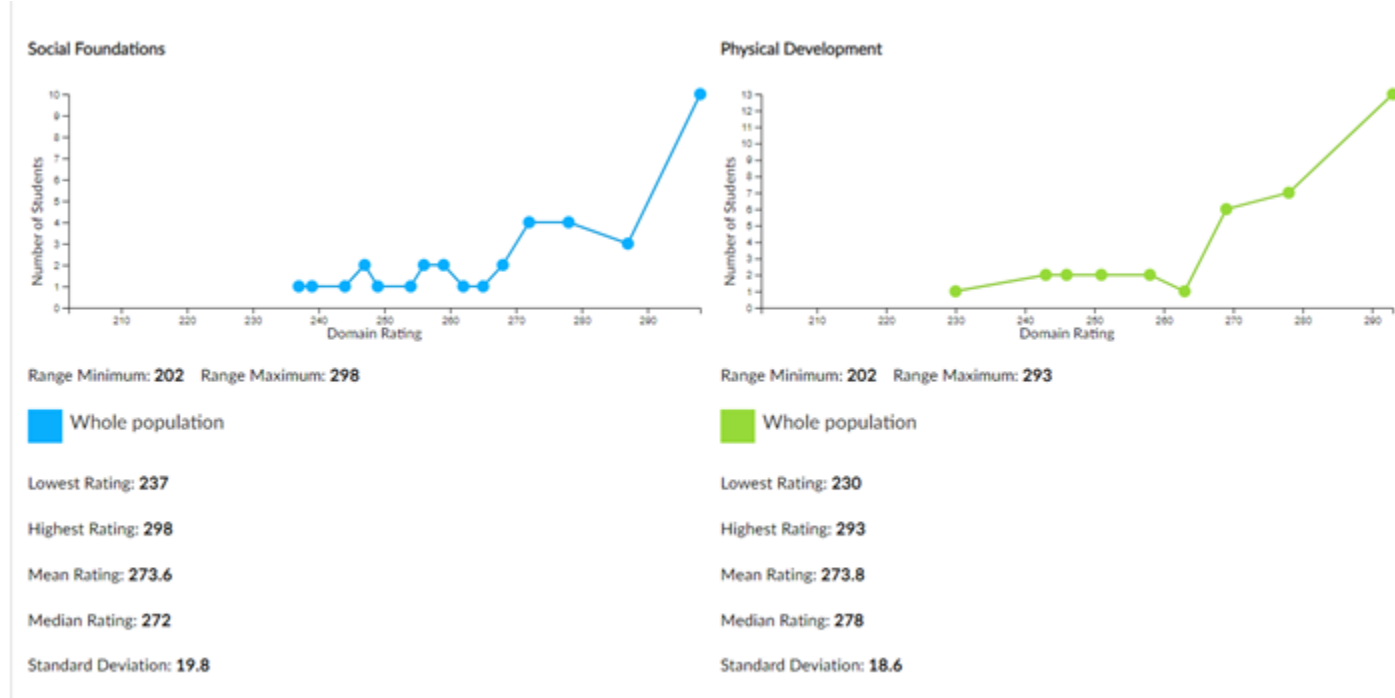
2023-2024

School Improvement Plan for Title I Schools

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



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



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 3/ 4 domains from the 2021-22 to the 2023-24 school years. The special education teacher, along with an instructional assistant, provide service in the classroom. Physical therapists as well as speech and occupational therapists work with students weekly. 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.
4. Describe the school’s plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with deficits in specific domain areas. Discuss the evidence based practices your school is implementing to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.

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

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 an increasingly complex use of words in explanations. Comprehension, as shown through the production of a 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 nonfiction books/magazines 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 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)

To promote progress in the students presenting deficits as they enter kindergarten, the students will receive interventions as appropriate. They will also work in small groups on specific skills that need to be mastered to promote proficiency.

VII. ACADEMIC PROGRESS

- A. ENGLISH LANGUAGE ART** **Long Term Goal:** to prepare 100% of students to be college and career ready by graduation
to reduce the 2017 non-pass rate by 50% by the year 2030
Short Term Goal: to increase proficiency rates and to close or reduce achievement gaps
between subgroups and their counterparts

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

* indicates no students or fewer than 10 students in category

TABLE 10a	2022	2023	2022 to 2023
-----------	------	------	--------------

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

ELA Grade 3		Level 1	Level 2	Proficient Level 3 or 4		Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
	Total Test Takers	%	%	%	Total Test Takers	%	%	%	+ or - %
Maryland Results	62843	12	43	45	63702	9	43	48	+3
ACPS Results	563	13	46	41	597	5	46	49	+8
All school students	36	3	33	64	37	3	38	59	-5
American Indian or Alaska Native	NA	*	*	*	NA	*	*	*	*
Asian	≤ 10	*	*	*	NA	*	*	*	*
Black or African American	≤ 10	*	*	*	≤ 10	*	*	*	*
Hispanic/Latino of any race	NA	*	*	*	≤ 10	*	*	*	*
Native Hawaiian or Other Pacific Islander	NA	*	*	*	NA	*	*	*	*
White	34	3	35	62	35	3	37	60	-2
Two or more races	≤ 10	*	*	*	≤ 10	*	*	*	*
Special Education	≤ 10	*	*	*	≤ 10	*	*	*	*
Limited English Proficient (LEP)	≤ 10	*	*	*	NA	*	*	*	*
Free/Reduced Meals (FARMS)	19	5	42	53	20	5	55	40	-14
Female	17	6	18	76	13	0	39	61	-15
Male	19	0	47	53	24	4	38	58	+5

