Allegany County Public Schools
2018 – 2019 School Improvement Plan

School: George's Creek Elementary   **Principal: Tara Fazenbaker**

Allegany County Public Schools
2018 – 2019 School Improvement Plan

INTEGRATED EDUCATIONAL FRAMEWORK
Mission, Vision, and Core Values

Mission Statement

ge's Creek Elementary School, with support from family and school community partnerships, provides highly effective instruction th
students to experience a comprehensive education in a safe environment that will prepare them to contribute to a changing socie

---

Vision

All students can learn to their fullest potential at George's Creek Elementary School. With multicultural perspectives,
students will grow intellectually, physically, socially, and emotionally by being active in their personalized learning goals and
displaying behavior expectations of being safe, responsible, and respectful.

Core Values

Guiding Children Everyday to Succeed
- We believe it is essential to build and strengthen family and school partnerships.
- We believe in providing individualized instruction that is equitable for students to grow.
- We believe in supporting the development of the whole child in order for students to integrate learning and apply their knowledge to be successful in society.
- We believe in having school-wide behavior expectations with restorative practices to cultivate an environment that is peaceful and safe.
- We believe that a positive mindset leads to the entire school community performing at their highest potential.

Allegany County Public Schools
2018 – 2019 School Improvement Plan

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

1. What is the role of the principal in the School Improvement Process at your school?
    The principal
    - Oversee faculty and staff and make decisions that impact the overall educational success of the s
    - Lead and direct the process of continuous school improvement.
    - Assign chairpersons to Action Teams and participate in identifying school initiatives, analyzing dat developing and monitoring goals.
    - Provide instructional leadership for the alignment of curriculum, instruction, and assessment thro observation and evaluation of teachers.
    - Monitor student achievement using technology and multiple sources of data.
    - Improve instructional practices through purposeful walk-throughs and observations and evaluatic teachers.
    - Maintain a positive culture of learning that capitalizes on multiple aspects of cultural diversity to needs of all students.
    - Implement professional development activities focusing on county initiatives, understanding of c data analysis, deliberate planning, individual teacher needs and discipline.
    - Establish effective relationships and communicate effectively with students, parents, staff, comm groups and Central Office support staff.

2. What is the purpose of your school leadership team in the School Improvement Process?
    The leadership team
    - Interprets individual and aggregate reports
    - Follows the Root Cause Analysis procedure to identify areas of strengths and weaknesses
    - Develop plans of action in the areas of ELA, math and discipline
    - Monitor and make changes and additions in the plan as needed

3. Does your school improvement team (SIT) represent your entire school community, including parents/gu
    The following have representation on our team
    ● School Administration
    ● Classroom teachers
    ● Resource teachers
    ● Guidance Counselor
    ● Special Education Teacher
    ● Reading Interventionist
    ● Instructional Assistants
    ● Family Engagement Coordinator
    ● Parents

4. What additional opportunities exist for everyone in your school community to meaningfully participate i
    decision-making processes?
    ● Team Meetings
    ● Discussions with Math and Reading Specialists and teachers
    ● Involvement and development of the objectives/goals of the Leadership Team
    ● Parent Participation in SIT meetings
    ● Discussions during faculty meetings

5. What is the process of developing a shared understanding and commitment to the vision, mission, and co
    within the school and community?   The mission statement, vision, and core values were developed with
    parents. It was agreed upon by all in attendance. The core values reflect what teachers and staff do eve
    guide children to succeed. In order to make sure all stakeholders are able to articulate the core values, ou
    is: **G**uide **C**hildren **E**veryday to **S**ucceed; which is also the initials for the school, this pneumonic was crea
    will be placed on all information that goes home

6. When did the last periodic, collaborative review of the vision, mission, and core stakeholders occur?
    September and October, 2018

7. Have you adjusted the school's mission and vision to changing expectations and opportunities for the sch
changing needs and situations of students? Yes If so, why? Our school has become a PBIS school, theref
adjusted our vision to incorporate the Miner Expectations. We are an inclusive school so we adjusted th
to reflect the personalized learning goals that some of our students work on every day to be productive r
of the George's Creek Elementary learning community.

B. Culture, Climate, and Inclusive Community

School climate and culture have a profound impact on student achievement and behavior and reflects the school
community. Positive and sustainable school climate fosters learning and youth development.

School climate refers to the character and quality of school life that is centered on patterns of students, staff and pa
experiences of school life. School climate refers to a school's social, physical, and academic environment. It refers t
not limited to how the school makes people feel. Examples: Do they feel safe, welcomed, and connected?

School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizatic
structure. A related concept is school culture, which refers to the "unwritten rules and expectations" among the sch
(Gruenert, 2008).

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as we
student learning, fulfillment, and well-being. The following examples are commonly associated with positive school

- The individual successes of teachers and students are recognized and celebrated.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland's
schools, without exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language,
socioeconomic status, age, or disability have the right to educational environments that are:

A. Safe
B. Appropriate for academic achievement; and
C. Free from any form of harassment.

rative or bulleted form, address your school's **climate**, **culture, and inclusive community**.

e's Creek Elementary School has specific expectations that are implemented to maintain a welcoming, comfortable envir
d towards the success of the overall school community. These expectations include being respectful, responsible, and saf
derstanding that everyone will strive to perform at their best, whether it be students, staff, administration, or visitors to
g. Mindset is also a focus, emphasizing that a positive attitude determines a successful direction.

ain goal is for students to achieve academically and be present during instruction; therefore, specific discipline procedure
to support learning and provide consistent outcomes. The school is beginning the first year of implementing the Positive
ention and Supports (PBIS) approach to discipline in which the faculty and staff have established the social culture, behav
onsistent methods towards school-wide expectations of being safe, responsible, and respectful. Behavior is observed usin
model, with specific consequences relating to certain behaviors. Level 1 behavior categories are initial observations of pe
ior and are classroom managed. Level 2 behavior categories are chronic occurrences from Level 1 that can either be class
managed. Level 3 behavior categories are chronic occurrences from Level 2 that are administrative managed. Each incide
ed on a discipline log which results in consequences such as verbal warnings, privileges removed, counseling interventio
ct, or referrals. With each level, strategies are used to provide support to change behavior and always begin with a studer
ence to reflect on choices and identify expected behavior for the future.

entrance into the school, a display case is redesigned bi-monthly sharing positivity towards both academics and behavio
ts are greeted each morning in the cafeteria and gymnasium by their classroom teachers, individually reviewing the dail
tations and making positive comments to set the focus of the day. Each marking period, students are acknowledged for t
mic achievement and attendance through an awards ceremony and certificate/medal presentations. A hallway bulletin b
asizes the behavior expectations, along with visual posters throughout the school as reminders. Students are verbally rec

5

playing the school-wide expectations by the process of stating their name, stating their action, and stating the school-wid

tation met. Wednesday Words of Wisdom are presented by school personnel as they share scenarios of making good cho

ily televised announcements. Restorative practices are implemented to peacefully problem-solve between those that dis

ul actions and those that are harmed by the actions in order to resolve the situation by repairing relationships. In each cla

loops are used as a hands-on strategy for students to lead discussions towards independent social problem-solving.

BIS team and school/district experts provide additional behavior support to teachers through extensive intervention strat

s students needing individual mediation. This could be through a check in/check out system with a mentor, visual poster

g spaces, fidgets, and personal recognitions based on areas of interests. The members of the PBIS team meet monthly to

nd determine if additional faculty training is necessary and /or outside services are required to support the student. They

feedback at faculty meetings regarding areas of concern that need reexamined and behavior that is exceeding the expect

eace Builders Pledge is recited as a reminder to approach situations with peaceful intentions. As a pledge follow-up, the g

elor conducts lessons about being mindful, peaceful, positive, and behavioral choices supporting the expectations. This p

asizes the student's role in maintaining peaceful behavior throughout the school community. Students recognize a classm

ys expected social characteristics each month. These students and parents are invited to a Donut Social to celebrate.

e's Creek faculty and staff work hard every day to ensure that all students are included. Paraprofessionals work througho

g supplying support to students with and without disabilities in a variety of ways. They provide assistance to students in

oom by accommodating individual students, working with small groups, and assisting the classroom teacher with instruct

ctional assistants are able to collaborate with the classroom and special education teachers through daily discussions. Spe

tion and general education teachers are given opportunities to plan for all students on a weekly basis. The Maryland Coal

ve Education (MCIE) planning sessions are scheduled monthly for grade level teachers, along with the Leadership team to

ue collaboration. These meetings will allow all teachers to develop plans for the instruction of all students during the upc

veeks. Instructional assistants are also responsible for helping with duties, such as morning greeters in the gym and cafete

ria coverage, and dismissal at the end of the day.

nts of all abilities are engaged with each other during instruction. They work together in small groups and as partners in c
orate on instructional activities. With the change in student population, the faculty and staff at George's Creek could ben
onal professional development on addressing specialized groups of students' needs, such as educational disabilities and c
ed behaviors in an effort to support children as they learn and grow.

C. Staff Engagement Action Plan

Staff Engagement Action Plan

y areas of needed improvement: is/are the issue (s) that needs ssed?	When reviewing the results of the Staff Engagement Survey, the area of Communication wa identified needing improvement at George's Creek. When looking in the area of Parent to Teacher and Teacher to Parent; there were individuals who disagreed that the communicatic both oral and written with parents was always clear or non-threatening. There were also sev individuals that felt they did not effectively communicate with parents. Therefore, building po relationships between school and home is the area GC chose to focus on this year.
ctivities: What steps will be taken er to obtain the desired ne(s).	● Reach out to parents who did not attend Back-to School night within the next 20 day conference or phone call. This allows teacher to begin developing a relationship wit parents. Teachers can also send home a follow-up note home. ● Document communication on the School Parent Compact. ● Beginning in October, implement two positive phone calls per month utilizing the Fai Engagement Coordinator, document on Home School Compact. ● Send home Positive Notes through the use of postcards, document on Home Schoc Compact. ● Utilize Class Dojo to send positive messages to parents regarding students ● Submit logs to Family Engagement Coordinator at the end of the year.

