

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

**School: Westernport Elementary**

**Principal: Derek Horne**

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### **I. INTEGRATED EDUCATIONAL FRAMEWORK**

#### **A. VISION, MISSION, AND CORE VALUE**

##### **Mission Statement**

Westernport Elementary School will empower our students to successfully meet the challenges of the twenty-first century, by nurturing the whole child: intellectually, physically and emotionally.

##### **Vision**

We will partner with family and community to build a better world – one child at a time.

##### **Core Values**

- Create a learning environment that is intellectually stimulating for all students.
- Maintain a safe building for students, families, and staff.
- Support the emotional development of all students.
- Build a community network in which Westernport is central.

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**B. SCHOOL CLIMATE AND CULTURE**

**Climate**

Westernport Elementary School is dedicated to building the skills and knowledge needed to maintain a positive and safe school climate. Students are greeted daily by staff upon entering the building, reviewing individually with students' school expectations and making positive comments to set focus for the day. Our School Security Officer is seated at the main entrance of the building during the day, while also maintaining watch over daily recess activities to ensure student and staff safety both inside and outside of the building. Our Community Grant Coordinator bridges the connection with Westernport's families and greater community by organizing multiple community dinners, hosting movie nights, and distributing holiday meals to every family in our building. The Community Grant Coordinator also collaborates with local churches and volunteer organizations who donate school supplies, hygiene items, clothing, shoes, and food to families in need.

Students receive targeted guidance and social skills lessons weekly from the school counselor and social emotional coach. Small groups are formed based upon data from the Student Risk Screening Scale (SRSS) which are led by the school counselor or social emotional coach. These groups are formed to offer additional support in social skills, self control, anxiety, or other support needed. Restorative practices are implemented to collaboratively solve problems between those who display harmful actions and those who are harmed by the actions in order to repair relationships in a peaceful and safe way. In each classroom, students are also encouraged to lead discussions towards independent social problem solving.

The staff receives training on how to maintain a safe environment. Lessons on bullying prevention and harassment teach students what it means to be good citizens, how to get along with others, and promotes equal treatment of all students. Westernport Elementary values diversity and responds quickly to discriminatory incidents.

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**Culture**

Westernport Elementary School is a PBIS school with the expectations of being respectful, responsible, safe, and kind. These expectations are verbally recited daily on the morning announcements, as well as reviewed by classroom teachers at the start of each morning. All individuals in the building strive to perform at their best; staff, administration, and visitors of the building included.

Each marking period, students are rewarded for academic achievement. Every nine weeks, we have an awards assembly where all students, Kindergarten through 5th grade, may earn academic awards, hard worker awards, be recognized as sensational spellers, and may earn several different math awards. Teachers select "Citizens of the Month" in accordance with character traits discussed in guidance and social emotional lessons. Selected students earn a walking trip to our nearby community partner, McDonalds. Westernport also praises students for positive behavior by displaying their photo and a positive referral from staff near the office on a bulletin board. Students are verbally recognized on the morning announcements for positive achievements written by classroom teachers and support staff.

The PBIS team meets monthly to review data and determine additional support needed for Tier I, Tier II, and Tier III students. Additional support may be provided by implementing a check in/check out system (CICO) with a mentor, calming spaces, fidgets, small groups, and/or individual counseling. Classrooms with no referrals earn extra recess and a banner to display on their doors. These classrooms are also recognized verbally via the morning announcements.

Several PBIS activities are held throughout the year in which students earn the opportunity to take part. Activities include a harvest dance, pumpkin painting, pajama and movie day, winter games, and a spring fling at the end of the year. Students earn a chance to roll on our Westernport incentive game board by achieving their class dojo goal. Once a goal is met, students roll a die to determine which incentive they have won. Examples of incentives included on the board are extra play, making s'mores, choosing the school secretary's hairstyle for the day, and pieing our principal in the face. Students earn dojo points from the classroom and support teachers by following our school expectations, showing kindness to others, or reaching academic achievements.

Westernport Elementary School's faculty and staff work hard every day to ensure student safety and success socially, emotionally, and academically. Our mission and vision statement encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student. At Westernport Elementary, we truly are, "Building the Future - One Child at a Time."

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Number of years the principal has been in the building? 4

## II. SCHOOL DEMOGRAPHICS

### A. Staff Demographic

### B. Student Demographics

Table 2	
SUBGROUP DATA	2023-2024 COUNT
American Indian/Alaskan Native	≤10
Hawaiian/Pacific Islander	≤10
African American	≤10
White	241
Asian	n/a
Two or More Races	≤10
Special Education	50
LEP	0
Males	135
Females	117
Gender X	n/a

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<b>Table 1</b>			
School-based Personnel	Part Time	Full Time	Total
Administrators	-	1	1
Teachers	-	19	19
Itinerant staff	9	-	9
Paraprofessionals	1	4	5
Support Staff	-	6	6
Other	3	8	11
Total Staff	13	38	51

Total Enrollment	<b>252</b>
FARMS Rate (2022-2023)	<b>100%</b>

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**Special Education Data 2023-2024 School Year**

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

Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	≤10	06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	10	14 Autism	
04 Speech/Language Impaired	18	09 Specific Learning Disability	10	15 Developmental Delay	9
05 Visual Impairment		10 Multiple Disabilities	≤10	<b>TOTAL COUNT</b>	50

**III. ATTENDANCE**

Table 4a	2022-2023
Grade Level – School Level	Attendance Rate

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All (Excluding PreK & K)	91.1%
Grade <u>1</u> , 6, or 9	89.2%
Grade <u>2</u> , 7, or 10	91.9%
Grade <u>3</u> , 8, or 11	91.6%
Grade <u>4</u> or 12	90.2%
Grade 5	92.6%

<b>Table 4b: Subgroup Attendance Rate</b>	<b>2022-2023</b>
All Students	<b>90.2%</b>
Hispanic/Latino of any race	≤10
American Indian or Alaska Native	n/a
Asian	n/a
Black or African American	≤10
Native Hawaiian or Other Pacific Islander	≤10
White	90.4%
Two or more races	≤10
Male	90.9%



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Female	89.5%
EL	n/a
Special Education	88.4%
Free/Reduced Meals (FARMS)	89.4%

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 students, grade levels, and subgroups were below the 94% target. The lowest performing subgroup was special education at 88.4%.

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

Students will receive perfect attendance awards every nine weeks. Students with yearly perfect attendance will be recognized at the last awards assembly of the year. Classrooms that have perfect attendance for the previous day will be announced on the morning announcements. An attendance incentive counter will be maintained to showcase classroom attendance. Each classroom will have an ice cream cone and will earn scoops for daily perfect attendance. At the end of each month, the classroom with the most scoops will receive an ice cream party. Students experiencing illnesses will be excused from attendance incentives with proper documentation. The school pupil personnel worker and secretary will maintain attendance records and make contact with families as needed. Attendance trends will be discussed at special education meetings to ensure the needs of targeted students are met. Daily attendance phone calls will also be placed by ACPS.

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**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.

<b>Table 5</b>	2019	2022	2023
Not Chronically Absent (percentage)	75.7	58.7	62.2
Not Chronically Absent (student count)			152
Report Card Points Earned	7	5.5	2

**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.

<b>Table 6</b>	2022	2023
Habitually Truant (percentage)	4.18	2.53%

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Habitually Truant (student count)	10	6
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Describe reasons and specific changes/adjustments in place to reduce the number of habitually truant students.

Habitually truant families' needs are met through pupil service team support. These families receive individualized attention from school staff, including the pupil personnel worker, guidance counselor, and office staff. Families are presented with strategies to improve the barriers that affect their students' daily attendance.