* indicates no students or fewer than 10 students in category

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

TABLE 10b ELA Grade 4	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	63284	13	41	46	63938	11	40	49	+3
ACPS Results	603	9	41	50	567	10	41	49	-1
All school students	28	4	32	64	36	0	33	67	+3
American Indian or Alaska Native	NA	*	*	*	NA	*	*	*	*
Asian	NA	*	*	*	≤ 10	*	*	*	*
Black or African American	≤ 10	*	*	*	≤ 10	*	*	*	*
Hispanic/Latino of any race	≤ 10	*	*	*	NA	*	*	*	*
Native Hawaiian or Other Pacific Islander	NA	*	*	*	NA	*	*	*	*
White	23	0	26	74	34	0	32	68	-6
Two or more races	≤ 10	*	*	*	≤ 10	*	*	*	*
Special Education	≤ 10	*	*	*	≤ 10	*	*	*	*
Limited English Proficient (LEP)	NA	*	*	*	≤ 10	*	*	*	*
Free/Reduced Meals (FARMS)	15	0	27	73	20	0	45	55	-18
Female	14	0	14	86	15	0	13	87	+1
Male	14	7	50	43	21	0	48	52	-9

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

* indicates no students or fewer than 10 students in category

TABLE 10c ELA Grade 5	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	64583	15	44	41	64144	14	44	42	+1
ACPS Results	592	10	37	53	611	8	49	43	-10
All school students	32	13	25	62	32	3	34	63	+1
American Indian or Alaska Native	NA	*	*	*	≤ 10	*	*	*	*
Asian	NA	*	*	*	NA	*	*	*	*
Black or African American	≤ 10	*	*	*	≤ 10	*	*	*	*
Hispanic/Latino of any race	≤ 10	*	*	*	≤ 10	*	*	*	*
Native Hawaiian or Other Pacific Islander	NA	*	*	*	≤ 10	*	*	*	*
White	27	11	30	59	27	4	26	70	+11
Two or more races	≤ 10	*	*	*	≤ 10	*	*	*	*
Special Education	≤ 10	*	*	*	≤ 10	*	*	*	*
Limited English Proficient (LEP)	≤ 10	*	*	*	≤ 10	*	*	*	*
Free/Reduced Meals (FARMS)	18	22	39	39	22	5	36	59	+20
Female	13	8	31	61	15	0	20	80	+19
Male	19	16	21	62	16	6	44	50	-12

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

Table 11a: Cohort Growth (Elementary Cohort 2031)			
ELA Percent Proficient	Grade 3 2021- 2022	Grade 4 2022- 2023	Growth from Grade 3 to Grade 4
All Students	64	67	+3
Economically Disadvantaged	53	55	+2
Special Education	≤10	≤10	*
Male	53	52	-1
Female	76	87	+11
Other subgroup	*	*	*

Table 11b: Cohort Growth (Elementary Cohort 2030)			
ELA Percent Proficient	Grade 4 2021- 2022	Grade 5 2022- 2023	Growth from Grade 4 to Grade 5
All Students	64	63	-1
Economically Disadvantaged	73	59	-14
Special Education	≤10	≤10	*
Male	43	50	+7
Female	86	80	-6

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

Other subgroup	*	*	*
----------------	---	---	---

2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Current 5th grade males - Current Grade 5 males (52%) scored 35% lower than females (87%) on last year's Grade 4 MCAP; Grade 5 FARMS- Current Grade 5 FARMS showed a 14% decrease from the Grade 4 to 5 MCAP 2030 Cohort.
Focus Area Goal	The goal for the 2023-2024 School Improvement Plan is to increase the proficiency rate of our current 5th grade males and Grade 5 FARMS by 5% .
Root Cause(s):	<ul style="list-style-type: none"> Evidence statements reveal that students struggle to determine the main idea of an informational text and support the main idea with key details. <ul style="list-style-type: none"> Students struggle with providing a summary of informational text.
Focus Content Standard(s):	Reading Informational Text: R1.2 <ul style="list-style-type: none"> Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Barriers:	<ul style="list-style-type: none"> Of the current thirty-five students who were assessed using DIBELS, fourteen students are not proficient. Of those fourteen students, nine are males. This indicates that sixty-four percent of our non proficient readers are males. Lack of intervention support in the upper grade levels. Lack of high interest nonfiction and informational reading material for reluctant readers. Students' resistance to applying the reading-writing (typing) connection in expression of ideas, reactions, and solutions. Students are not frequently asked to provide summaries of informational text throughout the CKLA program. Students are not confident with summarizing using key details in an informational text as compared to a retell of a story. Limited access to ELA Specialists. Days present do not easily align with benchmark windows for data meetings or professional development needs that arise during instruction.
Needed Resources:	<ul style="list-style-type: none"> Digital resources including: ReadWorks, NewsELA, Scholastic News, Read Theory, Boost and Super STEM Professional Development for CKLA writing.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Additional opportunities for students to practice summarizing informational texts. Increase reading intervention programs based on benchmark results. Continuation of Read Naturally, Foundations, and any additional school-based interventions when warranted. According to the county literacy plan, the belief that all students analyze complex texts through speaking and evidence-based writing and targeted support and practice, based on their individual needs to become proficient readers. Consistent teaching language for summarizing school-wide. Small group focused instruction from teacher. Utilize the SIT One Book One School, "The Mouse and the Motorcycle," as a resource for opportunities to summarize.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

How will it be funded?	<ul style="list-style-type: none"> County funding for established programs. Title I (additional annual subscription for all students in grades 3, 4, and 5 to receive the “Super STEM” digital and paper magazine, additional materials of instruction to support the core reading program, additional supplies to create differentiated materials of instruction for small group activities, laminating machine)
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 summarizing. Strengthen connection between reading and writing with increased amount of sustained writing to a specific topic. Professional Development for CLKA writing.
Monitoring Procedure:	<ul style="list-style-type: none"> A cycle of summary samples turned into the Literacy Coach. Following benchmark assessments, student written responses will be monitored and graded using the MCAP rubric.