Allegany County Public Schools
2018 – 2019 School Improvement Plan

ve leader and team: Who is nsible and involved in the work?	• Delsie Fazenbaker, Family Engagement Coordinator • Tara Fazenbaker, Principal • Lisa Stevenson, Assistant Principal • Teachers
irces: What investments (people, nent, time, etc) will be needed to out the initiative(s) gies/activities) to achieve the d outcome(s)?	• Time for making phone calls: Teachers will provide the Family Engagement Coordin the names of two students per month and a positive note so that calls can be made home. • Home-School Compact • Faculty Meeting briefing: Reflection of 20 day communication • Postcards and postage
ones: What are the major events accomplishments for this?	• Better rapport with families • Mid-year survey to parents asking for input regarding communication, facilitated by t Family Engagement Team
mance Metrics: What will you ire to gauge progress on your steps and to determine if the ied goal has been met?	• Weekly self-evaluation (during the 20 days) • Reminders during team meetings and electronic faculty meetings • Reminder posted next to the daily sign-in • Record the phone calls on the classlist, documentation will be kept by the Family Engagement Coordinator • Report out at a team meetings regarding postcards that have been sent home

ne: Include dates for nentation of action steps.	- Finish introductions to parents by Wednesday, Sept. 20; 20 days after Back to Scho Night - Two positive phone calls per month (Oct. 1 through May 31); record name of studen date on provided classlists - Submission of Home School Compacts at End of the Year, June

IOOL DEMOGRAPHICS

   A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	1	1	2
Teachers	0	19	19
Itinerant staff	8	0	8
Paraprofessionals	2	5	7
Support Staff	0	4	4
Other	7	7	14
Total Staff	18	36	54

Table 2					
Under each year, indicate the percent as indicated of individual in each category.	2014 – 2015 Official Data	2015 – 2016 Official Data	2016 – 2017 Official Data	2017 – 2018 Official Data	201 O
Percentage of faculty who are:					

● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	100 0	100 0	100 0	100 0	
For those not certified, list name, grade level course	na	na	na	na	
Number of years principal has been in the building	2	3	4	5	
Teacher Average Daily Attendance	94.8%	93.5%	95.6%	93.0%	

Student Demographics

Table 3				
SUBGROUP DATA				
SUBGROUP	**2015-2016 TOTAL**	**2016 – 2017 TOTAL**	**2017-2018 TOTAL**	**2018-2019 TOTAL**
American Indian/Alaskan Native	**NA**	**NA**	**NA**	**NA**
Hawaiian/Pacific Islander	**NA**	**NA**	**≤ 10**	**≤ 10**
African American	**≤ 10**	**≤ 10**	**NA**	**NA**
White	**302**	**301**	**306**	**299**
Asian	**≤ 10**	**≤ 10**	**NA**	**NA**
Two or More Races	**≤ 10**	**≤ 10**	**≤ 10**	**≤ 10**
Special Education	**55**	**55**	**55**	**46**

Males	155	156	161	161
Females	154	152	150	141
Total Enrollment (Males + Females)	309	308	311	302
Farms (Oct 31 data)	68.05%	71.25%	69.16%	71.15%

B.   Special Education Data 2018-2019 School Year (As of September 30, 2018)

Table 4					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	0	06 Emotional Disturbance	1	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	0
03 Deaf	0	08 Other Health Impaired	7	14 Autism	1

04 Speech/Language Impaired	28	09 Specific Learning Disability	5	15 Developmental Delay	4
05 Visual Impairment	0	10 Multiple Disabilities	0		

TENDANCE

Table 5	2017-2018	
School Progress Attendance Rate	**All Students AMO = 94.0%**	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All Students	94.2%	Y
Grade 1	93.8%	N
Grade 2	94.4%	Y
Grade 3	94.6%	Y
Grade 4	95.5%	Y
Grade 5	92.7%	N

Complete the table and then calculate the annual change by taking the difference of 2016-17 and 2017-18 and dividing 2017. Represent as + or - based on the increase or decrease of data.

Table 6					
Attendance Rate					
Subgroups – School Level Data	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**Percent of Cha**
All Students	> 95%	> 95%	94.6%	93.7%	0.0095%
Asian	NA	NA	> 95%	NA	NA
Black or African American	NA	NA	> 95%	NA	NA
White	> 95%	> 95%	94.6%	93.9%	0.0073%
Two or more races	NA	NA	92.2%	84.7%	0.0081%
Special Education	94.8%	93.5%	93.0%	93.1%	-0.0010%
Free/Reduced Meals (FARMS)	NA	94.8%	94.0%	93.0%	0.0106%

scribe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, espe
ecial Education, FARMS, ELL and lowest attending.

According to data, all students attendance was met. Fourth grade had the highest rate and first grade was just below th
benchmark with 93.8% Special Education and FARMS attendance rates are both above 93%. FARMS have a 3 year decr
trend as well as the Two or more races subgroup.   Overall, there is a decreasing trend in attendance, this is due to the s
strategies put in place to address those students who are frequently absent. For example, teachers notify the office wh
student has been absent for a two or more days. There are phone calls made to check on the student and conference w
PPW and administration take place when needed.

scribe 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.

13

gy	Timeline
calls will be made to students who are absent	Daily by the automated phone system
dance meetings will be held with parents and school staff	As needed
-up calls will be made to students who are frequently t	As needed, by the school counselor
dance incentive at the grade levels on the watch list	Attendance is monitored daily or weekly and classrooms w best attendance are identified and rewarded based on a m choices.
nts with Perfect Attendance will be recognized	Quarterly, at Awards Assemblies

BITUAL TRUANCY

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

on the Examination of the Habitual Truancy Data, respond to the following:

14

many students were identified as habitual truants?   1

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

n:

cy was the result of one student refusing to attend school and exhibited extreme misbehavior in the morning resulting in allowing the student to remain at home. The school built a partnership with the family and maintained daily contact thro calls, conferences, and PPW visitations. Incentives determined by student and counseling interventions were developed to assist with the student's transition from home to school. All of these approaches did not improve the student's attenda was charged twice for excessive absences.

es/Adjustments - Monitoring attendance issues continue with the following actions being implemented to maintain low t

School and PPW parental contacts
Automatic phone calls for daily absences
PPW meetings with administration and parents
Quarterly attendance awards ceremony
Request of parental notes to verify absences
Grade-level team incentives for classroom attendance

ADUATION AND DROPOUT RATE – High Schools Only
  Goal: All students will graduate from high school.

HOOL SAFETY/ SUSPENSIONS
  Suspension – In school and out of school suspensions
  School Safety – Suspension for Sexual Harassment, Harassment, and Bullying

15

Allegany County Public Schools
2018 – 2019 School Improvement Plan

Complete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses
bullying/ harassment. Calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2016-2(
Represent as + or - based on increase or decrease of data.

Table 9				
SUSPENSIONS				
	All Students			
Subgroup	**2015-2016**	**2016-2017**	**2017-2018**	**Percent Change from 2017 to 2018**
Total Referrals	111	114	85	-25%
All Suspensions	4	5	5	=0%
In School	0	0	0	=0%
Out of School	4	5	5	=0%
Sexual Harassment Offenses	0	1	0	-1%
Harassment/Bullying Offenses	3	8	7	-12.1%

Comment on the number of suspensions for your school related to these incidents and provide a plan to reduce that nu
applicable.

The faculty and administrators work diligently to prevent negative behaviors by implementing the school-wide disciplin
procedures which identify leveled behaviors with related consequences. Documentation of escalating behaviors is listed

classroom behavioral logs and through a shared folder recording behavioral incidences by the administration. The schoo
beginning the first year of implementing the Positive Behavior Intervention and Supports (PBIS) approach to discipline ir
the faculty and staff have established the social culture, behavior levels, and consistent methods towards school-wide
expectations of being safe, responsible, and respectful.

The Aspen online referral system is used for immediate communication between the office and classrooms and is the ce
location for collecting, desegregating, and discussing discipline concerns. Discipline data and procedures are reviewed
consistently at faculty meetings and during PBIS team meetings to examine individual incidents, change approaches, an
intervention strategies. Parents are always contacted regarding behavior incidents in order to determine triggers of esc
behavior and a parent-school approach to interventions. The school uses district services such as the psychologist, beha
specialist, Judy Center personnel, and special education supervisors as additional resource support for staff trainings,
intervention suggestions, and teaching strategies.

Building relationships with behavior at-risk students are the first approach to intervention. This is necessary in order to
understand choices that are made during inappropriate actions. From these relationships, individual intervention strate
developed to support the maturity and capabilities of students. This is a continuous process as various strategies are att
to eliminate the negative behaviors. Consistent communication is maintained between school/district staff and parents
involving all who are concerned and supportive for students to achieve success.

RLY LEARNING

    A. Complete the chart with KRA results.

10		

garten Readiness Assessment

	2015-2016		2016-2017		2017-2018		2018-2019	
	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Perce Demonst
ge & Literature	26	66.6%	19	48.7%	22	44.8%	17	44.7%
matics	28	71.7%	12	30.7	20	40.0%	7	18.4%
Foundations	32	82.0%	31	79.4%	38	77.5%	26	68.4%
al Development	28	71.7%	21	53.8%	36	72.0%	22	57.8%

B. Complete the chart for composite scores of KRA. Complete the percent of change by subtracting 2017-2018 from
2019. Indicate the percent as a gain (+) or a loss (-).

l1									

ɔsite Score Results

	2015-2016		2016-2017		2017-2018		2018-2019		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Change in '
strated	29	74.3%	21	53.8%	30	61.2%	18	47.3%	-13.9%
aching	7	17.9%	15	38.4%	16	32.7%	15	39.4%	-6.7%
ing	3	7.6%	3	7.6%	3	6.1%	5	13.1%	-7%

Based on the examination of the 2018-2019 R4K Kindergarten Readiness Assessment Data:

Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of studer
begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Re
Assessment. Include a discussion of the best practices your school has implemented to address the achievement gaps f
the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have be
effective.