**IV. GRADUATION RATE – High Schools Only**

**V. SCHOOL SAFETY/ SUSPENSIONS**

1. Complete the table.

<b>Table 8: SUSPENSIONS</b>		
<b>Subgroup</b>	<b>All Students</b>	
	2021-2022	2022-2023
Total Referrals	39	43
All Suspensions	3	6
In School	*	*
Out of School	3	6
Sexual Harassment Offenses	1	*
Harassment/Bullying Offenses	3	1

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

Although we only saw a slight increase in referrals and suspensions in the past two years, the current school year has seen a significant increase that we are addressing with the following plan:

- Pupil Services Team Meetings
- Guidance Lessons with counselor
- Tier II and Tier III plans
- Behavior Specialist
- Parent Meetings
- Administrative Conferences with Students

#### **VI. EARLY LEARNING (Elementary Only)**

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

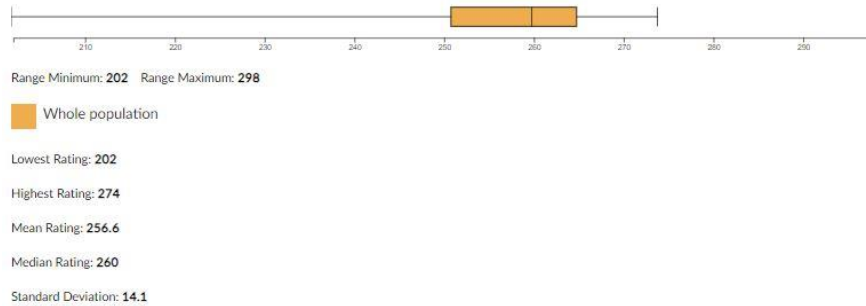
<b>Table 9</b>		
<b>Kindergarten Readiness Assessment</b>		
	<b>2021-2022</b>	<b>2022-2023</b>
	Percent Demonstrated	Percent Demonstrated
Language & Literature	18.18	62.50
Mathematics	22.73	21.88
Social Foundations	63.64	34.38

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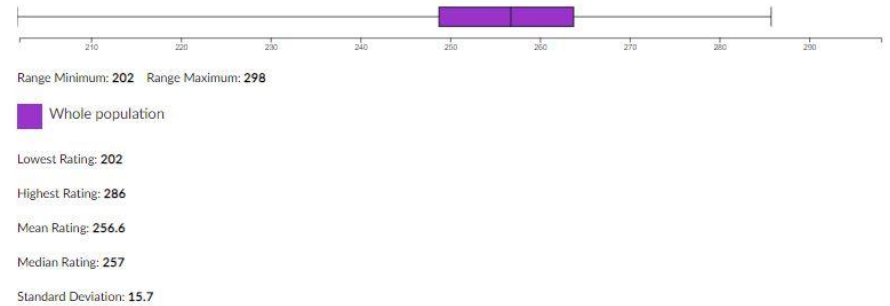
Physical Development	59.09	59.38
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## 2. Input the data report from maryland.kready.org site to show domain strengths and needs. (*Range Distribution: All Domains*)

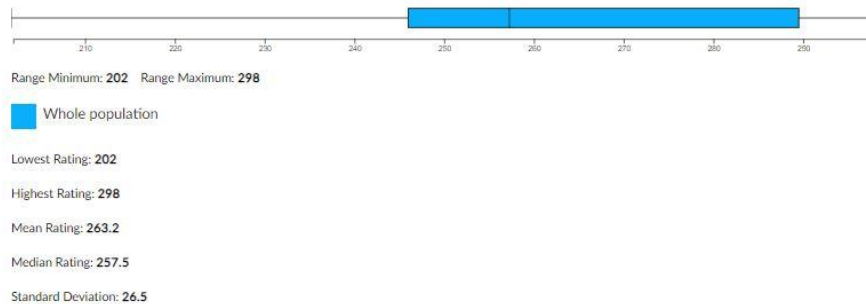
Language and Literacy



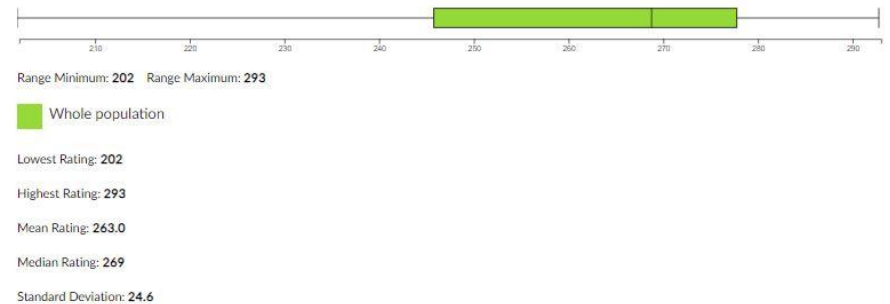
Mathematics



Social Foundations



Physical Development



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

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Trend data from 2022-2023 shows deficits emerging in mathematics and social foundations. Increases were observed in language and literature and physical development. Westernport Elementary works closely with the Judy Center Early Childhood Hub located at Westmar Middle School. This program now houses Early Head Start, Head Start, and Pre-K programs for three and four year old students in our community. Developing relationships with families early allows for increased familial involvement and an easier transition from Pre-K 4 into the kindergarten program. Students who receive IFSP services are accommodated by the school IEP team to ensure inclusion and proper induction to kindergarten. Westernport's social emotional coach visits the early childhood program at Westmar weekly to teach lessons. This allows a relationship to be built between the two programs. Students from the early childhood hub are also encouraged to attend events at Westernport. Transportation has been provided to our end of the year PBIS event among others. Students flagged work with therapists from School Therapy Services in PT and OT. School-based services are also provided for speech. Therapists, counselors, and social workers are available for referred students through the school and the health department.

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.

Students beginning kindergarten with deficits in any of the four assessed areas (language and literacy, mathematics, social foundations, and physical development) are met with immediate options for remediation in the classroom setting.

Language and Literacy:

- Students are assessed using the DIBELS program. Benchmark assessments occur three times per year as well as monthly progress monitoring of strategic and below grade level students. Targeted students are strategically placed within literacy lab groups based on skill and need. All students receive consistent small and flexible group instruction. Support from the literacy specialist is provided consistently to develop and appraise success of classroom strategies. Reading intervention teachers collaborate with kindergarten staff regularly to provide support in literacy lab and in-classroom instruction.

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Mathematics:

- Students are assessed using the iReady Mathematics program. Kindergarten staff gives the beginning of the year assessment individually to ensure student understanding. Small and flexible math groups are developed for teachers and support staff to provide daily individualized instruction. Students are reassessed at mid-year to redevelop targeted groups as needed. Support from the math specialist is provided consistently to develop and appraise success of classroom strategies.

Social Foundations:

- Students are assessed twice per year by their classroom teachers in internalizing and externalizing behaviors using the district based SRSS tool. This allows teachers to flag worrisome behaviors early in the school year. Students are then placed in small groups with the guidance counselor and social emotional coach to work on various behaviors. Our school-wide PBIS program supports classroom teachers in teaching school and classroom rules and expectations. All classrooms participate in Class Dojo and may earn class rewards.

Physical Development:

- Classroom teachers integrate movement and kinesthetic learning into daily instruction. Each day ends with exploratory learning centers which support motor development.

Evidence Based Practices:

- Articulation meetings between Westmar Early Learning Center and Westernport Kindergarten.
- Weekly co-planning between kindergarten and special education teachers.
- Small and flexible grouping to develop individualized instructional strategies.

Data Collection:

- Continuous informal and formal assessments
- DIBELS
- iReady
- KRA

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**VII. ACADEMIC PROGRESS**

**A. ENGLISH LANGUAGE ART**  
graduation

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

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

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

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

\* indicates no students or fewer than 10 students in category

TABLE 10a ELA Grade 3	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
<b>Maryland Results</b>	62843	12	43	45	63702	9	43	<b>48</b>	<b>+3</b>
<b>ACPS Results</b>	563	13	46	41	597	5	46	<b>49</b>	<b>+8</b>
All school students	42	14	57	28	42	3	52	<b>45</b>	<b>+17</b>
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	
Black or African American	≤10	*	*	*	≤10	*	*	*	
Hispanic/Latino of any race	*	*	*	*	≤10	*	*	*	



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Native Hawaiian or Other Pacific Islander	≤10	*	*	*	*	*	*	*	
White	41	15	56	29	41	3	51	<b>46</b>	<b>+17</b>
Two or more races	≤10	*	*	*	≤10	*	*	*	
Special Education	12	33	67	0	≤10	*	*	*	
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	41	15	56	29	42	3	52	<b>45</b>	<b>+16</b>
Female	19	10	37	53	19	5	42	<b>53</b>	<b>No change</b>
Male	23	17	74	9	23	0	61	<b>39</b>	<b>+30</b>