ELA FOCUS AREA 2:	4th Grade Males- Grade 4 MCAP results show a significant gap between Male (52%) and Female (87%) of 35%. Grade 4 FARMS- Grade 4 MCAP FARMS decreased by 18% from 2021-22 to 2022-23.
Focus Area Goal	The goal for the 2023-2024 School Improvement Plan is to increase the proficiency rate of our current 4th grade males and Grade 4 FARMS by 5%.
Root Cause(s):	<ul style="list-style-type: none"> Evidence statements reveal that students struggle to compare and contrast the most important points and key details presented in two texts on the same topic. CKLA does not include frequent opportunities for students to compare and contrast two texts on the same topic in the same format as MCAP.
Focus Content Standard(s):	Reading Informational Text: RI.9 <ul style="list-style-type: none"> Compare and contrast the most important points and key details presented in two texts on the same topic.
Barriers:	<ul style="list-style-type: none"> Of the current thirty-nine students who were assessed using DIBELS, fifteen students are not proficient. Of those fifteen students, eleven are males. This indicates that seventy-three percent of our non proficient readers are males. Lack of intervention support in the upper grade levels. Students are not frequently asked to compare and contrast cold reads of text on the same topic using informational text throughout the CKLA program. Students lack the confidence to attempt challenges independently. Lack of high interest nonfiction and informational reading material for reluctant readers. Limited access to ELA Specialists. Days present do not easily align with benchmark windows for data meetings or professional development needs that arise during instruction. Teachers have to set time aside to complete the activities required for students to learn the skills to complete the cold reads.
Needed Resources:	<ul style="list-style-type: none"> Digital resources including: ReadWorks, NewsELA, Scholastic News, Read Theory, Boost, and Super STEM. Maryland Test Prep MCAP Practice Test Book ELA Grade 4.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Additional opportunities for students to engage with informational text on the same topic to compare and contrast. • Increase reading intervention programs based on benchmark results. • Continuation of Read Naturally, Foundations, and any additional school-based interventions when warranted. • According to the county literacy plan, the belief that all students analyze complex texts through speaking and evidence-based writing and targeted support and practice, based on their individual needs to become proficient readers. • Consistent teaching language for summarizing school-wide. • Small group focused instruction from teacher. • Utilize the SIT One Book One School, "The Mouse and the Motorcycle," as a resource for comparing and contrasting with the book completed last year, "The World According to Humphry."
How will it be funded?	<ul style="list-style-type: none"> • County funding for established programs. • Title I (additional annual subscription for all students in grades 3, 4, and 5 to receive the "Super STEM" digital and paper magazine, additional materials of instruction to support the core reading program, additional supplies to create differentiated materials of instruction for small group activities, laminating machine)
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 comparing and contrasting. • Strengthen connection between reading complex texts regularly within the classroom.
Monitoring Procedure:	<ul style="list-style-type: none"> • Following benchmark assessments, teachers will note the questions where students are asked to compare and contrast. • Following benchmark assessments, student written responses will be monitored and graded using the MCAP rubric.

Universal Design for Learning for ELA.

Table 12	
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.
	Expression/Action- This is how the student will demonstrate their knowledge.

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

<p>Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<ul style="list-style-type: none"> • Allow assessments/project choices and options to demonstrate learning. • Daily opportunities to share knowledge through verbal and written responses. • Reading Contracts • Learning Centers • Interest-Based activities • Boost • 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 classrooms providing students the opportunity to be engaged in activities that mirror MCAP like tasks. • The 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 Mouse and the Motorcycle

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

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

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

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

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

* indicates no students or fewer than 10 students in category

TABLE 13a Math Grade 3	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	63262	28	35	37	64274	26	34	40	+3
ACPS Results	563	26	41	33	596	20	39	41	+8
All school students	36	17	28	55	37	24	16	60	+5
American Indian or Alaska Native	NA	*	*	*	NA	*	*	*	*
Asian	≤10	*	*	*	NA	*	*	*	*
Black or African American	≤10	*	*	*	≤10	*	*	*	*
Hispanic/Latino of any race	NA	*	*	*	≤10	*	*	*	*
Native Hawaiian or Other Pacific Islander	NA	*	*	*	NA	*	*	*	*
White	34	18	29	53	35	23	17	60	+7
Two or more races	≤10	*	*	*	≤10	*	*	*	*
Special Education	≤10	*	*	*	≤10	*	*	*	*

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

Limited English Proficient (LEP)	≤ 10	*	*	*	NA	*	*	*	*
Free/Reduced Meals (FARMS)	19	26	32	42	20	40	25	35	-7
Female	17	17	12	71	13	23	31	46	-25
Male	19	16	42	42	24	25	8	67	+25