Best Practices provided by teachers include, but are not limited to:

- Experiences for background knowledge
- Opportunities for listening and speaking
- Continual immersion in print
- Multiple means of instruction: kinesthetic, visual, and auditory
- Phonemic Awareness Program for all Pre-K and Kindergarten students
- Guidance Lessons for Pre-K and Kindergarten students
- Handwriting Without Tears in Pre-K and Kindergarten
- Zula kits for science instruction/hands-on learning
- Development of lessons for active engagement and implementation of principles of UDL in all cur
  areas
- Use of ELA and math assessments in Pre-K and Kindergarten
- DIBELS and progress monitoring for students in Kindergarten
- Activities/lessons from Phonemic Awareness Program for Pre-K and Kindergarten
- KRA website correlates to specific content in the assessment. These resources are used within in
  to provide extra support.
- Use of collaborative learning tasks daily to enhance learning and build social skills.
- Flex groups for math
- Incorporating technology: IXL is being used and parents were sent information for how children c
  access their accounts to work at home
- Incorporating movement into math lessons: interactive songs and musical math DVDs
- Math Talks
- Hands-on activities in math

- Take home math activities
- Independent practice in math
- Sent a letter detailing information and resources about how parents can help with math at home

Data that will be collected to show that the best practices have been effective are:

- Phonemic Awareness Screener Assessments (Nov., Jan., April)
- ELA and Math assessments
- DIBELS Next benchmark and progress monitoring

Describe how the school is working in collaboration with their local preschool partners (i.e., Judy Centers, Preschool Spe Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarte "demonstrating readiness".

- **Head Start:** Staff attends the end of the year articulation meeting to discuss children. The staff also communicates with our staff throughout the year when delivering students to school.
- **Preschool Special Education** is contacted when the needs of staff warrants information.
- **Judy Center** is contacted to help families with needs outside the school.
- **Public Library** provides programs for families and students at the community library.

CADEMIC PROGRESS

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation c objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany are required to do the same.

A. ENGLISH LANGUAGE ARTS

1. Reading/ELA Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.
Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.
Reading – Proficiency Data (Elementary, Middle and High Schools)

	2015							2016							2017							201				
	Tota l #	Level 1 or 2		Level 3		Level 4 or 5		Tot al #	Level 1 or 2		Level 3		Level 4 or 5		Tota l #	Level 1 or 2		Level 3		Level 4 or 5		Tota l #	Level 1 or 2		Lev
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#
s	46	29	63.8	≤ 10	17.4	≤ 10	19.6	46	21	45.6	16	34.8	≤ 10	19.6	38	14	36.9	11	28.9	13	34.2	54	25	46.3	11	20
ican	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≤ 10	0	0.0	0	0.0	≤ 10	100	0	0	0.0	0	0.
	45	39	64.4	≤ 10	15.6	≤ 10	20.0	46	21	45.6	16	34.8	≤ 10	19.6	37	14	37.8	11	29.7	12	32.4	54	25	46.3	11	20
cation	≤ 10	≤ 10	77.8	≤ 10	11.1	≤ 10	11.1	12	≤ 10	50.2	≤ 10	41.7	≤ 10	8.3	≤ 10	≤ 10	66.7	0	0.0	≤ 10	33.3	13	≤ 10	77.0	≤ 10	7.
ed Meals	28	≤ 10	75.0	≤ 10	17.9	≤ 10	7.1	35	≤ 10	48.6	13	37.1	13	14.3	22	≤ 10	36.3	≤ 10	31.8	≤ 10	31.8	39	18	46.1	≤ 10	20

22

| | 24 | < 10 | 58.4 | < 10 | 20.8 | < 10 | 20.8 | 19 | < 10 | 31.9 | < 10 | 36.8 | < 10 | 31.6 | 22 | < 10 | 40.9 | < 10 | 31.8 | < 10 | 27.3 | 29 | < 10 | 31.0 | < 10 | 17 |
| | 22 | < 10 | 68.2 | < 10 | 13.6 | < 10 | 18.2 | 27 | 15 | 55.5 | < 10 | 33.3 | < 10 | 11.1 | 16 | < 10 | 31.3 | < 10 | 25.0 | < 10 | 43.8 | 25 | 16 | 64.0 | < 10 | 24 |

	2015							2016							2017							2018				
	Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	Total #	Level 1 or 2 #	%	#
s	47	13	27.7	20	42.6	14	29.8	45	15	33.3	14	31.1	16	35.6	47	16	34.1	12	25.5	19	40.0	38	11	28.9	< 10	20
	46	13	28.2	20	43.5	13	28.3	44	15	34.1	14	31.8	15	34.1	46	15	32.6	12	26.1	19	41.3	38	11	28.9	< 10	20
e races	NA	NA	NA	NA	NA	NA	NA	< 10	0	0.0	0	0.0	< 10	100	< 10	<10	100	0	0.0	0	0.00	0	0	0.0	0	0
cation	< 10	< 10	50.0	< 10	20.0	< 10	30.0	< 10	< 10	50.0	< 10	40.0	< 10	10.0	< 10	< 10	66.6	< 10	22.2	< 10	11.1	< 10	< 10	75.0	0	0
ed Meals	31	< 10	32.3	12	37.0	< 10	29.0	28	12	42.9	< 10	32.1	< 10	25.0	36	13	36.1	11	30.6	12	33.3	21	< 10	28.6	< 10	38
	34	11	32.4	< 10	26.5	14	41.1	26	< 10	26.9	< 10	30.8	11	42.3	21	< 10	28.6	< 10	28.6	< 10	42.9	22	< 10	31.8	< 10	22
	24	< 10	20.8	< 10	29.2	12	50.0	20	< 10	35.0	< 10	45.0	< 10	20.0	22	13	59.1	< 10	18.2	< 10	22.7	16	< 10	25.0	< 10	3

	2015							2016							2017							2018				
	Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	Total #	Level 1 or 2 #	%	#
s	58	23	39.6	18	31.0	17	29.3	46	19	30.5	17	37.0	15	32.6	43	19	44.2	< 10	23.3	14	32.6	42	12	28.5	13	3

23

tino of	≤ 10	0	0.0	0	0.0	≤ 10	100	≤ 10	0	0.0	0	0.0	≤ 10	100	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0
	56	23	41.1												43	19	44.2	≤ 10	23.3	14	32.6	42	12	28.5	13	3
e races	≤ 10	0	0.0	≤ 10	100	0	0.0	≤ 10	0	0.0	0	0.0	≤ 10	100	≤ 10	≤ 10	100	0	0.0	0	0.0	0	0	0.0	0	0
cation	≤ 10	≤ 10	88.9	≤ 10	11.1	0	0.0	≤ 10	≤ 10	50.0	≤ 10	16.7	≤ 10	33.4	≤ 10	≤ 10	80.0	0	0.0	≤ 10	20.0	≤ 10	≤ 10	71.5	≤ 10	14
ed Meals	38	20	52.7	13	34.2	≤ 10	13.2	33	13	39.4	≤ 10	30.3	≤ 10	30.3	26	13	50.0	≤ 10	19.2	≤ 10	30.8	32	≤ 10	31.3	12	3
	34	11	32.4	≤ 10	26.5	14	41.1	26	≤ 10	26.9	≤ 10	30.8	11	42.3	21	≤ 10	28.6	≤ 10	28.6	≤ 10	42.9	19	≤ 10	21.1	≤ 10	2
	24	≤ 10	20.8	≤ 10	29.2	12	50.0	20	≤ 10	35.0	≤ 10	45.0	≤ 10	20.0	22	13	59.1	≤ 10	18.2	≤ 10	22.7	23	≤ 10	34.7	≤ 10	3

2. **Analyze the data results for ELA 3-5 to determine underperforming areas.**
   Include FARMS, SE and other selected focus subgroups in your analysis.

a. Analyze Data Results and Strategy Implementation from 2017-2018 SIP. Were the identified goal(s) met? Yes
   If so, how will the goal be sustained? The identified goal in the 17-18 plan was a focus on critical vocabul
   strategies will continue for the 2018-2019 school year.

Describe the gains made in focus areas. Third grade Special Education students and males made gains, while fou
females without disabilities also made gains. In fifth grade Special Education students also made gains.

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective? Allowing st
create posters and skits to share with others focusing on critical vocabulary was most effective.

b. Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.
Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.
Implement data from the DMRS in the Goal Planning Process.
Use the ACPS Goal Planning Process
Please include the following:

- What is the issue?
  General understanding of Key Ideas and Details is the issue for students and teachers alike.

- What data support the need for a resolution to the identified issue?
  PARCC scores indicate that all grade levels score 40% or below in the area of Key Ideas and Details in informati

- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
  Yes, we are promoting programs that will increase student achievement and needs.

- What is currently preventing the identified goal from being attained?
  Key Ideas and details in Informational Texts
  ○ Consistent routines/strategy not used across grade levels
  ○ Lack of resources for "how to" teach key ideas and details in informational texts
  ○ Majority of instruction is done in literary text
  ○ We don't maximize resources available for teaching key ideas and details (Scholastic News)

- What outcome(s) will determine the identified goal has been met?
  ○ ReadWorks passages will be used to instruct and then assess understanding by students
  ○ Assessments (monthly) at grade levels
  ○ Utilize an agreed upon protocol schoolwide
  ○ Assessment date, PARCC data, teacher-made units, etc

25

- What resources are not currently available to meet the identified goal?
    - Research-based methodology
    - Professional development for teachers
    - Time to create and/or align assessments
    - Calendar for implementation with weeks for data collection identified
    - Time during team meetings to discuss implementation and data

- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
    - Utilize the Reading Specialist to identify and share research-based methodology with the faculty
    - Provide Professional Development on these methods
    - Model lessons provided by the Reading Specialist
    - Provide time for teachers to create and/or align assessments
    - Create a schoolwide calendar to identify data collection weeks
    - Discuss implementation and data at team meetings

- How will implementation be monitored to reach the identified goal?
    - Monitoring of the planbook to see that key ideas and details are being taught and/or assessed weekly
    - Data from teacher-made assessments, Scholastic News assessments will be collected monthly and analyze

c. **To Be Completed when 2019 PARCC data is available**

- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?