\* indicates no students or fewer than 10 students in category

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 - %
<b>Maryland Results</b>	63284	13	41	46	63938	11	40	<b>49</b>	<b>+3</b>
<b>ACPS Results</b>	603	9	41	50	567	10	41	<b>49</b>	<b>-1</b>
All school students	36	6	33	61	41	10	54	<b>36</b>	<b>-25</b>
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	≤10	*	*	*	*	*	*	*	
Black or African American	≤10	*	*	*	≤10	*	*	*	

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Hispanic/Latino of any race	≤10	*	*	*	≤10	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	≤10	*	*	*	
White	36	6	33	61	40	10	53	<b>37</b>	<b>-24</b>
Two or more races	≤10	*	*	*	≤10	*	*	*	
Special Education	≤10	*	*	*	12	25	67	<b>8</b>	
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	34	6	35	59	41	10	54	<b>36</b>	<b>-23</b>
Female	18	5	28	67	19	5	48	<b>47</b>	<b>-20</b>
Male	18	5	39	56	22	14	59	<b>27</b>	<b>-29</b>

\* 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 - %
<b>Maryland Results</b>	64583	15	44	41	64144	14	44	<b>42</b>	<b>+1</b>
<b>ACPS Results</b>	592	10	37	53	611	8	49	<b>43</b>	<b>-10</b>
All school students	39	3	46	51	42	10	50	<b>40</b>	<b>-11</b>
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	≤10	*	*	*	
Black or African American	≤10	*	*	*	≤10	*	*	*	

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<b>Hispanic/Latino of any race</b>	*	*	*	*	≤10	*	*	*	
<b>Native Hawaiian or Other Pacific Islander</b>	≤10	*	*	*	*	*	*	*	
<b>White</b>	38	3	47	50	42	10	50	<b>40</b>	<b>-10</b>
<b>Two or more races</b>	≤10	*	*	*	≤10	*	*	*	
<b>Special Education</b>	≤10	*	*	*	≤10	*	*	*	
<b>Limited English Proficient (LEP)</b>	*	*	*	*	*	*	*	*	
<b>Free/Reduced Meals (FARMS)</b>	39	3	46	51	42	10	50	<b>40</b>	<b>-11</b>
<b>Female</b>	25	0	44	56	23	9	39	<b>52</b>	<b>-4</b>
<b>Male</b>	14	7	50	43	19	11	63	<b>26</b>	<b>-17</b>

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	29%	34%	+5%
Economically Disadvantaged	29%	34%	+5%
Special Education	0%	8%	+8%
Male	9%	27%	+18%

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Female	53%	42%	-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	61%	40%	-21%
Economically Disadvantaged	59%	40%	-19%
Special Education	≤10	≤10	*
Male	56%	26%	-30%
Female	67%	52%	-15%
Other subgroup			

## 2. ELA FOCUS AREAS

<b>ELA FOCUS AREA 1:</b>	Reading for Information
Focus Area Goal	Based on the 2022-2023 MCAP data over 50% of the identified population (grades 3-5) needs intensive support with reading informational text. Focus Area Goal One is to increase proficiency by 5%. This goal will allow us to close the proficiency gap to compete with county and state scores.
Root Cause(s):	<ul style="list-style-type: none"> <li>• Insufficient background knowledge.</li> <li>• Insufficient exposure to vocabulary, word work, identifying and interpreting text features.</li> <li>• Insufficient exposure to comparing multiple texts.</li> </ul>

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Focus Content Standard(s):	<p>RI 3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI 3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI 4.7- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI 5.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI 5.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>
Barriers:	<ul style="list-style-type: none"> <li>• Readability.</li> <li>• Lack of background knowledge.</li> <li>• Attendance.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Professional development with Reading Specialist focusing on text features.</li> <li>• Support staff push in to assist with small group instruction.</li> <li>• Resources within the classroom:</li> <li>• Scholastic News, Zoo Babies, Zoo Books, Sports Illustrated for Kids, Nat Geo Kids, etc.</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Reading Specialist to model lessons on interpreting and comparing informational text features.</li> <li>• Reading Specialist to identify appropriate resources from Readworks and/or Newsela to support instruction.</li> <li>• Target informational text when giving free books to students.</li> <li>• Utilizing additional support staff for small group instruction.</li> <li>• Teach and utilize close reading strategies to facilitate informational text-based discussions.</li> <li>• Reading specialist will extract vocabulary from selected text for One Book, One School. All students will determine definitions, word usage, etc. from the text</li> <li>• LETRS Volume 2 Vocabulary PD will occur during ELA team meetings.</li> <li>• Book Vending Machine - students have opportunity to receive varied text to be exposed to informative genres.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• Title I (Supplemental Tier II Materials of Instruction for Core Reading Programs for K-5, supplies for the family engagement coordinator to work with volunteers to create materials of instruction, laminating machine, supplemental web-based subscriptions for tier II)</li> <li>• Community Grant.</li> </ul>

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Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• First semester - Introduce and practice independent learning and small group instruction and routines.</li> <li>• Second semester - Full implementation of small group instruction 3-5 times per week.</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• DIBELS/Progress Monitoring.</li> <li>• Unit assessments.</li> <li>• ELA team discussions.</li> <li>• Informal classroom assessments/observations(monitored by classroom teachers).</li> <li>• Walk-through evaluations.</li> <li>• Learning Walks.</li> </ul>

<b>ELA FOCUS AREA 2:</b>	Written Expression
Focus Area Goal	Based on the 2022-2023 MCAP data over 50% of the identified population (grades 3-5) needs intensive support with written expression. Focus Area Goal Two is to increase proficiency by 10%. This goal will allow us to close the proficiency gap to compete with county and state scores.
Root Cause(s):	<ul style="list-style-type: none"> <li>• Insufficient writing instruction.</li> <li>• Insufficient background knowledge.</li> <li>• Insufficient exposure to vocabulary, word work, identifying and interpreting text features.</li> <li>• Insufficient experience with keyboarding.</li> </ul>
Focus Content Standard(s):	W.3.2; 4.2; 5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Barriers:	<ul style="list-style-type: none"> <li>• Readability</li> <li>• Attendance</li> <li>• Keyboarding Skills</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Professional development across grade levels with writing with a greater understanding of MCAP rubrics.</li> <li>• Program (Superkids and CKLA) guides</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Support staff push in for small group instruction.</li> <li>• Consistently utilize the writing lessons included in the county vetted reading series'.</li> <li>• Students and teachers use and understand MCAP rubrics within the writing block.</li> <li>• Second grade teachers utilize MCAP rubrics (second semester).</li> <li>• Utilize journal writing.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Reading specialist will extract vocabulary from selected text for One Book, One School. All students will determine definitions, word usage, etc from the text</li> <li>• LETRS Volume 2 Vocabulary PD will occur during ELA team meetings.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• (Supplemental Tier II Materials of Instruction for Core Reading Programs for K-5, supplies for the family engagement coordinator to work with volunteers to create materials of instruction, laminating machine, supplemental web-based subscriptions for tier II)</li> </ul>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• First Semester: Teach rubric grading to students.</li> <li>• Second semester: Grade 2 will begin using MCAP rubrics to grade writing pieces.</li> </ul>
Monitoring Procedure:	ELA Team Meetings: score writing pieces, examine journal writing

### Universal Design for Learning for ELA.

<b>Table 12</b>	
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<i><b>Means of Representation:</b> providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>• Provide descriptions (text or spoken) for all images, graphics, video, or animations (Discovery Education).</li> <li>• Use digital materials and media to provide more auditory and visual opportunities for all students (Readworks, Newsela, Scholastic News, Discovery Ed, Superkids, CKLA, Follett Destiny, PebbleGo, PebbleGo Next).</li> <li>• Provide hard copies of documents using various fonts, size, background color, and Lexile Measures to provide more opportunities for all students as they acquire information and knowledge (Readworks allows for differentiation on various Lexile levels).</li> <li>• Pre-teach vocabulary and symbols in order to establish a connection to the learner’s prior knowledge.</li> <li>• Embed support for new vocabulary within the text.</li> </ul>
	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>

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<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<ul style="list-style-type: none"> <li>● Solve problems using a variety of strategies for nonfiction text.</li> <li>● Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video.</li> <li>● Allow assessment/project choices to give all students the opportunity to demonstrate what has been learned.</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b> <ul style="list-style-type: none"> <li>● Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video.</li> <li>● Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation.</li> <li>● Provide activities that allow students to receive feedback and have access to alternative scaffolds that support understanding.</li> <li>● Provide activities that allow for active participation, exploration, and experimentation.</li> <li>● Encourage/promote activities that foster imagination to solve relevant problems.</li> </ul>