* indicates no students or fewer than 10 students in category

TABLE 13b Math Grade 4	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	63749	27	45	28	64520	25	43	32	+4
ACPS Results	602	18	47	35	566	17	47	36	+1
All school students	28	14	46	40	36	11	42	47	+7
American Indian or Alaska Native	NA	*	*	*	NA	*	*	*	*
Asian	NA	*	*	*	≤ 10	*	*	*	*
Black or African American	≤ 10	*	*	*	≤ 10	*	*	*	*
Hispanic/Latino of any race	≤ 10	*	*	*	NA	*	*	*	*
Native Hawaiian or Other Pacific Islander	NA	*	*	*	NA	*	*	*	*

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

White	23	13	39	48	34	12	44	44	-4
Two or more races	≤ 10	*	*	*	≤ 10	*	*	*	*
Special Education	≤ 10	*	*	*	≤ 10	*	*	*	*
Limited English Proficient (LEP)	NA	*	*	*	≤ 10	*	*	*	*
Free/Reduced Meals (FARMS)	15	13	60	27	20	20	40	40	+13
Female	14	14	50	36	15	13	47	40	+4
Male	14	14	43	43	21	10	38	52	+9

* indicates no students or fewer than 10 students in category

TABLE 13c Math Grade 5	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	64989	26	49	25	64666	22	51	27	+2
ACPS Results	590	19	49	32	611	14	54	32	0
All school students	32	22	37	41	33	12	52	36	-5
American Indian or Alaska Native	NA	*	*	*	≤ 10	*	*	*	*
Asian	NA	*	*	*	NA	*	*	*	*
Black or African American	≤ 10	*	*	*	≤ 10	*	*	*	*

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

Hispanic/Latino of any race	≤ 10	*	*	*	≤ 10	*	*	*	*
Native Hawaiian or Other Pacific Islander	NA	*	*	*	≤ 10	*	*	*	*
White	27	22	37	41	28	7	50	43	+2
Two or more races	≤ 10	*	*	*	≤ 10	*	*	*	*
Special Education	≤ 10	*	*	*	≤ 10	*	*	*	*
Limited English Proficient (LEP)	≤ 10	*	*	*	≤ 10	*	*	*	*
Free/Reduced Meals (FARMS)	18	39	50	11	23	17	52	31	+20
Female	13	23	31	46	15	0	60	40	-6
Male	19	21	42	37	17	24	41	35	-2

Table 14a: Cohort Growth (Elementary Cohort 2027)			
MATH Percent Proficient	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
All Students	55	47	+8
Economically Disadvantaged	42	40	-2
Special Education	*	*	*
Male	42	52	+10
Female	71	40	-31
Other subgroup	*	*	*

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

Table 14b: Cohort Growth (Elementary Cohort 2030)			
MATH Percent Proficient	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
All Students	40	36	-4
Economically Disadvantaged	27	31	+4
Special Education	*	*	*
Male	43	35	-8
Female	36	40	+4
Other subgroup	*	*	*

2. MATH FOCUS AREAS

MATH FOCUS AREA 1:	Current Grade 5 Females-The 2027 Cohort demonstrates a significant decline in Female performance on Math MCAP from 71% in 2021-22 to 40% in 2022-23.
Focus Area Goal	Increase MCAP proficiency of current fifth grade females from 40% to 60%
Root Cause(s):	Confidence and competence in problem solving strategies and the retention of basic math facts.
Focus Content Standard(s):	4.M.1-2 (Modeling) and 4.NF.B.4b (Reasoning)
Barriers:	<ul style="list-style-type: none"> • Gender norms related to mathematics • Lacking foundational skills (basic math) facts • 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.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

	<ul style="list-style-type: none"> Limited access to county Math Specialist (twice a month.) Days present do not align when PD is needed.
Needed Resources:	<ul style="list-style-type: none"> iReady Problem Solving Anchor Charts Spiral Reviews created by math specialist
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Implementing Number Talks to provide opportunities for students to share their thinking/strategies Small and flexible groups Spiral review of previously learned skills (2 weekly) Implementation of Fluency Flight within the iReady program (about 10 minutes/day; 4 days/week) Utilizing prerequisite resources through iReady
How will it be funded?	<ul style="list-style-type: none"> County funding (iReady) Title I (additional materials to support the core math program, supplies to create differentiated materials of instruction for small groups, laminating machine)
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> Ongoing- school wide and classroom goal setting and competitions for iReady lesson completion. Second Semester - school wide skip counting incentive (2 through 10) Spring - MCAP Day with the math specialist to explain MCAP and review practice test example questions.
Monitoring Procedure:	<ul style="list-style-type: none"> Teachers will monitor students iReady individual pathways and student usage/progress of fluency flight. Data Chats after beginning, middle, and end-of-the-year iReady Diagnostic.

MATH FOCUS AREA 2:	Current Grade 4 females- Last year's Grade 3 Math MCAP results show Males (67%) outperforming Females (46%) by 21%. Current Grade 4 FARMS- Last year's Grade 3 Math MCAP results show a 7% decrease from 2022 (42%) to 2023 (35%).
Focus Area Goal	Increase MCAP proficiency of current fourth grade females and fourth grade FARMS by 10%
Root Cause(s):	Lack of opportunities/exposure to computer based questions requiring a short answer response (moving from paper/pencil to computer)
Focus Content Standard(s):	3.G.A.1 (Geometry)
Barriers:	<ul style="list-style-type: none"> Female population is less than the male population, so each female's score has a higher weighted effect. Gender norms related to mathematics. Limited access to county Math Specialists (twice a month.) Days present do not align when PD is needed. 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.
Needed Resources:	<ul style="list-style-type: none"> -spiral reviews created by math specialist -computer based practice questions -stylus

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> - purchase stylus to use during computer based testing, making an easier transition from paper/pencil testing - small group focus (spiral review) - use of MCAP Test Practice Workbook/Online (purchased 2022-23) - use of MCAP Practice Tests available on the Maryland State Department of Education website
How will it be funded?	<ul style="list-style-type: none"> Title I (additional materials to support the core math program, supplies to create differentiated materials of instruction for small groups, laminating machine)
Steps towards full implementation with timeline:	On going- Student completion and reflection of computer based monthly math tasks Spring - MCAP Day with the math specialist to explain MCAP and review practice test example questions.
Monitoring Procedure:	Teachers will monitor students' responses to monthly math tasks.