26

3. **Universal Design for Learning for ELA.**
   How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategie
   last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strat
   each UDL principle/mode that will be used consistently during instruction to reduce barriers to learnin
   provide positive academic outcomes for all students.

able 13	
DL Principle/Mode	**Representation – This is how the teacher presents the information.**

eans of Representation: *oviding the learner* *rious ways of acquiring* *formation and knowledge.*	● Audio materials such as stories on CDs
	● Technology components such as Discovery Ed. and ConnectEd, as well as laptops and
	  SMARTboards
	● Visuals such as prints, photographs, video clips, maps, and displaying vocabulary
	● Kinesthetic activities: dance/movement, gross motor movements, and use of manipul
	  various activities
	● Flex group instruction

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

eans for Expressions: *oviding the learner ternatives for monstrating their owledge and skills (what ey know).*	When asked to demonstrate their knowledge, teachers provide students with a variety of choi showing what they know. These include: ● Utilizing Choice Boards in class for assignments and projects ● Providing a variety of manipulatives and leveled games or centers ● Providing opportunities to work collaboratively in small groups and with partners When asked to demonstrate their knowledge, students are given a variety of choices for show they know. These include: ● Writing in a journal ● Drawing a picture ● Activity Mats ● Presentations: multimedia, posters, oral ● Acting things out ● Keyboarding and computer options such as PowerPoint
eans for Engagement: *p into learners interests, allenge them propriately, and motivate em to learn.*	**Multiple Options for Engagement** In order to tap learners interests, teachers do a number of things to identify these areas: ● Interest surveys for enrichment groups ● Interest inventories for reading materials ● Choices for various projects To challenge students appropriately and to motivate them to learn, teachers incorporate the fo activities into the classroom learning environment: ● Differentiated assignments ● Levels of challenge within the choice board ● Grouping options: alone, with a partner, small group ● ReadWorks articles ● Rigorous Questioning In order to engage boys teachers do a variety of things including: ● Choosing books of interest for male students

- Providing materials that are of interest to male students
- Choices for various projects

B. MATHEMATICS

1. Math Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.
Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.
Math – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015, 2016, 2017, 2018 Data Results.

	2015							2016							2017							2018			
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Lev
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#
ts	46	27	58.7	≤ 10	17.4	≤ 10	23.9	46	21	45.6	11	28.9	14	30.4	38	12	31.6	16	42.1	≤ 10	26.4	54	23	42.6	15	27
	≤ 10	0	0.0	0	0.0	≤ 10	100	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	N.
rican	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≤ 10	0	0.0	0	0.0	≤ 10	100	NA	NA	NA	NA	N.

29

	45	27	60.0	≤ 10	17.8	≤ 10	22.2	46	21	45.6	13	28.9	16	34.4	37	12	32.4	15	40.5	≤ 10	27.0	54	23	42.6	15	27
ucation	≤ 10	≤ 10	88.9	≤ 10	0.0	≤ 10	11.1	12	≤ 10	66.7	≤ 10	8.3	≤ 10	33.4	≤ 10	≤ 10	33.3	≤ 10	33.3	≤ 10	33.3	13	≤ 10	61.6	≤ 10	15
ced (RMS)	28	19	67.9	≤ 10	21.34	≤ 10	10.7	35	19	54.3	≤ 10	25.7	≤ 10	20.0	22	≤ 10	36.4	≤ 10	45.5	≤ 10	18.2	39	15	38.5	13	33
	24	13	54.2	≤ 10	20.8	≤ 10	25.0	19	≤ 10	31.6	≤ 10	31.6	≤ 10	36.8	22	≤ 10	31.8	≤ 10	45.5	≤ 10	22.7	29	≤ 10	31.0	≤ 10	31
	22	14	63.6	≤ 10	13.6	≤ 10	22.7	27	15	55.5	≤ 10	18.5	≤ 10	25.9	16	≤ 10	30.3	≤ 10	37.5	≤ 10	31.3	25	14	56.0	≤ 10	24

	2015							2016							2017							2018			
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Lev
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#
	47	13	27.7	20	42.6	14	29.8	45	15	33.3	14	31.1	16	35.6	47	16	34.1	12	25.5	19	40.0	38	≤ 10	21.1.	14	36
	46	13	28.2	20	43.5	13	28.3	44	15	34.1	14	31.8	15	34.1	46	15	32.6	12	26.1	19	41.3	38	≤ 10	21.1.	14	36
ation	≤ 10	≤ 10	50.0	≤ 10	20.0	≤ 10	30.0	≤ 10	≤ 10	50.0	≤ 10	40.0	≤ 10	10.0	≤ 10	≤ 10	66.6	≤ 10	22.2	≤ 10	11.1	≤ 10	≤ 10	25.0	≤ 10	25
ed Meals	31	≤ 10	32.3	12	38.7	≤ 10	29.0	28	12	42.9	≤ 10	32.1	≤ 10	25.0	36	13	36.1	11	30.6	12	33.3	21	≤ 10	28.5	≤ 10	38
	27	≤ 10	25.9	12	37.0	≤ 10	37.0	23	≤ 10	26.1	≤ 10	26.1	≤ 10	47.8	23	≤ 10	26.0	≤ 10	17.4	13	56	522	≤ 10	31.8	≤ 10	27
	20	≤ 10	30.0	≤ 10	50.0	≤ 10	20.0	22	≤ 10	40.9	≤ 10	18.2	≤ 10	4.5	24	≤ 10	41.7	≤ 10	33.3	≤ 10	25.0	16	≤ 10	6.3	≤ 10	50

	2015						2016						2017						2018			
	Tota l #	Level 1 or 2		Level 3		Level 4 or 5		Tota l #	Level 1 or 2		Level 3		Level 4 or 5		Tot al #	Level 1 or 2		Level 3		Level 4 or 5		Tot al #	Level 1 or 2		Lev
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	
	58	23	39.6	18	31.0	17	29.3	46	19	30.5	17	37.0	15	32.6	43	19	44.2	< 10	23.3	14	32.6	43	16	37.2	16	37
ino of any	< 10	0	0.0	0	0.0	< 10	100	< 10	0	0.0	0	0.0	< 10	100	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.
	56	23	41.1	< 10	100	0	0.0								43	19	44.2	< 10	23.3	14	32.6	43	16	37.2	16	37
races	< 10	0	0.0	< 10	100	0	0.0	< 10	0	0.0	0	00	< 10	100	0	0	0.0	0	0.0	0	0.0	0	0	0.0	0	0.
ation	< 10	< 10	88.9	< 10	11.1	0	0.0	< 10	< 10	50.0	< 10	16.7	< 10	33.4	< 10	< 10	80.0	0	0.0	< 10	20.0	< 10	< 10	50.0	< 10	25
d Meals	38	20	52.7	13	34.2	< 10	13.2	33	13	39.4	< 10	30.3	< 10	30.3	26	13	50.0	< 10	19.2	< 10	30.8	33	13	39.4	14	42
	34	11	32.4	< 10	26.5	14	41.1	26	< 10	26.9	< 10	30.8	11	42.3	21	< 10	28.6	< 10	28.6	< 10	42.9	20	< 10	20.0	< 10	45
	24	< 10	20.8	< 10	29.2	12	50.0	20	< 10	35.0	< 10	45.0	< 10	20.0	22	13	59.1	< 10	18.2	< 10	22.7	23	12	52.1	< 10	30

2. **Analyze the data results for Math 3-5; 6-8; Algebra I to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.**

Analyze Data Results and Strategy Implementation from 2017-2018 SIP.

Were the identified goal(s) met? In the Special Ed. subgroup, fourth grade increase of 40% in proficient, and only 25% or 2; fifth grade also increased the number of students that were identified as proficient, fifth grade also had a decrea 1 and 2. If so, how will the goal be sustained? Teachers will continue to focus on math vocabulary and work on closing

Describe the gains made in each grade level. Third grade overall score increased by 3.2%. Special Ed. subgroups dec 10% the number of students that were level 1 or 2. FARMS students scores increased by 10%; and females outperfc boys by 17%. Grade 4 scores overall increased by 10.4%. Special Education students increased the number of those by 40%, and only 25% were at level 1 or 2. FARMS remained the same, but girls increased their scores by 18.2% increased by 12.5% Grade 5 saw a decrease in level 1 and 2 for the Special Ed. subgroup.

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective? Videos, anch and notebooks were most effective.

Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps. Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports. Implement data from the DMRS in the Goal Planning Process.

Use the ACPS Goal Planning Process
Please include the following:
- What is the issue?
  - Modeling and Reasoning-Type II (Written arguments /justifications)

- What data support the need for a resolution to the identified issue?
  - In the School Evidence Analysis Report our students were performing below the district level in modeling reasoning. Third through fifth grade students who scored 50% or below in The *Percent Points Achieved A Modeling and Reasoning* area were 95%, 85% and 98%, respectively.

- Does the identified goal align with an initiative of the ACPS? Yes If so, how/why does it align?
  - We are promoting programs that will increase student achievement and needs.