**B. MATHEMATICS**

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

**Short Term Goal:** to 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	Level 1	Level 2	Proficient	Total Test	Level 1	Level 2	Proficient	Change in



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	Takers			Level 3 or 4	Takers			Level 3 or 4	proficiency rate
		%	%	%		%	%	%	+ or - %
<b>Maryland Results</b>	63262	28	35	37	64274	26	34	<b>40</b>	<b>+3</b>
<b>ACPS Results</b>	563	26	41	33	596	20	39	<b>41</b>	<b>+8</b>
<b>All school students</b>	42	28	55	17	42	14	52	<b>34</b>	<b>+17</b>
<b>American Indian or Alaska Native</b>	*	*	*	*	*	*	*	*	*
<b>Asian</b>	*	*	*	*	*	*	*	*	*
<b>Black or African American</b>	<10	*	*	*	<10	*	*	*	-
<b>Hispanic/Latino of any race</b>	*	*	*	*	*	*	*	*	*
<b>Native Hawaiian or Other Pacific Islander</b>	<10	*	*	*	*	*	*	*	*
<b>White</b>	41	29	54	17	41	15	51	<b>34</b>	<b>+17</b>
<b>Two or more races</b>	<10	*	*	*	<10	*	*	*	*
<b>Special Education</b>	12	50	42	8	<10	50	50	<b>0</b>	
<b>Limited English Proficient (LEP)</b>	*	*	*	*	*	*	*	*	*
<b>Free/Reduced Meals (FARMS)</b>	41	29	54	17	42	14	52	<b>34</b>	<b>+17</b>
<b>Female</b>	19	21	58	21	19	5	53	<b>42</b>	<b>+21</b>
<b>Male</b>	23	35	52	13	23	22	52	<b>26</b>	<b>+21</b>

\* indicates no students or fewer than 10 students in category

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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 - %
<b>Maryland Results</b>	63749	27	45	28	64520	25	43	<b>32</b>	<b>+4</b>
<b>ACPS Results</b>	602	18	47	35	566	17	47	<b>36</b>	<b>+1</b>
All school students	36	14	53	33	41	15	58	<b>27</b>	<b>-6</b>
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	<10	*	*	*	*	*	*	*	*
Black or African American	<10	*	*	*	<10	*	*	*	*
Hispanic/Latino of any race	<10	*	*	*	<10	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	<10	*	*	*	*
White	36	14	53	33	40	15	58	<b>27</b>	<b>-6</b>
Two or more races	<10	*	*	*	<10	*	*	*	*
Special Education	<10	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	34	15	53	32	41	15	58	<b>27</b>	<b>-5</b>
Female	18	11	56	33	19	5	48	<b>47</b>	<b>+14</b>
Male	18	17	50	33	22	23	68	<b>9</b>	<b>-24</b>

\* indicates no students or fewer than 10 students in category

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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 - %
<b>Maryland Results</b>	64989	26	49	25	64666	22	51	<b>27</b>	<b>+2</b>
<b>ACPS Results</b>	590	19	49	32	611	14	54	<b>32</b>	<b>0</b>
All school students	37	11	67	22	42	17	57	<b>26</b>	<b>+4</b>
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	<10	*	*	*	*
Black or African American	<10	*	*	*	<10	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	<10	*	*	*	*
Native Hawaiian or Other Pacific Islander	<10	*	*	*	*	*	*	*	*
White	36	11	67	22	42	17	57	<b>26</b>	<b>+4</b>
Two or more races	<10	*	*	*	<10	*	*	*	*
Special Education	<10	*	*	*	<10	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	37	11	67	22	42	17	57	<b>26</b>	<b>+4</b>
Female	24	12	71	17	23	22	52	<b>26</b>	<b>+9</b>
Male	13	8	61	31	19	11	63	<b>26</b>	<b>-5</b>

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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	17%	27%	+10%
Economically Disadvantaged	17%	27%	+10%
Special Education	<10	<10	*
Male	13%	9%	-4%
Female	21%	47%	+26%
Other subgroup			

Table 14b: Cohort Growth (Elementary Cohort 2030)			
MATH Percent Proficient	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
All Students	33%	26%	-7%
Economically Disadvantaged	32%	26%	-6%
Special Education	<10	<10	*
Male	33%	26%	-7%

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Female	33%	26%	-7%
Other subgroup			

### 2. MATH FOCUS AREAS

<b>MATH FOCUS AREA 1:</b>	Modeling
Focus Area Goal	Based on the 2022-2023 MCAP data, 50% of the identified population (3-5) needs intensive support with modeling. Focus Area Goal One is to increase modeling proficiency by 12%. This goal will allow us to close the proficiency gap to compete with county and state scores.
Root Cause(s):	<ul style="list-style-type: none"> <li>• Lack of mastery of multi-step problems.</li> <li>• Inconsistency of math vocabulary across grade levels.</li> <li>• Insufficient practice in written explanation.</li> <li>• Insufficient practice of multi-step word problems/modeling to mastery.</li> </ul>
Focus Content Standard(s):	3-5.M.1-1 Determine the problem that needs to be solved in a real-world situation. 3-5.M.1-2 Determine the information that is needed to solve a problem in a given real-world situation. 3-5.M.1-3 Identify the mathematics that is needed to create a solution path for a real-world situation. 3-5.M.1-4 Create a solution path that represents the mathematics needed to solve a real-world situation. 3-5.M.1-5 Evaluate a partial or complete solution to a real-world situation.
Barriers:	<ul style="list-style-type: none"> <li>• Purposeful and flexible groupings of students are not consistently used by all stakeholders.</li> <li>• Prioritizing exposure to purposeful/rigorous implementation of math MCAP multi-step word problems/tasks.</li> <li>• Prioritizing exposure to self/peer critiquing</li> <li>• Students are unfamiliar with how to input solution paths electronically.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Time to collaborate across grade levels.</li> <li>• Utilization of math and instructional specialist to conduct formal/informal two days a week</li> </ul>

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	<ul style="list-style-type: none"> <li>• Student-friendly MCAP modeling rubric posters</li> <li>• MCAP practice books</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• More emphasis will be directed toward the 4R's strategy within the i-Ready curriculum, which includes Three Reads. The Three Reads strategy allows students to understand the problem before solving and how to properly make sense of the multi-step problem.</li> <li>• The math block (90 minutes) has been extended to allow time for individualized instruction.</li> <li>• More exposure to Tier I, II and III questions to prepare for the Maryland Comprehensive Assessment by utilizing monthly MCAP tasks in grades 2-5 to build procedural fluency and conceptual understanding. At the beginning of the year, the math specialist will model a task with classroom teachers/students and expose the students to self and peer-critiquing. Beginning in November, fifth grade students will transition from paper/pencil completion of tasks to fluently completing electronic tasks. Third and fourth grade will complete the same transition in January. Second grade will begin paper/pencil tasks in January.</li> <li>• Teachers will continue to implement Math Solutions strategies, such as number talks, engaging math tasks and number sense routines.</li> <li>• The math and instructional specialist will support teachers through collaborative teaching, modeling rigorous tasks, conducting various coaching opportunities, monthly math team meetings, etc.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• Title I</li> <li>• Community Grant</li> <li>• ACPS Consumable funds</li> </ul>
Steps towards full implementation with timeline:	The strategies listed above will be implemented from August 2023 through May 2024.
Monitoring Procedure:	Implementation will be monitored by teacher/specialists monthly task reflections (scoring of MCAP-like tasks), small group personalized instruction, multi-step word problem exposure, i-Ready diagnostic assessments, informal classroom assessments, monthly team meetings, as well as walk-through evaluations.
<b>MATH FOCUS AREA 2:</b>	Reasoning (Grades 4-5)