Universal Design for Learning for MATH.

Table 15	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> - Visual representation of problem-solving strategies: anchor charts, three reads, technology - iReady pathway - Think-Share-Compare Routine - Develop Session Video Library through iReady (Reteaching)
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. -provide stylists for students to demonstrate their understanding while completing computerized tests -teachers provide various graphic organizers for students - use of math manipulatives - Concrete Representational Abstract
Means for Engagement: <i>tap into learners' interests, challenge them</i>	Multiple Options for Engagement

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

<i>appropriately, and motivate them to learn.</i>	-schoolwide and grade level competitions and rewards for i-Ready pathway usage -allow students' to choose the most efficient strategy to problem solve - use of Gradual Release of Responsibility model in daily planning
---	---

C. SCIENCE

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

* indicates no students or fewer than 10 students in category

TABLE 16 MISA (SCIENCE)	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	64716	20	50	30	64543	18	48	34	+4
ACPS Results	589	14	55	31	611	13	53	34	+3
All school students	32	9	47	44	31	13	39	48	+4
American Indian or Alaska Native					≤ 10	*	*	*	*
Asian	NA	*	*	*	NA	*	*	*	*
Black or African American	≤ 10	*	*	*	≤ 10	*	*	*	*
Hispanic/Latino of any race	≤ 10	*	*	*	≤ 10	*	*	*	*
Native Hawaiian or Other Pacific Islander	NA	*	*	*	≤ 10	*	*	*	*
White	27	7	48	45	27	11	33	56	+11
Two or more races	≤ 10	*	*	*	≤ 10	*	*	*	*

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

Special Education	≤ 10	*	*	*	≤ 10	*	*	*	*
Limited English Proficient (LEP)	≤ 10	*	*	*	≤ 10	*	*	*	*
Free/Reduced Meals (FARMS)	18	17	67	16	22	18	46	36	+20
Female	13	8	46	46	15	6	47	47	+1
Male	19	11	47	42	16	19	31	50	+8

2. Focus Areas

FOCUS AREA 1:	Grade 5 Female proficiency rate showed an increase of only 1% from the 2022 to 2023 MISA.I
Focus Area Goal	Our goal for the 2023-2024 School Improvement Plan is to increase the number of female 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.
Focus Content Standard(s):	<p>3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment. [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.]</p> <p>2 Evidence a Students describe* the given evidence that supports the explanation, including:</p> <p>i. Environmental factors that vary for organisms of the same type (e.g., amount of food, amount of water, amount of exercise an animal gets, chemicals in the water) that may influence organisms' traits.</p> <p>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]</p> <p>1 Components of the model a Students develop a model to describe* a phenomenon that includes the idea that matter is made of particles too small to be seen. In the model, students identify the relevant components for the phenomenon, including: i. Bulk matter (macroscopic observable matter; e.g., as sugar, air, water).</p>
Barriers:	<ul style="list-style-type: none"> The grade level cumulative aspect of the test topics requires students to retain a significant wealth of information. 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.
Needed Resources:	<ul style="list-style-type: none"> 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 indicated on the Evidence Statement. Related lessons will be linked to the standards and teachers are asked to select

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

	activities that they feel they can integrate with topics studied at their grade level.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> 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. STEM and Maker Space Activities integrated into Media lessons. 5th Grade Fall Stem Day– Engineering and Coding Focus
How will it be funded?	<p>School funds as needed</p> <p>Title I (annual subscriptions for all students in grades 3, 4, and 5 to receive “Super STEM” digital and paper magazines)</p>
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. When fifth grade students are working on Physical Science standards, such as: “Matter is made of particles that is too small to be seen,” 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.

3.

FOCUS AREA 2 :	FARMS (36%) performed 12% lower than the aggregate (48%) on the 2023 MISA.
Focus Area Goal	Our goal for the 2023-2024 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. Exposure to Science-Related Academic vocabulary and tasks.
Focus Content Standard(s):	<p>3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment. [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.]</p> <p>2 Evidence a Students describe* the given evidence that supports the explanation, including:</p> <p>i. Environmental factors that vary for organisms of the same type (e.g., amount of food, amount of water, amount of exercise an animal</p>

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

	<p>gets, chemicals in the water) that may influence organisms' traits.</p> <p>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]</p> <p>1 Components of the model a Students develop a model to describe* a phenomenon that includes the idea that matter is made of particles too small to be seen. In the model, students identify the relevant components for the phenomenon, including: i. Bulk matter (macroscopic observable matter; e.g., as sugar, air, water).</p>
Barriers:	<ul style="list-style-type: none"> • The grade level cumulative aspect of the test topics requires students to retain a significant wealth of information. • Exposure to science-related academic vocabulary. • 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.
Needed Resources:	<ul style="list-style-type: none"> • 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 indicated 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.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • 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. • STEM and Maker Space Activities integrated into Media lessons. • 5th Grade Fall Stem Day– Engineering and Coding Focus
How will it be funded?	<p>School funds as needed</p> <p>Title I (annual subscriptions for all students in grades 3, 4, and 5 to receive "Super STEM" digital and paper magazines)</p>
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. • When fifth grade students are working on Physical Science standards, such as: "Matter is made of particles that is too small to be seen," 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.