- What is currently preventing the identified goal from being attained?
  - Boys in grades 3 and 5 lack stamina and the understanding of vocabulary to answer the question being ask

- What outcome(s) will determine the identified goal has been met?
  - Scores in the area of Modeling and Reasoning will increase for boys

- What resources are not currently available to meet the identified goal?
  - Critical Vocabulary list for math
  - Success criteria is not identified and being used school-wide
  - System for progress monitoring in not place
  - Accountability of teachers in the area of data is not consistent; students are not held accountable for correc mistakes
  - Lack of daily review of prompts and problems, to build stamina
  - Writing in math is not done on a daily basis

- What steps will be taken to fully implement the plan in the effort to reach the identified goal
  - Continue using strategies from last year, in addition to:

33

-Utilizing school-wide acronyms/visuals ie: C.U.B.E.S.: circle, underline, box, eliminate, solve
-Intentional planning using data
-Flex groups using Data
-Professional Development for how to set-up success criteria in a math prompt utilizing the Reading and
     Specialists possibly using MSDE Blackboard (FAME/Success Criteria)
-Homeschool Connection: sending home a monthly or quarterly activity to share with parents so they kn
     is being expected of students in the area of math
-Target boys first to invite to after school program, second semester
-Accountability: teachers will share data at team meetings, and discuss how students are performing whe
     and correcting their work
-System for progress monitoring
-Incentive for participating in the Imagine Math Points Club
-Utilize specialists to identify Evidence Statement Analysis

- How will implementation be monitored to reach the identified goal?
    - During Team meetings teachers will share data in order to drive instruction and develop flex groups
    - Engrade Pre and Post tests will be used by **all teachers** and data will be analyzed item by item to help iden
      for reteaching and students for flex group instruction and support
    - Math SLOs will be written for Modeling and Reasoning

To Be Completed when 2019 PARCC data is available

- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?

3. **Universal Design for Learning for MATH.**

   **How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategie[s]
   last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strat[egies]
   each UDL principle/mode that will be used consistently during instruction to reduce barriers to learnin[g and]
   provide positive academic outcomes for all students.**

able 15	
DL Principle/Mode	**Representation –How the teacher presents the information.**
eans of Representation: oviding the learner rious ways of acquiring formation and knowledge.	- Focus Walls - Videos: Pearson, LearnZillion, Study Jams - Number Talks and Talk Moves - Anchor charts and interactive notebooks - Manipulatives, movement activities, and games
eans for Expressions: oviding the learner ternatives for monstrating their owledge and skills (what ey know).	**Expression/Action- How the students demonstrate their knowledge.**
	Students are given a variety of choices to demonstrate their understanding of a concept in ma[th] include : - Multiple strategies to solve problems - Number talks and tasks - Communicators and/or whiteboards - Math journals - Show work with multiple math tools - Think sheets and activity mats - Exit tickets
eans for Engagement:	**Multiple Options for Engagement**

p into learners interests, allenge them ppropriately, and motivate em to learn.	To challenge students appropriately and to motivate them to learn, teachers incorporate the fo...
	● Math Talks
	● Songs and movement
	● One-Eyed Jacks activities
	● Imagine Math
	● Games and math centers
	● Differentiated groupings

C. SCIENCE

The Science section will be omitted for the 2018-2019 year as the transition is made to the NGSS and MISA.

D. SOCIAL STUDIES/GOVERNMENT
Not applicable

ministrative Leadership

PRINCIPAL'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and ba
evidence (See SLO rubric)

A. Principal SLO 1 - Measurement and Data/Modeling and Reasoning

1.   What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

ents in Grades 3 through 5 will improve their problem-solving skills, reasoning, communication and inquiry skills in the are
urement and Data. A connection between the content knowledge, skills, and abilities must be evident in a written justifica
appropriate to the student's mathematical maturity. Mathematical understanding and procedural skill are equally important

ents will learn higher-order thinking skills and develop critical skills along with Modeling and Reasoning strategies for succ
ol, college and the real world.

2.	Describe the information and/or data that was collected or used to create the SLO.

Schoolwide PARCC Math Data from 2016, 2017 and 2018 was analyzed in the content area of Math. For the consecutive
data showed students who Met or Exceeded Expectation data in for third grade as 30.4%, 26.3%, 29.6%; fourth grade was
, 42.1 and fifth grade was 23.9%, 20.9%, 25.6%, respectively. There is no trend in this data. Third and fifth grade increase
slightly and fourth grade decreased by 14.9 percentage points.

FARM scores showed that only 11/39 (28%) third graders, 7/21 (33%) fourth graders and 6/33 (18.8%) fifth graders met
led their grade level expectations on PARCC. Another concern is the performance of boys in third (20/25 or 80%) and gra
or 81.9%) who did not meet expectations. This was a decrease from last year in both grades. Fourth grade data was lower
5% of the boys who did not meet or exceed expectations. There is no trend in the data for Special Education subgroup in 20
)18. The percentage of students who did not meet expectation in scores for 2016, 2017 and 2018 for third grade were 67%
'%; fourth grade was 90%, 88.9% and 50%, and fifth grade was 67%, 05% and 75%.

When looking deeper into specific standards, performance in Modeling and Reasoning is a concern. Data from the *2018 I*
bution for Modeling & Reasoning chart showed that 54% of the third grade PARCC Assessment, 47% of fourth grade test
n grade test questions deal with this concept. Third through fifth grade students who scored 50% or below in The *Percent .*
·ed Area for Modeling and Reasoning area were 95%, 85% and 98%, respectively. The team specified the standard of Data
irement since 64% of the students in third and fourth grade and 79% of the fifth graders scored 30% or less on this standar

A benchmark was developed by the school's Math Specialist using PARCC practice tests. It was given at the beginning
er and teachers scored using the PARCC rubric. Benchmark Performance Data showed that few students when tested on g
kills and concepts perform proficiently in any of the three grades. All students in third grade scored 0%. Eighty percent o
graders scored less than 25% on the benchmark and 44% scored 05. All students except two fifth graders scored below 25
f the fifth graders scored 0%. An average of all Intermediate grades showed ninety percent of the students scoring 25% or
f this population scoring 0%. When looking at Special Education students with Educational IEPs, the students showed that
red 0% and 2 scored 9%.

After analyzing PARCC data and the initial Math Benchmark, 99% of the students will be targeted. This includes Econo
vantaged, Special Education and the Male Gender. One student was not included because he takes the PARCC Alternative
sment and his curriculum is modified to meet his academic level. This SLO group represents 50% of the K-5 school popula
e's Creek.

3.   How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

Half of the George's Creek Teachers and the SIT team used the goal planning process to analyzed PARCC scores.   With t
f poverty students at George's Creek (71.15), attention to FARM student data will foster collaboration in helping identify
plementation. As the teachers looked deeper into the Content Standards, they identified Modeling and Reasoning along
urement and Data as areas of need. A PARCC Task was developed by the Math Specialist based on these identified standa
 percent of all intermediate grade students scored 25% or below on the Math Assessment. Sixty-nine percent of these st
 0%. Deliberate monitoring of student progress will be beneficial in increasing the proficiency level of this subgroup as w
fourth and fifth grade students. This SLO will target all students in order to meet the needs of all subgroups and all stude

4.   Describe what evidence will be used to determine student growth for the SLO.

In October, students took an assessment that mirrored a PARCC Task.   They were scored using a PARCC rubric that is
e website. A learning target was set for each third, fourth and fifth grade student using this information. PARCC tasks wil
ssed and practiced in each classroom and a monthly task will be scored for understanding and re-teaching   Data will be an
hly from PARCC tasks and weekly from instruction in team meetings and a plan of action will be made for students in a sr
 and/or individual setting. Growth will be measured after the students complete the final benchmark task.

38

Students are expected to increase their first benchmark scores by at least 2 points on the final assessment. A mid-term sment will be scheduled for all grades in January. Final data will be collected the week of April 29-May 2 and results will zed. Students are expected to increase their benchmark scores by at least 2 points on the final assessment.

B. Principal SLO 2

1.   What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

Students (94) in Grade 4 (54) and Grade 5 (40) will improve their comprehension of informational text. By focusing on rehension and writing, students will become conscious of reading strategies that will help them make sense of the text. T he purposeful, active readers who are in control of their own reading comprehension. Writing prompts require close read evidence-based responses. Reaching this objective will position students for future success both in English Language Arts nt areas primarily accessed through written text. It is preparation for success in college and the real world.

100% of the students (94) in Grade 4 (54) and Grade 5 (40) will be targeted with this SLO. Special Education (11) popula up 12% of the fourth and fifth grade population. This SLO group represents 37% of the K-5 school population.

2.   Describe the information and/or data that was collected or used to create the SLO.
lwide PARCC ELA Data from, 2016, 2017 and 2018 was analyzed by grade level teams in August. For those consecutive th data showed students who Met or Exceeded Expectation data in fourth grade was 35.6%, 40%, 44.7 and fifth grade was and 40.5, respectively. Fourth and fifth grade scores slightly increased from last year, but when looking at subgroups, the rn.

George's Creek also needs to increase the number of FARM students that meet or exceeds the grade level expectation i scores for students with an Economical Disadvantage determined that 15 out of 21 (71.4%) fourth graders and 22 out of 6) fifth grade students did not meet or exceed their grade level expectations. When comparing to last year's scores, ther ase in fifth grade (-.5%) of students who did not meet or exceed expectations. Fourth grade students increased (+4.7%) tl ntage of FARM students in this subgroup.

There has been a steady decline in fifth grade Special Education scores for the past three years in the Met or Exceeded tation level. The scores for fifth grade in the years 2016, 1017, and 2018 were 33.4%, 20.0%, 14.3%, respectively . Fourth increase in those three years (10%, 11.1% and 25%)

When analyzing PARCC data from the Content Standards, it was determined the there was a concern with Key Ideas and ding: Informational Text. The Student Percent Points data, showed that out of 47 fourth grade students, 72% (34/47) sc ess than 50% and 32% (31) scored less than 30%. In fifth grade, 70% (30/43) of the students scored less than 50% and 49% l less than 30%.

40

Students took a benchmark test on the READWORKS online site. This assessment also consisted of comprehension ques... cored by the site. Responses to the writing prompt were scored using the PARCC rubric for Writing for Information. Ninet... nt of the students (91) scored below 75%, 82% of the students (77) scored below 50% and 31% of the students (29) score... All Special Education students (11) scored below 43%. While 91% (10) of the students scored less than 10%.

3.   How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

Half of the faculty and the SIT Team used the goal planning process to analyze PARCC scores. Data prompted the teams ... r into the data and they identify Key Ideas and Details in Reading Informational Text to be a focus. After the Reading Spe... ed an assessment, data was collected and analyze. Deliberate monitoring of all student progress will be beneficial in incr... iency level of all subgroups (FARMS, Special Education Students).