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Focus Area Goal	Based on the 2022-2023 MCAP data, 88% of the identified population (Grades 4-5) needs intensive support with reasoning. Focus Area Goal Two is to increase reasoning proficiency by 18%. This goal will allow us to close the proficiency gap to compete with county and state scores.
Root Cause(s):	<ul style="list-style-type: none"> <li>• Lack of mastery of multi-step problems.</li> <li>• Inconsistency of math vocabulary across grade levels.</li> <li>• Insufficient practice in written explanation.</li> <li>• Lack of perseverance in multi-step problem solving</li> </ul>
Focus Content Standard(s):	<p>3-5.R.1 Base reasoning or explanations on a given pictorial representation and explain how the pictorial model represents a mathematical concept, or how it can be used to justify or refute a statement (with or without flaws), or how it can be used to make a generalization.</p> <p>3-5.R.2. Identify flawed thinking or reasoning and explain how to correct the thinking or work.</p> <p>3-5.R.3 Prove or disprove a statement, conjecture, or generalization, using correct and precise mathematical examples (visual representations, words, symbols, equations, or expressions).</p> <p>3-5.R.4 Reason mathematically to create or analyze a correct and precise solution to a real-world problem and be able to explain why the answer is mathematically correct.</p>
Barriers:	<ul style="list-style-type: none"> <li>• Purposeful and flexible groupings of students are not consistently used by all stakeholders.</li> <li>• Prioritizing exposure to purposeful/rigorous implementation of math MCAP multi-step word problems/tasks.</li> <li>• Prioritizing exposure to self/peer critiquing.</li> <li>• Students are unfamiliar with how to input solution paths electronically.</li> <li>• Many students are struggling to persevere in solving multi-step word problems.</li> <li>• Quality of MCAP-like task implementation.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Time to collaborate across grade levels.</li> <li>• Utilization of math and instructional specialist to conduct formal/informal modeling two days a week.</li> <li>• Student-friendly MCAP reasoning rubric posters.</li> <li>• MCAP practice books.</li> <li>• Prioritize implementation of instructional rounds (voluntarily based).</li> </ul>
Strategies and/or evidence-	<ul style="list-style-type: none"> <li>• More emphasis on language routines, including Three Reads, Co-Craft Questions, Say It Another Way, Notice and Wonder (utilize numberless word problems in instruction).</li> </ul>

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based interventions:	<ul style="list-style-type: none"> <li>• Utilization of math focus wall, specifically language purpose during all areas of the math block.</li> <li>• Emphasis on students answering problems in complete sentences, using consistent vocabulary across grade levels</li> <li>• Instructional Rounds team will be established from administration, instructional support staff, and teachers. This team will develop a schedule and norms for the rotation process. Instructional rounds will allow classroom teachers to observe other grade levels vertically. Teachers will take note of practices they observe to implement in their own classrooms.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• Title I</li> <li>• Community Grant</li> <li>• ACPS Consumable funds</li> </ul>
Steps towards full implementation with timeline:	The strategies listed above will be implemented from August 2023 through May 2024.
Monitoring Procedure:	Implementation will be monitored by teacher/specialists monthly task and team meeting reflections (scoring of MCAP-like tasks), small group personalized instruction, multi-step word problem exposure, informal classroom assessments/observations, disaggregation of data, as well as walk-through evaluations.

### Universal Design for Learning for MATH.

Table 15	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<b><i>Means of Representation:</i></b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>• Provide descriptions (text or spoken) for all images, graphics, video, or animations (Discovery Education, i-Ready Math)</li> <li>• Use digital materials and media to provide more auditory and visual opportunities for all students (SMARTboards, SMART Epson LightRaise units, Tablets, and digital enhancement via touchscreen Laptops; i-Ready Math) .</li> <li>• Provide hard copies of documents using various fonts, size, and background color to provide more</li> </ul>



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	<p>opportunities for all students as they acquire information and knowledge.</p> <ul style="list-style-type: none"> <li>● Pre-teach vocabulary and symbols in order to establish a connection to the learner's prior knowledge.</li> </ul>
<p><b>Means for Expressions:</b>  <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p><b>Expression/Action- This is how the student will demonstrate their knowledge.</b></p>
	<ul style="list-style-type: none"> <li>● Solve problems using a variety of strategies (manipulatives, base ten blocks, fraction bars, counters, cubes, number lines, 100 charts, etc.)</li> <li>● Compose in multiple media such as text, speech, drawing, illustration, comics, storyboards, design, film, music, visual art, sculpture, or video (SMARTboards, SMART Epson LightRaise units, Tablets, and digital enhancement via touchscreen laptops)</li> <li>● Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned (touchscreen laptops, tablets)</li> </ul>
<p><b>Means for Engagement:</b>  <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p><b>Multiple Options for Engagement</b></p>
	<ul style="list-style-type: none"> <li>● Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video</li> <li>● Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation.</li> <li>● Provide activities that allow students to receive feedback and have access to alternative scaffolds that support understanding.</li> <li>● Provide activities that allow for active participation, exploration, and experimentation.</li> <li>● Encourage/promote activities that foster imagination to solve relevant problems.</li> </ul>

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**C. SCIENCE**

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

\* indicates no students or fewer than 10 students in category

TABLE 16 MISA (SCIENCE)	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
<b>Maryland Results</b>	64716	20	50	30	64543	18	48	<b>34</b>	<b>+4</b>
<b>ACPS Results</b>	5889	14	55	31	611	13	53	<b>34</b>	<b>+3</b>
All school students	39	5	67	28	43	12	72	<b>16</b>	<b>-12</b>
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian 1	*	*	*	*	≤10	*	*	*	
Black or African American	≤10	*	*	*	≤10	*	*	*	
Hispanic/Latino of any race	*	*	*	*	≤10	8	*	*	
Native Hawaiian or Other Pacific Islander	≤10	*	*	*	*	*	*	*	
White	38	5	66	29	43	12	72	<b>16</b>	<b>-13</b>
Two or more races	≤10	*	*	*	≤10	*	*	*	

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<b>Special Education 10 9</b>	≤10	*	*	*	≤10	*	*	*	
<b>Limited English Proficient (LEP)</b>	*	*	*	*	*	*	*	*	*
<b>Free/Reduced Meals (FARMS)</b>	39	5	67	28	43	12	72	<b>16</b>	<b>-12</b>
<b>Female</b>	25	4	68	28	23	13	83	<b>4</b>	<b>-24</b>
<b>Male</b>	14	7	34	29	20	10	60	<b>30</b>	<b>+1</b>

### 2. Focus Areas

<b>FOCUS AREA 1:</b>	Earth Science
Focus Area Goal	Based on the 2022-2023 MCAP data, 88% of the identified population (Grade 5) needs intensive support in interpreting and analyzing scientific data in the domain of Earth and Space Science. Focus Area Goal One is to increase proficiency by 20%. This goal will allow us to close the proficiency gap to compete with county and state scores.
Root Cause(s):	<ul style="list-style-type: none"> <li>• Time for writing instruction.</li> <li>• Few experiences interpreting data and giving a written explanation based on that data.</li> <li>• Availability of hands-on materials.</li> <li>• Lack of hands-on labs.</li> </ul>
Focus Content Standard(s):	5-ESS2-2.2 - Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. 5-ESS2-2.1.a.i - Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
Barriers:	<ul style="list-style-type: none"> <li>• Time for writing instruction.</li> <li>• Experiences.</li> <li>• Increase in independent writing deficiencies.</li> <li>• Lack of keyboarding skills.</li> <li>• Vocabulary.</li> <li>• Oral Language.</li> <li>• Background knowledge.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Attendance.</li> <li>• FOSS only covers a portion of the Next Gen Science standards.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Structured science student resources.</li> <li>• An increase in hands-on experiments.</li> <li>• Practice prep activities.</li> <li>• Text level appropriate for students.</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• More opportunities to write and interpret data.</li> <li>• Utilizations of more graphic organizers and graphs.</li> <li>• Intentional use of science vocabulary, graphs, and data interpretation in writing.</li> <li>• Familiarize students with online tools.</li> <li>• Support systems in place.</li> <li>• Mystery Science Lessons.</li> <li>• Discovery Education.</li> <li>• Increase the number of hands-on experiments and have students draw conclusions, and write summaries based on the experiments that they conduct.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• Title I</li> <li>• Community Grant</li> <li>• ACPS Consumable funds</li> </ul>
Steps towards full implementation with timeline:	<p>First Semester:</p> <ul style="list-style-type: none"> <li>• Let's Do Science program (Maryland Science Center).</li> <li>• Keyboarding practice weekly (October-May).</li> <li>• Teachers will conduct focused hands-on learning opportunities weekly (Nov-May).</li> </ul> <p>Second Semester:</p> <ul style="list-style-type: none"> <li>• CKLA - Chemical Reactions unit               <ul style="list-style-type: none"> <li>◦ Students will be given more opportunities to respond in writing based on the interpretations of data using graphs and graphic organizers.</li> </ul> </li> <li>• Students will have the opportunity to practice using online testing tools and practice test questions</li> <li>• School-wide STEM Night               <ul style="list-style-type: none"> <li>◦ Students will have the opportunities to participate in many hands-on science related activities.</li> </ul> </li> <li>• Classroom teachers will provide an increase in opportunities for hands-on activities.</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• Focus of walk-throughs during science lessons in all grades.</li> <li>• Grade level team meetings to discuss progress with students.</li> </ul>