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

Universal Design for Learning for SCIENCE.

Table 17	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<p>Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> ● 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 ● 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.
<p>Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <ul style="list-style-type: none"> ● Discussion with the 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.

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

<p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p>
	<ul style="list-style-type: none"> ● Students 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.

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

VIII. MD School Survey Results and Plan

Staff Engagement Action Plan: 2023 MD Report Card Score out of 3 = 2.5 Projected MD Report Card Score (2024) =	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Safety, Substance Abuse 4.83
Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.
Strategies: What steps will be taken in order to obtain the desired outcome.	<ul style="list-style-type: none"> • The addition of a school social worker is now part of the weekly Pupil Service Team Meetings. Her role is to connect families with a variety of resources. These include resources and support to address and prevent substance abuse. • School counselors address substance abuse prevention during classroom lessons during Red Ribbon Week. The counselor will provide copies of lesson plans to staff so they will be aware of resources and also share resources in the monthly newsletter. • Faculty meeting presentation at the beginning of the year to remind staff of the process of referring students to the Pupil Service team for support if concerns arise regarding a student or family. • Health Lessons and Resources Highlighted in the Media Center for student access. • Nurse/Resource Officer to address candy vs medicine look-alikes. • The following teams will meet consistently throughout the school year: School Improvement Team, PBIS, ICT, Social Committee, Tier II/CICO. Minutes of team meetings will be shared with all staff following the meetings.
Initiative leader and team: Who is responsible and involved in the work?	Pupil Service Team- Chair Leila Nash, School Counselor

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

Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> • Materials for school counselor lessons as needed. • Red Ribbon week budget for incentives and resources. • Weekly Pupil Service Team meetings and follow up by appropriate staff members. • Drug intervention / Mental Health specialist to visit and present to all grade levels and teachers on current trends, medicine safety, and drug prevention.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Weekly updates will be made by the pupil service team as to progress of implementation of the tiered strategies. The results of the staff engagement survey will measure improvement in the Safety Domain under the Substance Abuse topic.
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> • September- Faculty meeting regarding Pupil Service Team referrals • School Counselor Lessons- ongoing weekly • PST- monitoring and updating- weekly • SIT team will meet monthly to discuss appropriate strategies for intervention.
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Community, Participation and Engagement, 5.48
Topic Description:	The participation and engagement topic describes the degree to which instructional staff feel students have chances to participate in school leadership, decision-making, and extracurricular activities, and whether administrators involve staff in decision-making.
Strategies:: What steps will be taken in order to obtain the desired outcome.	<p>The School Improvement Team will get input from staff regarding upcoming events and school needs through surveys, input, and evaluations of activities/events.</p> <ul style="list-style-type: none"> • Solicit student input regarding school incentives and events. • Student safety team • Peer tutoring • Student Leadership Lunch Group (Monthly w/Counselor and Principal)
Initiative leader and team: Who is responsible and involved in the work?	SIT Chair will create surveys and solicit input Student input and feedback through lunch groups, surveys, and discussion during restorative circle time - School Counselor Leila Nash Peer Tutoring- Nicole Reed
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Training for peer tutors. Staff to monitor morning tutoring sessions. SIT Chairs and Admin to review staff surveys and feedback.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Student and staff feedback throughout the year. Results of 2023 Staff Engagement Survey will determine if Domain Topic showed improvement.
Timeline: Include dates for implementation of action steps.	Surveys- Monthly School Improvement Team Meetings Student Input- Prior to and following PBIS Events Teacher recommendations for peer tutors and students in need of tutoring

<i>Student Engagement Action Plan: 2023 MD Report Card Score out of 7 = 5.8 Projected MD Report Card Score (2024) out of 7=</i>	
Primary Area of Need State the Domain, Topic, and Score	Relationships, Student-student Relationships 3.35
Topic Description:	The student-student relationships topic describes the degree to which students feel other students are friendly with, care about, get along with, and respect one another.
Strategies: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> • Lunch groups to focus on building friendships. • Kindness and empathy lessons during Guidance Resource.7 • Restorative Circles. • Student input and feedback through surveys (Jan & March) related to relationship and friendship issues. • Rick Rando assembly kindness and bullying • Character Traits of the Month • Kids Announcements regarding kindness and the Peacebuilder Pledge
Initiative leader and team: Who is responsible and involved in the work?	School Counselor and PBIS Team

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Guidance Lessons Restorative Circles Refresher for Staff Survey development by the PST and follow up activities Training for New Counselors on the PeaceBuilder Program
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 from surveys Improvement in the 2024 Student Survey Results in this domain
Timeline: Include dates for implementation of action steps.	Surveys January, April
Secondary Area of Need State the Domain, Topic, and Score	Safety, Physical Safety 5.07
Topic Description:	The physical safety topic describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property.
Strategies: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> • Lunch groups to focus on building friendships. • Kindness and empathy lessons during Guidance Resource. • Restorative Circles • Student input and feedback through survey (Jan & March) related to physical safety. • Rick Rando assembly kindness and bullying • Character Traits of the Month • Kids Announcements regarding kindness and the Peacebuilder Pledge • Resource officer to talk about student safety and security in classrooms • Student Feedback/Concern Mailbox
Initiative leader and team: Who is responsible and involved in the work?	School Counselor, Classroom Teachers
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve	Guidance Lessons Restorative Circles Refresher for Staff Survey development by the PST and follow up activities