4.   Describe what evidence will be used to determine student growth for the SLO.

Beginning October 1, students read an information passage from the Readworks site at their grade's lexile level. Questi... gned with the PARCC reading standards. Special Education students were given accommodations as per their IEP. In add... ment included a writing prompt, which was scored using the PARCC rubric. This was scored by the school's Reading Spec... Trenum. She, then, met with teachers and administrators during team meetings and together they determined the need... lual child. A plan of action was formed for instruction and classroom weekly practice. All practiced passages are reviewe... ng collaboration determines direction for further instruction. Students are expected to increase their benchmark scores ... ts on the final assessment.

LTI-TIERED SYSTEM OF SUPPORT
e include a copy of your MTSS Practice Profile.   This profile can be attached to the end of the Plan. Make su
w your goal planning process to show the integration and linkage between your goal planning process and y
 priorities.

RITY 1: Collaborative Team Planning and Data-Based Decision-Making

:TICE: Grade-level teachers and special education teachers collaborate and plan to monitor progress and plan for tiered
ction

Action Step	Who	By When	Status Update / Next Steps

NG THE FOUNDATION

Action Step	Who	By When	Status Update / Next Steps
Professional Development: rship Team	Central Office	July 2018	· Share timeline for collaboration with tea staff · Share information about MCIE with facu
e a tool kit to be used during the Process	GC Leadership Team	Ongoing throughout the 18-19 school year	· Reflect with staff regarding barriers for scheduling in collaborative process
e a planning schedule for oration between general tion and special education	Administration	August 2018	

42

ers

TALLING

information with faculty ning to MCIE	MCIE Leadership Team	PD (August/October 2018); Faculty/Team Meetings (Weekly)	· MCIE review with teachers during PD, te faculty meetings
collected data with classroom, l education, and intervention ers encouraging joint responsibility planning based on data collection	Administration Teachers Specialists	Ongoing throughout the 18-19 school year	· Personalized discussions and review · Continue mentor/support, as needed

EMENTING

iue to work with district support in l education to improve and refine ocess	Administration Teachers Central Office	Ongoing throughout the 18-19 school year	· Personalized reflection on individual nee · Review and reflect on feedback gatherec data collection
on data, teachers will create ic lessons to improve instruction er 2 and 3 students in all grade			

SUSTAINING SCHOOLWIDE IMPLEMENTATION

ite implementation of MCIE with level teams (walkthroughs, team ngs, observations, planning)	Administration Leadership Team	Ongoing throughout the 18-19 school year	· Review of MCIE · Review school-wide collaborative planni co-teaching expectations · Continue conversation and learning with to overcome barriers and review success
or upcoming school year uling (19-20) and encourage l-wide collaborative planning and ching	Teachers Administration	Ongoing throughout the 18-19 school year	

-Prioritizing the essential component of collaborative planning is multifaceted and will be an ongoing practice needing ti
evelop and be refined. This is beginning the second year of implementation and will continue into the school year 2019-2

Based upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected?

Collaborative Team Planning and Data-Based Decision-Making
The MTSS team agreed to maintain the initial priority of collaborative planning and data-based decision making to
improve Tier 2 and 3 instruction to narrow the gap between FARMS/Special Education students with regular educatic
students.

a. **How will the priority/ priorities be addressed?**

- District and school-level staff development will review the process
- Team and faculty meetings will be used for discussion of this process
- Schedules will be created for special education teachers to plan with general education teachers to specialize instruction
- Teachers will implement the process in daily lesson plans
- Mentoring and support will be provided, as needed
- Teachers will reflect on their teaching and make adjustments where needed

b. **What district support is needed to address your priority/priorities?**

Allegany County Public Schools
2018 – 2019 School Improvement Plan

When needed, Central Office supervisors may be called upon to help individual teachers create and/or refine lesso
plans. Supervisor support for the newly hired special education teacher will be used for guidance in developing a
school-wide schedule.

RITY 2: PBIS Behavioral Support Levels

TICE: Implementation of a consistent approach to discipline through research-based strategies and group interventi
or leveled behavioral support

Action Step	Who	By When	Status Update / Next Steps

IG THE FOUNDATION

l team receives training on menting the PBIS model	PBIS Team	July 2018	· School team receives two days of MSDE/ACPS PBIS
sional development provided to faculty ling PBIS implementation into the t discipline procedures	Faculty PBIS Team	August 27, 2018	training, develop a plan for school-w implementation into the current dis procedures
			· School team delivers professional development to faculty for PBIS impleme
dministration of Universal Behavioral ner (SSRS)	Classroom Teachers	October 2018	· Classroom teachers complete the O submission of the SRSS screener to
			determine baseline data of behavior perc and pathway for behavioral supports

LING

eam meets to review discipline data ogram implementation process	PBIS Team	Monthly (First Monday)	· PBIS Team meets monthly to review leveled behavior concerns, school-wide expectations, and grade-level feedback
iuous PBIS review during professional opment days, faculty, and team ngs	Administration PBIS Team	Ongoing throughout the 18-19 school year	· Discipline expectations review and a concern for necessary changes
school-wide behavior expectations ghout the school community, as d	Administration PBIS Team Faculty	Ongoing throughout the 18-19 school year	· School-wide behavior expectations throughout the community are revised to implementation consistent

MENTING

ologist, health counselors, and behavior list provide support and share gies	District and Community Personnel	Requested as needed	· Student observations, parental confe and various invention approaches used t positive behavior
·   School-wide expectations are visual areas and reviewed daily with students
l-wide expectations of behavior are mented consistently in all areas of the community	Administration Faculty	Ongoing throughout the 18-19 school year	· Teachers establish access to submit referrals for directly through Aspen for documentation and data
Aspen online referral system and LAP rt	Administration Faculty	Ongoing throughout the 18-19 school year	· Referred behavior is reviewed by administration to determine appropriate intervention
ccess between classroom teachers, ce teachers, and parents	Faculty Parents	Ongoing throughout the 18-19 school year	· Dojo is the communication tool used build a partnership between teachers and parents by recognizing positive behavior communicating about areas of concern

NING SCHOOLWIDE IMPLEMENTATION

...uous evaluation of behaviors by ...ning prior and current behavior data	PBIS Team Administra-tion Faculty	Ongoing throughout the 18-19 school year	· Data (SRSS, Aspen Referrals, Google ... Referrals, Faculty/Parental communicatio... examined to identify areas of needed sup... · Data is shared with faculty to determ... needs and intervention strategies
...ment changes as needed with ...entions determined at school and ...t levels	PBIS Team Administra-tion Faculty	Ongoing throughout the 18-19 school year	· Discipline flipbook created to assist ... in identification of leveled behavior and procedures · Faculty feedback is continuously use... make revisions to the PBIS implementatio... model
...s implementation of the PBIS model ...vise to target discipline areas of need	PBIS Team Administra-tion	Ongoing throughout the 18-19 school year	· Documentation (discipline log, parer... contact, Google non-referral, Aspen refer... completed reflection behaviors, interven... and outcomes · PBIS binder provides criteria to evalu... implementation and progress of the discipline model

- Overview of behavior referrals for three years: 111 (2015-2016), 114 (2016-2017), 85 (2017-2018); Disrespect, disruptio... ...on student most common incidents; occurring at lunch/play and dismissal, most at primary level; additional 56 referrals ...determined Level 1-2 behaviors

Based upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected?

PBIS Behavioral Support Levels

The MTSS team agreed to continue the focus on school-wide student behavior with the 2018-2019 being the first year implementing the PBIS model. As referrals continue to decrease, all students will be present for instruction performance including FARM and special education subgroups, with the opportunity for increased performance in academics.

a. **How will the priority/ priorities be addressed?**
- Discipline information will be shared with the PBIS team and faculty throughout the year
- SRSS behavior screener will be used three times throughout the year to identify specific students and behavior needs
- Data (SRSS, Aspen Referrals, Google Non-Referrals, Faculty/Parental communication) will identify students in need of behavior interventions
- PBIS implementation and data will be continuously reviewed throughout the year for revisions to improve the school-wide approach to discipline

b. **What district support is needed to address your priority/priorities?**

With the implementation of PBIS in the initial stage, questions and concerns will be sent to the special education department. Also, special education personnel will be contacted to assist with strategies and intervention supports as needed.

51

SITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

ding to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-b
ns approach method adopted by the State Board to:

a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
b. Improve the link between research-validated practices and the environments in which teaching and learning occur.

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

George's Creek Elementary School is beginning PBIS for the 2018-2019 school year. Although there was a decrease in re
through examination of the 2017-2018 discipline data the focus areas are the following:

● The most common types of referrals were disrespect, disruption, and attack on student; therefore, teachers will and review the expectations of being safe, responsible, and respectful.
● The majority of referral incidents occurred during lunch/recess and dismissal; therefore, consistent dismissal exp have been established for both students and faculty.
● The common locations of the referral incidents were in the classroom and on the bus; therefore, teachers will cr classroom expectations that are reflective of the school-wide expectations and bus leaders will daily monitor dis procedures while addressing students on the bus once seated.
● Primary students had the most referral incidents; therefore, the administration and Learning Assistance Personn will visit these classrooms daily to observe student behavior and teacher strategies, providing additional support needed.

- Additional Level 1-2 behavior incidents (56) were sent to the office as referrals; therefore, a flipchart was create teachers to reference when evaluating discipline situations to determine appropriate interventions.
- The PBIS program is a district and school-level approach to improving discipline; therefore, the program will be implemented consistently by all faculty and staff and in all areas of the school community with monthly reviews conducted and continued professional development available.