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<b>FOCUS AREA 2:</b>	Science and Engineering Practices
<b>Focus Area Goal</b>	Based on the 2022-2023 MCAP data, 70% of the identified population (Grade 5) needs intensive support in science and engineering practices. Focus Area Goal Two is to increase proficiency by 10%. This goal will allow us to close the proficiency gap to compete with county and state scores.
<b>Root Cause(s):</b>	<ul style="list-style-type: none"> <li>• Lack of background knowledge.</li> <li>• Time for inclusive writing instruction across content areas.</li> <li>• Appropriate grade level text.</li> <li>• Lack of hands-on lab experiences, investigations, exploring mathematical connections.</li> </ul>
<b>Focus Content Standard(s):</b>	Science and engineering practice are embedded throughout all tested standards.
<b>Barriers:</b>	<ul style="list-style-type: none"> <li>• Time for writing instruction.</li> <li>• Experiences.</li> <li>• Increase in independent writing deficiencies.</li> <li>• Lack of keyboarding skills.</li> <li>• Vocabulary.</li> <li>• Oral Language.</li> <li>• Background knowledge.</li> <li>• Attendance.</li> <li>• FOSS only covers a portion of the Next Gen Science standards.</li> </ul>
<b>Needed Resources:</b>	<ul style="list-style-type: none"> <li>• Structured science student resources.</li> <li>• An increase in hands-on experiments.</li> <li>• Practice prep activities.</li> <li>• Text level appropriate for students.</li> </ul>
<b>Strategies and/or evidence-based interventions:</b>	<ul style="list-style-type: none"> <li>• More opportunities to write evidence based explanations.</li> <li>• Utilizations of more graphic organizers and graphs.</li> <li>• Intentional use of science vocabulary, graphs, and evidence based explanations.</li> <li>• Familiarize students with online tools.</li> <li>• Support systems in place.</li> <li>• Mystery Science Lessons.</li> <li>• Discovery Education.</li> <li>• Increase the number of hands-on experiments and have students draw conclusions, and write</li> </ul>

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	<p>summaries based on the experiments that they conduct.</p> <ul style="list-style-type: none"> <li>• Mobile Science Lab.</li> <li>• STEM Night.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• Title I</li> <li>• Community Grant</li> <li>• ACPS Consumable funds</li> </ul>
Steps towards full implementation with timeline:	<p>First Semester:</p> <ul style="list-style-type: none"> <li>• Let's Do Science program (Maryland Science Center).</li> <li>• Keyboarding practice 1-2 times per week (October-May).</li> <li>• Teachers will conduct focused hands-on learning opportunities weekly .</li> </ul> <p>Second Semester:</p> <ul style="list-style-type: none"> <li>• Students will have the opportunity to practice using online testing tools and practice test questions.</li> <li>• School-wide STEM Night <ul style="list-style-type: none"> <li>◦ Students will have the opportunities to participate in many hands-on science related activities.</li> </ul> </li> <li>• Classroom teachers will provide an increase in opportunities for hands-on activities.</li> </ul> <p>On-going:</p> <ul style="list-style-type: none"> <li>• Snap-Ed program and lessons implemented monthly.</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• Focus of walk-throughs during science lessons in all grades.</li> <li>• Grade level team meetings to discuss progress with students.</li> </ul>

### Universal Design for Learning for SCIENCE.

<b>Table 17</b>	
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<b><i>Means of Representation:</i></b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>• Provide descriptions (text or spoken) for all images, graphics, video, or animations (Discovery Education)</li> <li>• Use digital materials and media to provide more auditory and visual opportunities for all students (SMART Epson LightRaise units, Tablets, and digital enhancement via touchscreen laptops, Discovery Education, Mystery Science lessons).</li> </ul>

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	<ul style="list-style-type: none"> <li>● Provide hard copies of documents using various fonts, size, and background color to provide more opportunities for all students as they acquire information and knowledge.</li> <li>● Pre-teach vocabulary and symbols in order to establish a connection to the learner's prior knowledge.</li> <li>● Embed support for new vocabulary within the text.</li> </ul>
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>
	<ul style="list-style-type: none"> <li>● Solve problems using a variety of strategies (Mystery Science, Foss Kits, Discovery Education)</li> <li>● Compose in multiple media such as text, speech, drawing, illustrations, comics, storyboards, design, film, music, visual art, sculpture, or video (SMART boards, SMART Epon LightRaise Units, tablets, and digital enhancement via touchscreen laptops).</li> <li>● Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned (touchscreen laptops, tablets, diagrams, models, data charts/graphs).</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	<ul style="list-style-type: none"> <li>● Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video (Mystery Science, FOSS kits, Discovery Ed)</li> <li>● Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation.</li> <li>● Provide activities that allow students to receive feedback and have access to alternative scaffolds that support understanding.</li> <li>● Provide activities that allow for active participation, exploration, and experimentation.</li> <li>● Encourage/promote activities that fosters imagination to solve relevant problems.</li> </ul>

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**VIII. MD School Survey Results and Plan**

<b><i>Staff Engagement Action Plan:</i></b> <b><i>2023 MD Report Card Score out of 3 =</i></b> <b><i>Projected MD Report Card Score (2024) =</i></b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Average Score out of a possible 10.	Domain: Safety    Topic: Substance Abuse    Average Score: 6.25
<b>Topic Description:</b>	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance abuse.
<b>Strategies:</b> What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> <li>● Revisiting health lessons.</li> <li>● Reviewing new standards for health.</li> <li>● Identify which grade levels are teaching substance abuse.</li> <li>● Purchase a professional pamphlet for age appropriate substance abuse issues.</li> <li>● Build awareness among staff about programs available for families experiencing substance abuse.</li> <li>● Display posters throughout the building to promote awareness.</li> <li>● Community Resource Guide will be made available to staff and students.</li> <li>● Activities will be included during Red Ribbon Week.</li> <li>● DARE program in 5th grade.</li> </ul>



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Initiative leader and team: Who is responsible and involved in the work?	Principal, Title I Instructional Specialist, School Counselor, Health Nurse, School Social Worker
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"> <li>• Community Resource Guide</li> <li>• DARE Lessons</li> <li>• DARE Officer</li> <li>• Posters</li> <li>• Red Ribbon Lessons and Activities</li> <li>• Staff Awareness Meetings</li> </ul>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> <li>• DARE graduation</li> <li>• Maryland Engagement Survey</li> <li>• Title I Instructional Specialist Review of Health Curriculum</li> </ul>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>• DARE - May 2024</li> <li>• Survey - Spring 2024</li> <li>• Staff Meetings throughout year</li> <li>• Red Ribbon - October 2023</li> <li>• Community Guide and Brochure - February 2024</li> </ul>
<b>Secondary Area of Need</b> State the Domain, Topic, and Average score out of a possible 10	Domain: Safety    Topic: Physical Safety    Average Score: 6.50
Topic Description:	The physical safety topic describes the degree to which instructional staff feel there are frequent physical conflicts among students, vandalism, student possession of weapons, robbery/theft, and/or student physical and verbal abuse of staff.
Strategies:: What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> <li>• Review social emotional toolbox strategies.</li> <li>• Upon first offense, obtain a guidance referral. Upon second offense, continue with office referral.</li> <li>• Small social emotional support groups</li> <li>• Check In Check Out Program</li> <li>• Consult with a behavior specialist.</li> <li>• Consistent Teacher, specialist, administration meeting on individual concerns</li> </ul>

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Initiative leader and team: Who is responsible and involved in the work?	Administration, Guidance, Behavior Specialist, Social/Emotional Coach, LAP, Resource Officer
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"> <li>• Toolbox resources</li> <li>• Staff professional development on Toolbox strategies</li> <li>• Behavior Specialist</li> <li>• Scheduled behavior meetings</li> </ul>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> <li>• SRSS</li> <li>• Check In Check Out Data</li> <li>• Behavior Plan Data</li> <li>• Referral Data</li> </ul>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>• SRSS - BOY, MOY, EOY</li> <li>• Monthly Behavior Meetings</li> <li>• Monthly review of referral data at Culture/Climate meetings</li> </ul>