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

the desired outcome(s)?	Training for New Counselors on the Peace Builder Program
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 from surveys Improvement in the 2024 Student Survey Results in this domain
Timeline: Include dates for implementation of action steps.	Jan and March Survey Results

IX. MULTI-TIERED SYSTEM OF SUPPORT

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 Create a master schedule that allows for collaboration of regular and special educators
INSTALLING			

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

<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.
---	---	--	--

1)

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

<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			

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

<ul style="list-style-type: none"> ✓ Create a plan to scale up the collaborative work ✓ 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 	Admin. Staff	<ul style="list-style-type: none"> ● December 2023 ● January 2024 ● Ongoing 	<ul style="list-style-type: none"> ● continued conversation and learning with staff to overcome barriers and celebrate successes. ● 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.			

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I - Tier I- Explicit instruction by classroom teachers and the school counselor of expected behaviors in all settings. Beginning of the year classroom passports provide an opportunity for all students to be made aware of expectations, consequences, and recognition opportunities. PBIS is included in our newsletter each month and a variety of opportunities for students to be recognized are highlighted throughout the school year. In addition, the PBIS website has booster lessons that are being utilized by our school guidance counselor during weekly guidance lessons. Pamphlets are also sent home to parents with tips for the home/school connection.

PBIS Tier II - Tier II - Check-In/Check-Out, is implemented according to SRSS data analysis by the PST team. Targeted students are monitored and encouraged through behavior rewards. Daily written communication with parents continues to accentuate the positive support and discussion between home and school.

PBIS Tier III - Identified students have an implemented behavior intervention plan developed in collaboration with school behavior specialists.

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

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

The PBIS team at Parkside Elementary, which includes representatives from each grade level, meets monthly to review discipline data and discuss trends in behavior. This data is used to plan both school-wide behavior incentives as well as to target specific areas of concern where behavior modification is needed such as on the buses.

The following PBIS incentives are conducted: on-going blue bees for tokens to the treasure tower, responsibility focus; popsicle recess, Trick or Treat, Reindeer Games, resource lions/ class of the week, pajama and movie day, PBIS/Field Day/Fun Fair, monthly focus on citizenship- citizens of the month highlighted on television/bulletin board in the lobby/, student classwork recognition board in cafeteria and featured in the newsletter.

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

Tier II - Check-In/Check-Out, is implemented according to SRSS data analysis by the PST team. Targeted students are monitored and encouraged through behavior rewards. Daily written communication with parents continues to accentuate the positive support and discussion between home and school. Behavior point sheets are implemented by classroom teachers, LAP teachers and school counselors for students who need extra support.

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

TITLE I PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT

The Title I School Improvement Plan includes the Title I Four Components requirements. This plan was developed with the engagement of parents and other members of the community to be served and individuals who will carry out the plan including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the extent feasible, tribes and tribal organizations present in the community and if appropriate, specialized instructional support personnel, technical assistance providers, and school staff. *(Reference the sign-off sheet at the end of this plan.)*

- How were parents, families, and community members involved in developing the School Improvement Plan?

Parents, families, and community members were involved in the development of this plan by participating in a Title I Spring Meeting with parents during which key Title I documents were reviewed and feedback was gathered. This included the school parent compact, the parent and family engagement plan and the Title I budget. In addition, parents were provided with an opportunity to give input during the Back to School Night / Annual Title I Meeting in the Fall. Parents are also invited to attend school level decision making meetings.

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

Teachers, principals, and other school staff participate in a leadership team, in grade level team meetings, and in faculty meetings to discuss and develop the School Improvement Plan.

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

TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Title I Funded Strategies to Increase Parent and Family Engagement	Date
Stipends to pay the teachers for planning for and presenting to parents and fixed charges - Title I Annual Meeting/Back to School Night	Fall 2023
Title I Mid-Year Monitoring Meeting with Parents	January 2024
Title I Spring Meeting with Parents	May 2024
Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families, including by translating key Title I documents and invitations for parents of English Learners.	ongoing
Stipends to pay the teachers for planning for and presenting to parents and fixed charges - for grade level parent and family engagement events.	TBD
Materials and refreshments are provided to parents for Math/ELA Day capacity building events.	TBD
The School Parent Compact is used.	Parent Conference Days and ongoing

COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL SERVICES AND PROGRAMS

If appropriate and applicable, this School Improvement Plan has been developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and CSI and/or TSI activities.

The school and the community provide many additional services for students who are experiencing difficulties. These may include Head Start, nutrition programs, housing programs, violence prevention, adult education programs, career and technical education programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities as well as other safety nets for students as listed in the chart below. 111(d), 1114(b)(5).

Service	Provider	Explanation of Services
----------------	-----------------	--------------------------------

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

Raising a Reader	Prek/K	Students are provided supplemental reading materials
Western Maryland Food Bank	Western MD Food Bank	Weekly food bags for needy families
Outdoor School	Allegany County Public Schools	Provide Science centered education for grade 5 students
Thanksgiving Dinners	LaVale United Methodist	Dinners provided for identified families
Backpack Program	LaVale Baptist Church	Weekend Food Bags for needy families
Safe and Snug	Truist and First United Bank & Trust	Provides coats for children in need
Christmas shopping for student and family	LaVale Lions	Student shopping spree per budget for self and family.
Christmas/ Angel Tree	Christ Lutheran Church	Provides Christmas gifts for students and the student's immediate family.
Career Day	School Counselor	Guest Speakers from various vocations visit classrooms providing information about careers.