Through faculty and staff input, a school-wide discipline structure has been established. The past discipline method prov foundation in which the expectations of the PBIS program were developed. The goal is to use new PBIS approaches to r academic and social expectations more effectiveness by addressing learning and discipline issues consistently and equal are highlights of the PBIS discipline framework:

- Three levels of behavior, increase from minor to the most severe
- Indicators are listed under the three school expectations of being respectful, responsible, safe
- Each level lists various implementation strategies that continue student instruction with the least interference t overall classroom environment
    - Level 1 – Initial observation of persistent behaviors
        - Behaviors that sporadically occur over short time periods; infrequently disrupts or risks safety; co with a brief intervention by teacher
        - Procedures are consistently followed to address behaviors by using clear communication and doc the behavior process
            - Teacher informed the student of the expectation not met
            - Teacher reviews school-wide behavior expectations
            - Teacher describes expected behavior and determines the appropriate consequence
            - Teacher contacts parent, if necessary
            - Teacher records incident on discipline log, evidence requested by the administration and u PBIS data collection
    - Level 2 – Chronic occurrence of Level 1 behaviors
        - Behaviors that are repetitive incidences lasting over a period of time; significantly disrupts and ris generally managed by teacher, may require administrative in-class support
        - Procedures are same as Level 1, but teachers must contact parents
    - Level 3 – Chronic occurrence of Level 2 behaviors

53

- ■ Violation of county/state policies; instantly disrupts and risks safety; referral is immediate, require administrative involvement
- ■ Procedures are same as Level 2, but the teacher must complete a referral with relevant documen
- Administrative Action
  - ○ Work efficiently and consistently in determining disciplinary action, approach in a team format
  - ○ Investigate trigger factors in which the classroom teacher is unaware (ex. evicted/homeless, arrests, fami change, etc.)
  - ○ Establish relationships with LAP personnel and counselor for interventions
  - ○ The overall goal is to get the student to remain on task and be engaged in classroom instruction

In support of the school-wide discipline expectations, there are multiple practices also used to create effective learning environments where students remain in the classroom for learning and teachers can deliver instruction with minimal disruptions. Practices include the following:

- ○ PBIS team meets monthly to determine revisions for procedures or trainings needed.
- ○ Expectation posters are displayed throughout school and referenced by all teachers in all areas of the sch community.
- ○ Class Dojo is used in all classrooms and resources to validate positive behavior inside and outside the clas providing a visual reinforcement that is understandable to all age groups and is also a communication too families.
- ○ The school resource officer is visible in the building and is available each day to provide safety support.
- ○ Anti-Bullying Awareness Month is promoted by the school counselor through classroom grade-level lesso with weekly lessons on similar topics.
- ○ The school also highlights students once a month, allowing peers to recognized a classmate exhibiting ap school-wide expectations.
- ○ Restorative practices are implemented to peacefully problem-solve between those that display harmful a and those that are harmed by the actions in order to resolve the situation by repairing relationships. In e classroom, hula-hoops are used as a hands-on strategy for students to lead discussions towards independ social problem-solving.
- ○ The Peace Builders Pledge is recited during daily announcements and the guidance counselor conducts le about being mindful, peaceful, positive, and behavioral choices supporting the expectations.

○ School/district experts are contacted to provide additional behavior support to teachers through extensiv... intervention strategies and target students requiring individual mediation, as needed.

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

...e main goal is for students to achieve academically and be present during instruction; therefore, specific discipline proce... place to support learning and provide consistent outcomes. PBIS is being implemented and behavior is observed using a ...red model, with specific consequences relating to misconduct. Level 2 behavior categories are chronic occurrences from ...at can either be classroom or office managed. Level 3 behavior categories are chronic occurrences from Level 2 that are ...ministrative managed. Each incident is recorded on a discipline log which results in consequences of verbal warnings, priv... ...moved, counseling intervention, parent contact, or referrals. With each level, strategies are used to provide support to ch... ...havior and always begin with a student conference to reflect on choices and identify expected behavior for the future.

...ecific strategies and interventions that are implemented for Tier II behavioral support, in addition to Tier I behavioral sup... include the following:

- Behavior point sheets (Check In/Check Out)
- Structured Breaks (Scheduled/Unscheduled; Active/Inactive)
- Positive Peer Reports
- Prompting
- Visual Cues/Hand Signals (Non-Verbal)
- Recognition System

55

- Calming Area/Pacing Area (Relation and Coping Skills)
- Sensory Tools (Desk Textures, Fidgets, Puddy)
- Random Positive Teacher Attention
- Mentoring Staff/Buddy Teacher
- Individualize Curricular Modifications
- School Counseling (Individual/Group) – Social Skills Emphasis, Conflict Resolution

her strategies may be used and are determined based on the intervention that individually supports student's behavior a
ted outcome.

n XII: Non-Title I Schools
y and Community Engagement

ON XIII: Title I Schools
I PARENT/FAMILY ENGAGEMENT

/Community Engagement Needs

Describe in a narrative your school's parental/community engagement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign-in sheets, type and number of parent activities, etc.). Title I schools must analyze infor from the Title I Parent Interest Survey.

During the 2017-2018 school year attendance at school-based activities varied. On August 21, 2017, we held our Back to School/Ti at school. There were 285 students and family members in attendance to meet their new teachers and learn about the school's Title 1 August 30, 31 and September 1, Kindergarten teachers met with 46 parents to review the curriculum and expectations for the school August 31, twenty-eight parents attended Pre-K orientation, during this time, Mrs. Kyle shared with parents routines and expectation upcoming school year. She also answered questions parents had about PreK. During the week of October 2 through the 6th, 359 gr visited classrooms to see ELA and math strategies. Having the week long activity enabled grandparents to visit as many classrooms wanted since most grade levels did not have overlapping times. October 3rd was the first Parent Conference Day, 206 parents came School Parent Compacts, find out about their child's progress and share concerns. On Dec. 7, Mrs. Jodi Stanton, Reading Intervent

Specialist, conducted a Fun with Letters Program for Pre-K parents. This program provided parents with information and activities do to help their child learn their letters, and information was shared regarding volunteering. This program was offered in the mornin again in the afternoon, but still, only 6 parents attended. After school on Dec. 7th, fifth grade students presented their Science Fair p which allowed students to model the scientific process. This was the first year for the Science Fair, during the 2018-2019 school yea grade students will join the fifth grade in the scientific process and share their work after school with parents. We hope to add a grad each year until this becomes a schoolwide activity. From January 9 through January 12, 103 parents attended Math Game Day prese During these days, teachers shared math games with parents to use at home to help review math concepts covered at school. On Jan Books Before Bedtime was held for students in Pre-K through Grade 5, forty parents learned about topics relevant to their grade lev including, phonemic awareness, vocabulary, and the use of ReadWorks. Attendance increased by 50% because the evening was ope all grade levels rather than just Pre-K through Grade 2. The second Parent Conference Day was held on February 14, only fifty-three came to school to share concerns and find out about their child's progress. STEM activities were held throughout the year for grade through 5, many grade levels held their STEM activity during the PTO meeting during various months One hundred twelve parents activities such as Egg Drop and SkyScraper Challenge with their children. On February 28, 2018, Math Rocks was held, this was an that focused on math games to help students learn their math facts using games and manipulatives, a total of 72 parents and children The end of the year Title 1 meeting was held on April 20 with six individuals in attendance. PreK and Kindergarten orientation were conducted on May 29 and 30, nineteen parents attended the Pre-K meeting, while 27 attended the Kindergarten meeting. Our goal a Creek is to identify activities parents would like to take part in and increase attendance at all parent/family engagement activities.

Parent Advisory/ Title I Parent Committee 2018-2019

Name	Grade Level Representation	Position
Jessica Muessen	Kindergarten	PAC Representative
Kateri Fazenbaker	Pre-K	Parent
Shawna Grove	Grade 1	Parent
Amanda Inskeep	Grade 2	Parent
Christy Kidwell	Grade 3	Parent

Angel Bradley and Mary Ann Decker	Grade 4	Parent
Angie Robertson	Grade 5	Parent
Delsie Fazenbaker	PreK-5	Family Engagement Coordinator
Jodi Stanton		Reading Intervention Specialist
Dr. Lisa Stevenson		Assistant Principal

the "Grade Level Representation" column, identify the grade level being represented by this parent. Under the "Position" column, id
's representative and alternate for the county Parent Advisory Council with "PAC." Identify the other members as Parent, Teacher,
unity Member, and so forth. **The parent committee must represent a cross-section of the school community. Title I schools must h**
entations from all grade levels.

GEORGE'S CREEK ELEMENTARY PARENT/FAMILY ENGAGEMENT PLAN

Expectations

hoolwide Title I school, George's Creek Elementary School Parent/Family Engagement Plan meets and exceeds the requirements of
Section 1116 of the Every Student Succeeds Act of 2015 (ESSA).

's Creek Elementary School recognizes the importance of forming a strong partnership with parents and community members in or
ely impact the students in our school. To promote effective parent/family engagement, the staff at George's Creek Elementary Scho
nes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

I   – Shared decision-making opportunities

II   – Annual meeting to explain the schoolwide Title I program

III – Opportunities to build and increase understanding, communication, and support between home and school

IV - Formal and informal evaluation of the effectiveness of parent involvement activities

V – Activities that promote a positive environment of high expectations shared by home and school

ge's Creek Elementary School accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school-level
Engagement Plan with the district's Parent/Family Engagement Plan.

By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in

ncreasing skills to support academics at home, the school will meet all goals on PARCC 2018-2019.