### ***Student Engagement Action Plan: 2023 MD Report Card Score out of 7 = Projected MD Report Card Score (2024) out of 7=***

<b>Primary Area of Need</b> State the Domain, Topic, and Score	Domain: Relationships    Topic: Student-student relationships    Average Score: 4.06
Topic Description:	The student-student relationships topic describes the degree to which students feel other 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"> <li>• Toolbox Lessons</li> <li>• Small group lessons</li> <li>• Second Step</li> <li>• Restorative Practice</li> <li>• Classroom lessons on social skills</li> </ul>

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Initiative leader and team: Who is responsible and involved in the work?	Climate/Culture Team, Principal, Guidance Counselor, Social Emotional Coach
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"> <li>• Small group lessons with guidance counselor and social emotional coach</li> <li>• Second Step resources</li> <li>• Toolbox resources</li> <li>• SRSS</li> </ul>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> <li>• SRSS survey</li> <li>• Teacher observations</li> <li>• Maryland Engagement Survey</li> </ul>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>• SRSS - BOY, MOY, EOY</li> <li>• Maryland Engagement Survey - Spring</li> <li>• Weekly small groups</li> </ul>
<b>Secondary Area of Need</b> State the Domain, Topic, and Score	Domain: Safety    Topic: Physical Safety    Average Score: 4.34
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"> <li>• Visits, interactions, discussions with school resource officer</li> <li>• Emergency Plan drills</li> <li>• Resource lessons</li> <li>• Small groups</li> <li>• Professional development and classroom teaching of the "I Love U Guys" vocabulary</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	Administration, Guidance, Behavior Specialist, Social/Emotional Coach, LAP, Resource Officer

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Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"><li>• Small groups with guidance counselor and social emotional coach</li><li>• School Resource Officer</li><li>• Critical Incident Plan</li><li>• “I Love U Guys” resources</li></ul>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"><li>• SRSS assessment</li><li>• Maryland Engagement Survey</li></ul>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"><li>• SRSS - BOY, MOY, EOY</li><li>• Maryland Engagement Survey - Spring</li></ul>

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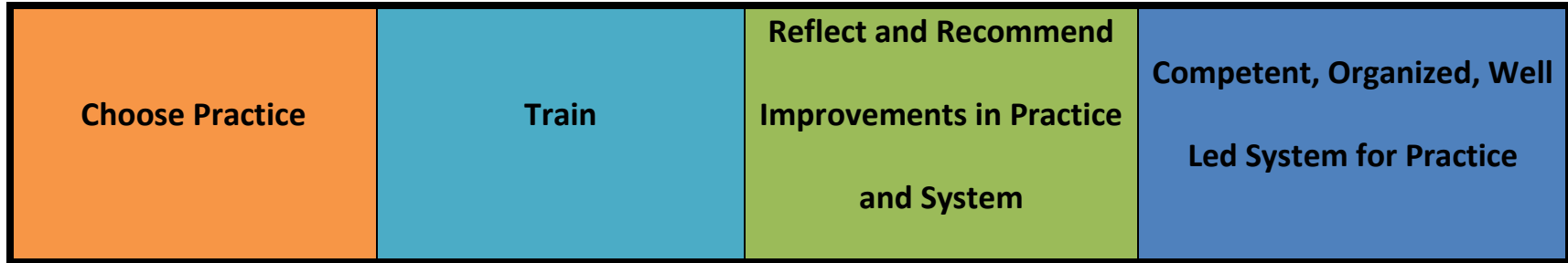
**IX. MULTI-TIERED SYSTEM OF SUPPORT**

<b>PRIORITY: An opportunity identified by the team in order to achieve their vision.</b>			
<b>PRACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority.</b>			
<b>LAYING THE FOUNDATION</b> Why/What?	<b>INSTALLATION</b> Where/How?	<b>INITIAL IMPLEMENTATION</b> How are we learning?	<b>FULL IMPLEMENTATION</b> How are we sustaining?
Learn Options	Prepare People and Systems	Try Out the Practice	Student and System  Outcomes Show the  Practice Works

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- 1) We know what options (practices) exist for this priority.
- 2) We agree on which practice we want to implement.
- 3) We have people and systems prepared to implement this practice.
- 4) We have well-trained people who will be trying out this practice.
- 5) We have tried out this practice.
- 6) We have reflected and recommended improvements in the practice and systems that support it.
- 7) We have student and system outcomes that show this practice is working.
- 8) We have a competent, organized, well led system for this practice.

<b>PRIORITY: #1</b> Behavior Screening and Progress Monitoring			
<b>PRACTICE:</b> Use a reliable and valid universal screening tool to identify students with at-risk social behavior			
Action Step	Who	By When	Status Update / Next Steps
<b>LAYING THE FOUNDATION</b>			
<ul style="list-style-type: none"> <li>Completed</li> </ul>	PBIS Admin District	Completed	
<b>INSTALLING</b>			

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<ul style="list-style-type: none"> <li>Completed</li> </ul>	Admin	Screenings given throughout the school year	
<b>IMPLEMENTING</b>			
<ul style="list-style-type: none"> <li>Completed</li> </ul>	Teachers PST Team, Guidance Counselor Administration	BOY, MOY, EOY	
<b>SUSTAINING SCHOOL WIDE IMPLEMENTATION</b>			
<ul style="list-style-type: none"> <li>Continue to examine and analyze the data to determine the alignment of current interventions</li> <li>Place dates on the calendar for the 2023-2024 school year administration</li> </ul>	Teachers PST Team, Guidance Counselor Administration District BIT committee	BOY, MOY, EOY	<ul style="list-style-type: none"> <li>Analyze outcome data to determine results</li> <li>Need training plan for new teachers (yearly)</li> <li>Continue PD as needed</li> </ul>

<b>PRIORITY: #2</b> Look at Restorative Practices within the school.			
<b>PRACTICE:</b> After introduction to restorative practices, teachers will begin using the strategies as they are introduced.			
<b>Action Step</b>	<b>Who</b>	<b>By When</b>	<b>Status Update / Next Steps</b>
<b>LAYING THE FOUNDATION</b>			
<ul style="list-style-type: none"> <li>Introduce Restorative Practices to the staff</li> </ul>	PBIS Admin Guidance Counselor		<ul style="list-style-type: none"> <li>Completed</li> </ul>

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<b>INSTALLING</b>			
<ul style="list-style-type: none"> <li>Continue to offer Professional Development on Restorative Practices in school year 2023-2024</li> </ul>	PBIS Admin Guidance Counselor	School year 2023-2024	<ul style="list-style-type: none"> <li>Continued follow-up with staff at faculty meetings, team meetings and additional principal staff development opportunities</li> </ul>
<b>IMPLEMENTING</b>			
<b>SUSTAINING SCHOOL WIDE IMPLEMENTATION</b>			

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

**PBIS Tier I**

**PBIS Tier II**

**PBIS Tier III**

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

Our school uses several programs to maintain good discipline and a positive school climate. One of these is the Positive Behavior Interventions and Support (PBIS) program. Through PBIS, the students are rewarded for their positive behaviors and good choices. Teachers and support staff may award students with points for displaying good character or making good choices inside and outside of the classroom setting. Each classroom teacher uses Classroom Dojo to manage classroom behavior in a positive



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way. When students have earned 10 points, they may cash them in for a token to visit the Token Tower. Bus drivers are given blue tickets to hand out for good behavior and students may hand these tickets in to the teachers to receive a point. Guidance lessons focus on appropriate behavior to ensure a healthy learning environment. All students receive instruction using the Second Step Program.

Students also work towards earning PBIS incentives. Some of these events include dances, movies, winter Olympic games, and an end of the year event. Teachers track behavior over a 3 or 5 week period prior to events. Students who meet all guidelines earn the event. Students really enjoy these events and strive to have positive behavior to attend.

Voice charts are displayed throughout the building displaying which voice level is expected in that particular area. For example, the hallway is level 0, "Silence is Golden". These charts let the students know what behavior is expected.

Students who display positive behaviors are eligible to receive positive referrals from staff. Students are recognized by office staff on morning announcements. Parents are contacted to maintain positive contact. The referral and picture of the student are then posted on a bulletin board near the office.