The supervisor of federal and state programs meets regularly with the instructional supervisory staff to ensure the coordination and integration of funding. During these staff meetings, personnel assignments, professional development opportunities, budget expenditures, and student assessment are discussed. The supervisor of federal programs also completes the Annual Comparability Report.

Additionally, supervisors hold monthly council meetings. The supervisor of federal programs attends these meetings. During these meetings, principals are given an opportunity to express concerns, clarify questions, and are provided with program and budget updates as well as professional development activities.

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Titles I, II, and IV, and Raising a Reader funding is utilized to supplement the local funding.

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

XII. Professional Community for Teachers and Staff- Standard 7

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

Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
1. Articulation Meetings for K-5 teachers to meet beyond the regular duty day (stipends, fixed charges, and materials)	May 2024	Teachers of K-5	Literacy Lab groups and class rosters will be created. Instruction will be adjusted to meet the needs of the students.	Information about incoming students, groups, and classes to inform instructional decision-making.	Literacy Lab groups and class rosters
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

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

2. Title I funded quarterly data meetings for teachers of K-5 to meet beyond the regular duty day (stipends, fixed charges, and materials)	Quarterly TBD	K-5 teachers	Groupings and instruction will be adjusted as determined by student data.	Needs of students will be determined and addressed.	Improved student performance as determined by classroom activities and assignments.
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
3. Book Study How to Help Your Child Clean Up Their Mental Mess	Spring, Dates TBD	Teachers	Professional Learning will focus on the following: The ability to: recognize negative feelings and respond in an appropriate way. Manage challenging situation Develop Resilience and Emotional Strength.	Teachers are to have methods and strategies to better deal with students in need of mental resilience and to help children build a growth mindset.	

XIII. Management Plan

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

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

The 2023-2024 School Improvement Plan will be shared with all Parkside staff and interested stakeholders, through Google Drive, and with SIT members, during the meeting following the SIP review in December. The SIP will be discussed during professional staff development days, monthly faculty meetings, team meetings, and Title I 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. The quarterly Title I meetings will provide us with an opportunity to make any changes.

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

The plan will be shared with parents and community members by being posted on the school web page, on the Title I bulletin board (a snapshot summary), and by being made available in paper form and electronic format in the school office. Sharing will take place upon approval of the plan in November or December.

3. What role will classroom teachers and/or departments have in implementing the plan? One member of each grade-level team is a member of the School Improvement Team. The other is a member of the PBIS Team. Each month input will be solicited prior to meetings from grade-level teams. After each meeting, minutes will be shared with team members and all staff in regard to implementation of plan activities.

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

Milestone data will be collected and evaluated at the close of each benchmark and DIBELS administration. Student data will be disaggregated and distributed to grade level teams during team data meetings. Based on this data, teachers and administrators will evaluate Title 1 targeted groups, intervention groups; flex groups, and provide us with an opportunity to evaluate and adjust instructional practices.

5. How will the administration monitor the plan?

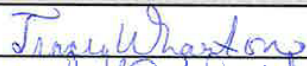

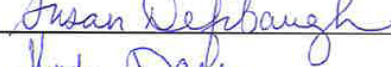

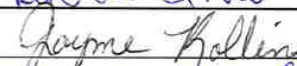
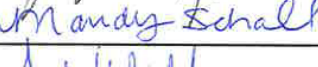
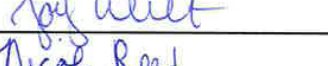
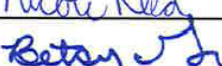
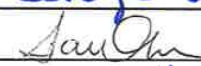
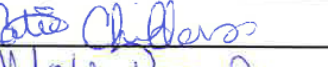


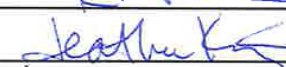



Administration will work with SIT chairs and county math and ELA specialists to analyze progress regarding the implementation of the plan and necessary adjustments to plan activities including SLO results and other benchmark data.

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

The Title I school support specialist will provide technical assistance in developing the plan to ensure inclusion of the required 4 components, will monitor the implementation of the plan by meeting at least monthly with the principal, and by meeting with parents in January and May to monitor and evaluate the parent and family portion of the plan.

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

School Improvement Plan for Title I School - SIGN OFF SHEET

Name	Signature	Role
Tracey Wharton		Principal
Leila Nash		Other School Leader (School Counselor)
Susan Defibaugh		Teacher- Data Analysis
Kyndra Dawson		Teacher- SIT Chair
Rachel Smith		Instructional Assistant
Jayne Rollins		ACPS/School Reading Coach or Specialist
Mandy Schall		ACPS/School Math Coach or Specialist
Joy Wilt		Reading Interventionist (SIT Chair)
Nicole Reed		Title 1 Teacher/Interventionist
Betsy Green		Title I School Support Specialist
Samantha Moon		Title I Family Engagement Coordinator
Catie Childers		Parent/Family Member
Mollie Brailer		Parent/Family Member
Ben Brauer		Community Member (FSU Representative)
Rick Rando		Community Member (Kick Masters)
Heather King		Other School Staff (Special Education)

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