Action Plan

e I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you cc for more information
Shared Decision Making ➤ The School Improvement Plan (SIP)is developed with input from parents	Parent representatives on SIT and other decision - making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.	Ongoing	Tara Fazenbaker , Pri Lisa Stevenson, Assis Principal Delsie Fazenbaker, Fa Engagement Coordin
➤ The SIP is available for parent review and input at any time	A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the	December 2018	Tara Fazenbaker, Pri Lisa Stevenson, Assis

	opportunity to review and comment on the plan at any time.		Principal
➢ The Parent/Family Engagement Plan is developed with input from parents.	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parent of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.	May, 2019	Tara Fazenbaker, Prin Lisa Stevenson, Assis Principal
➢ The Parent/Family Engagement Plan is distributed to all parents.	A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.	December, 2018	Tara Fazenbaker, Prin Lisa Stevenson, Assis Principal
➢ With parents, develop a written School Parent Compact supporting instruction that is signed by teachers, parents, and students.	A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year's School Parent Compact and make revisions. The proposed compact will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval.	May, 2019	Lisa Stevenson, Assis Principal Delsie Fazenbaker, Fa Engagement Coordin
Annual Meeting ➢ Schools hold parent meetings at least annually to inform parents	Parents will be informed of the school-wide Title I Plan along with all Parent/Family Engagement	August, 2018	Tara Fazenbaker, Prin Lisa Stevenson, Assis

60

of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental/family engagement.	Activities scheduled for the current year. The school-wide plan is revisited several times throughout the year during Parent Involvement Activities. Title I Budget Stipends: $874.80 Snacks: $292.84		Principal
	Letters and reminders of activities are sent home in Tuesday folders. The all-call system will also be utilized to remind parents of upcoming school events.	Ongoing	Tara Fazenbaker, Prin Lisa Stevenson, Assis Principal
Building Parental Capacity ➢ Provide assistance to parent in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.	On Parent Conference Days, teachers will discuss with parents grade level expectations along with content standards and objectives in the College and Career Ready Standards.	Oct. 2, 2018 March 4, 2019	Tara Fazenbaker, Prin
	At PreK/K Orientation teachers will discuss with parents expectations along with content standard objectives in the College and Career Ready Standards.	May, 2019	Kim Kyle, PreK teach Tara Ruby and Ashlei Clise Kindergarten te
➢ Provide materials and parent trainings/workshops to help parents improve their children's	Letter Learning Fun: PreK and Kindergarten parents will learn fun hands-on activities to help their child learn their letters at home.	January 10, 2019	Jodi Stanton, Reading Intervention Teacher

61

academic achievement.	Title I Budget Materials: $200 Snacks: $292.84 Science Fair: Students in grades 4 and 5 will present projects to parents and staff. Title I Budget Stipend: $291.60 Books Before Bedtime: Evening program for PreK through Grade 5 focuses on literacy activities. Title I Budget Stipends: $486 Materials: $200 Snacks: $292.84 ELA Week: Parents will be provided information and strategies to help student's at home. Math Game NIght: Students and parents play math games to reinforce math concepts. Title I Budget Stipends: $340.20 Materials: $126.78 Snacks: $292.84 Math Week: Parents will be provided information and strategies to use to help student's at home.		
		March 5, 2019	Julie Baker, Todd Sny Megan Mathews, Me McKenzie, Kate Alkir Turner, Media Specia Kayla Jackson, Specia Education Teacher
		January 8, 2019	Teachers PreK throu Grade 5
		January 14-18	Teachers Pre-K throu Grade 5
		January 22, 2019	Teachers Pre-K throu
➢ Educate school personnel on		Feb. 4-8, 2019	Teachers Pre-K throu

how to work with parents as equal partners in their child's education.	Title 1 Parent Interest Survey: survey results will be analyzed and utilized in planning events. An article informing staff of how to work with parents as equal partners will be e-mailed prior to spring parent conference day.	April, 2019	Lisa Stevenson, Assis Principal
➢ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., Library, Head Start, etc.	Parent Advisory Council meets monthly. Parents discuss information received at the ACPS PAC meeting and meet with teachers to discuss educational matters.	Monthly	Tara Fazenbaker, Pri
	Allegany County Public Library: Provides evening and summer programs for all students in our community.	Ongoing	Tara Fazenbaker, Pri
	Allegany County Health Department: Provides school health services to our students.	Ongoing	Tara Fazenbaker, Pri
	Head Start: Provides early childhood education to eligible 3 and 4-year-olds, joint Kindergarten registration	Ongoing	Tara Fazenbaker, Pri
	Frostburg Rotary: Provides student dictionaries to grade 3 students.	Fall, 2018	Tara Fazenbaker, Pri
➢ Ensure information is presented	**Goodwill Fire Department and the Midland Fire Department:** Presents fire safety lessons and demonstrates a car extraction for all students following an emergency egress drill.	Oct. 10, 2018	Tara Fazenbaker, P

in a format and/or language parents can understand.	**Lions Club:** Vision screening for PreK students.		Tara Fazenbaker, Prin
➢ Ensure accessibility for parents with limited English proficiency, parents with disabilities and parents with other hardships to fully participate in parent/family engagement opportunities.	All written communication is drafted in a parent-friendly format. Tuesday folders are sent home for important announcements. Assignment notebooks are sent home daily. The school website is available to provide information to parents. The telephone system is used to remind and provide parents with information in a timely manner. Parents can access the online gradebook, to keep up with student grades.	Ongoing	Tara Fazenbaker, Prin Lisa Stevenson, Asst. Principal; Delsie Fazenbaker, Family Engagement Coordin Tara Fazenbaker, Prin
Review the Effectiveness ➢ The effectiveness of the school's parental/family engagement activities will be reviewed.	Parents will review the effectiveness of the plan at the Title I Parent Committee Meeting.	May, 2019	Tara Fazenbaker, Prin
Joyce Epstein's Third Type of Parent Involvement ➢ Volunteering	**Parent Workshops:** Parents make instructional materials for use in classrooms.	Ongoing	**Tara Fazenbaker, Pri** Lisa Stevenson, Asst. Principal; Delsie

	Classroom Volunteers: Parents assist students with special classroom activities. Some volunteers come into classrooms and work on materials needed by the teacher for instruction.	Throughout the year, as requested	Fazenbaker, Family Engagement Coordir
	Outdoor School: Parents volunteer to chaperone Grade 5 students during the week of Outdoor School	October 1-5, 2018	
	Grandparents Activities	Sept., 2018	
	Parent Conference Days	Oct. 3, 2018; March 4, 2019	
	Guest Readers: Parents volunteer to read to their child's class throughout the year	Throughout the year	
	Book Fair: Parents are invited in to help students shop and to assist Mrs. Turner with the fair.	Spring, 2018	

Professional Community for Teachers and Staff- Standard 7

it comes to closing the achievement gap for any group of students, we know that focused and targeted professional lear l feature of the school improvement effort. What school-based professional learning will be/has been coordinated this y ss your school's achievement gaps?

Professional Learning Title: The Growth Mindset

Date (s): Monthly: Aug., Oct. 18, Nov. 14; additional dates will be determined

65

Location and Time: During grade level team meetings

Intended Audience: Teachers

What changes are expected to occur in the classroom as a result of this professional learning?
Changing a students mindset from a fixed to a growth mindset will increase their attention,memory, judgement and they will literally be
more intelligent than they were before based on research by Carol S. Dweck.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
Participants will be given advice and guidance along with opportunities to encourage the students and cultivate their mindset. As well a
strategies to help empower students to achieve

How will you measure the implementation of the knowledge and skills in the classroom?
By walk throughs, observations, and discussion during PD meetings.

XV. Management Plan

How will the plan be shared with the faculty and staff?

A hard copy of the plan will be stored in the office and an electronic copy will be stored on the school's server. Faculty and staff will
review the plan during staff meetings. Any changes or additions made to the plan will be shared with the faculty and staff during sta
meetings.

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

Student data for ELA and Math will be collected. Benchmarks for ELA and Math will be analyzed. Assessments relating to the princip

LO will be analyzed as well. MId-point data for SLOs will be discussed during conferences.

DIBELS data is reviewed after each administration for students in grades K through 3. Once the data is reviewed, intervention groups may or may not be adjusted based on student performance. Teachers, Special Education staff, administration and the reading intervention teacher analyze classroom data. Once the data has been reviewed, the group discusses what changes will be made to intervention groups, classroom activities, and what students will work on in enrichment.

Reading Inventory results will be reviewed after each administration by classroom teachers, Special Education staff, administration, t reading specialist, and the reading intervention teacher. The results will help determine what programs and interventions will be use help students make progress in grades 4 and 5.

How will the SIP be revised based on student progress and the method(s) used to measure student progress?

The School Improvement Team will have monthly meetings to review these findings. Activities, strategies, and professional developr will be revised as deemed necessary by the data and the team.

What role will classroom teachers and/or departments have in implementing and monitoring the plan?

Teachers will analyze their grade level data and discussions will be held during team meetings. Changes that need to occur based on data will be discussed at SIT meetings. Necessary changes will be implemented by classroom teachers. Grade level SIT members will share information with their grade level colleagues regarding changes and upcoming activities.

How will the initial plan be shared with parents and community members?

The plan will be available in the main office for anyone to look at, upon request. It will be communicated to the parents through the school newsletter that the plan is available for review and comment. The newsletter will also be used as a means to communicate information from the plan with families. A copy of the plan will also be available at our Title 1 meeting. The plan will also be shared any parent attending the Title 1 meeting in the spring. Title 1 updates will be given to parents in each newsletter sent home through the year. The School Improvement Plan can also be accessed on the ACPS website.

How will revisions to the SIP be presented to the staff, parents, and community?

Revisions will be presented to the faculty and staff during staff meetings. Revisions will be presented to parents through the school newsletter and community members have the option to visit the school and survey the plan in the school office.

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

Central Office Staff continues to play a crucial role in writing and developing the School Improvement Plan. They also attend monthly meetings at the school. Central Office staff reviews our School Improvement Plan and offers assistance with plan implementation.

List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.

The School Improvement Team Meetings will be held the third Thursday of each month.

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

(Print and Sign) **Signed roster is in the folder**	Affiliation/Title
azenbaker	**Principal**
evenson	**Assistant Principal**

anton	School Improvement Chair and Reading Intervention Specialist
Fazenbaker	Family Engagement Coordinator
McGowan	First Grade Teacher
Metz	Second Grade Teacher
Sipple	Third Grade Teacher
Mathews	Fourth Grade Title 1 Teacher
aker	Fifth Grade Teacher
le	Pre-K Teacher
ackson	Special education Teacher
la Beeman	Instructional Assistant
Muessen	Parent
na Colmer	Parent