All staff members monitor the hallways during bus arrival and dismissal time, a time during the day when more referrals had been received in the past. A variety of staff also participates in daily duties including lunch and recess in order to maintain positive interactions with students throughout the day.

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

Students who have not responded positively to Tier I behavioral supports are eligible to participate in a school-based Check-In/Check-Out program. Students are referred to the program based on past behaviors and response to Tier I support. In this program, student participants are paired with a faculty mentor who will check in and out with them on a daily basis in order to provide encouragement and support. Small groups are developed from SRSS data in order to meet the needs of students in Tier II. These groups are held consistently with the guidance counselor and social emotional coach. Identified students also participate in counseling with district social workers.

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#### **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 the plan. They were invited to a Title I spring parent decision making meeting in May of 2023 during which key Title I documents such as the school parent compact, the parent and family engagement plan, and the Title I budget were reviewed, and parents provided feedback. In addition, input on the plan was gathered during the Fall 2023 Back to School Night / Annual Title I Meeting. Parents, family members, and community members were also invited to attend action team meetings to provide input.

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

Action teams made up of teachers and other school staff contributed to the development of the School Improvement Plan. Each team was responsible for various sections of the plan in order to gain varied insights into activities and strategies to reach specific plan goals. Each team examined the work of the others in order to create a cohesive strategic plan for improvement.

##### **TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

Title I Funded Strategies to Increase Parent and Family Engagement	Date
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Stipends to pay teachers for planning for and for presenting to parents and fixed charges- Title I Annual Meeting/Back to School Night	August 17, 2023
Title I Mid-Year Monitoring Meeting with Parents	February 2024
Title I Spring Meeting with Parents	April 2024
Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families.	Ongoing
Stipends to pay teachers for planning for and for presenting to parents and fixed charges- Family Math Night	November 7, 2023
Stipends to pay teachers for planning for and for presenting to parents and fixed charges- Family Reading Night	December 6, 2023
Stipends to pay teachers for planning for and for presenting to parents and fixed charges- Family Science Night	April 2024
Materials and/or refreshments will be provided during capacity building events for parents and families	Ongoing
Emphasis on improved communication with parents such as use of colored paper for newsletters	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.

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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
Raising a Reader	Pre-K3, Pre-K, and Kindergarten teachers, Dr. Cherie Helmstetter, Early Elementary Programs Specialist	The Raising a Reader program is a reading at home program that provides students and families with bags of books that are rotated each week to promote a love of literacy.
Career Day	Guidance Counselor, Local Organizations/Businesses, Parents	A career day is an activity in which business partners from a variety of companies come together at a school to share information about their workplace, their job, and the education and skills that are required for success in their career.
Community Schools	Concentration of Poverty Grant	Community schools promote positive, equitable outcomes by providing students and families with the physical and mental health, academic, and extracurricular support needed to thrive by working with a variety of community partners such as local churches, Frostburg University, local

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		businesses, library, and various health agencies such as the health department.
Judy Center	Samantha Kennedy	The Judy Center provides programs that will give parents the knowledge, skills, and resources to meet their children's basic needs; provides affordable high-quality early childhood programs; provides quality health services, which promote the healthy lifestyle.
ACPS After School Program	Title I	The After School program provides a safe space after school for students to complete homework, activities, and have a warm meal for dinner.
ACPS Summer School Program	ACPS	The Summer School program provides summer bridge lessons and activities to students in order to slow the loss of instruction over the summer break. Students in various geographic regions of the county attend the program at select schools.
Head Start	Allegany County HRDC Head Start	HRDC Head Start is a federally funded program that implements education, health and parent involvement into a secure, productive environment.  Services are provided to qualifying low-income

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		families within Allegany County. Families of children ages 3 to 4 years old receive comprehensive preschool opportunities including components focusing on health, nutrition, education, disability services, parent involvement, medical and social services. The emphasis is on the total family – not just the children.
University of Maryland Extension	University of Maryland	The UMD Extension office provides programming in regional schools with instruction on nutrition, natural resources, gardening, etc. Students participate in lessons and hands-on experiences.
Westmar Early Learning Center	ACPS	The Westmar Early Learning Center houses early childhood programs for area students in Pre-K 3 and 4. Students receive high-quality instruction from highly-qualified early childhood educators. The center works in conjunction with the Judy Center & HeadStart housed in the same building.
Western Maryland Food Bank	Allegany County	The Western Maryland Food Bank is a subsidiary of the national food bank, Feeding America. The WMFB works through local organizations to provide needy families with food. Students in the Friday Friends program receive a bag of food to supply their meals through the weekend at home.
Outdoor School	ACPS	Outdoor School allows fifth grade students

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		the experience to sleep away from home in the natural environment. Students learn about our local environment through lessons, hikes, and activities.
Evergreen Heritage Center	EHC Foundation	The Evergreen Heritage Center provides environmental lessons through hands-on activities. Their visits to school allow students to learn about local natural resources, STEM, and nutrition. The Elementary Edibles program introduces students to fresh and healthy food choices.
Ag Lab	Title II	The Maryland Agricultural Education Foundation's Mobile Science Lab Program teaches elementary students in Maryland the importance of agriculture in their everyday lives.

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.

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In addition, Titles I, II, and IV, and Raising a Reader funding is utilized to supplement the local funding.

**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
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1. Title I funded planning beyond the regular duty day for math and ELA (stipends, fixed charges, and materials)	TBD	Teachers	Teachers will create lesson plans for core reading and/or math and/or literacy labs.	Informed groupings and adjusted instruction.	Lesson plans
Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
2. Title I funded articulation meetings for teachers of grades 1-5 (stipends, fixed charges, and materials)	May 2024	Teachers	Literacy Lab groupings will be adjusted and class rosters will be created.	Informed groupings and adjusted instruction.	Literacy Lab groups and class rosters

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<b>Professional Learning Title</b>	<b>Date(s), Time, and Location</b>	<b>Intended Audience</b>	<b>Changes to occur as a result of Professional Learning</b>	<b>Knowledge and skills the participant will attain</b>	<b>Method to measure implementation of knowledge and skills in the classroom</b>
3. Ruby Payne	October 2023 and January 2024	School admin, teachers, and support staff.	Staff will have a deeper understanding of poverty and how that affects choices and behaviors.	New knowledge will be gained on the structure and impact of poverty in our schools.	PD Quiz Reflections


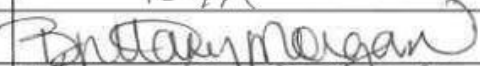

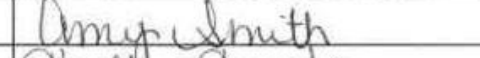

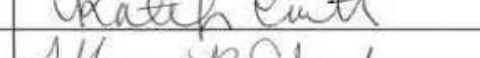


### **XIII. Management Plan**

1. How will the plan be shared with the faculty and staff? Please include approximate dates.
  - The plan will be shared at a faculty meeting. Handouts of key points of the final draft of the plan, which will simplify our focus in all appropriate areas, will be distributed in January 2024.
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 available in the office (paper copy and electronic version). The plan will be shared upon approval in January 2024.
3. What role will classroom teachers and/or departments have in implementing the plan?

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- Classroom teachers and support staff will have an important role in implementing the strategies outlined within the various sections of the plan in order to meet long-range goals.
4. How will student progress data be collected, reported, and evaluated by the SIT?
- Students progress data will be collected via district based assessments. These results are discussed within grade level data meetings as well as action team meetings.
5. How will the administration monitor the plan?
- School administration will monitor the plan by working closely with action team leaders and instructional coaches in order to maintain understanding of reaching school wide goals.
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 the development of the plan, will monitor the implementation of the plan by meeting with the principal at least monthly, and will assist in evaluating the plan during a spring parent meeting.

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**School Improvement Plan for Title I School - SIGN OFF SHEET**

Name	Signature	Role
Derek Horne		Principal
N/A	N/A	Assistant principal
Brittany Morgan		Other School Leader
Kara McDowell		Teacher
Amy Smith		Teacher
Shelley Snyder		Instructional Assistant
Donna Beeman		ACPS/School Reading Coach or Specialist
Katelyn Pratt		ACPS/School Math Coach or Specialist
Tiffany Clark		Reading Interventionist
Betsy Green		Title I School Support Specialist