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**Allegany County Public Schools  
2017 – 2018 School Improvement Plan**

**EDUCATIONAL FRAMEWORK**

**Mission, Vision, and Core Values**

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**Mission Statement**

The mission of George's Creek Elementary is to guide students to use higher level thinking and work to solve real world problems, independently. We will work hard to build a strong partnership between school, families, and community members in order to develop and career ready students.

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**Vision**

**Guiding Children to Succeed**

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**Core Values**

**Each unique child possess goodness, talent, strength and beauty within. Our goal is to help students maximize and realize their intellectual, personal, and social potential in a safe and nurturing environment.**

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

<b>Print and Sign)</b>	<b>Affiliation/Title</b>
mbaker	Principal
ion	Assistant Principal
	Pre-K
	Kindergarten
owan	First Grade
r	Second Grade
e	Third Grade
hews	Fourth Grade
	Fifth Grade
izie	Special Education Teacher

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r	Media Resource
l	Guidance Counselor
eman	Special Education Instructional Assistant
l	Reading Intervention
nbaker	Family Engagement Coordinator
choltz	Parent
in	Parent
3erg	Parent

What is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school community?

The vision, as well as, the mission statement and beliefs were developed with staff and parents. It was agreed upon by all in attendance. The vision was developed using the initials in George's Creek School and the mission and core values of the school. This reflects what we do every day: guide children to succeed. In order to make sure all stakeholders are able to articulate the vision, this pneumonic was created, and will be placed on all information that goes home.

**When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur?**

January, 2018

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ve you adjusted the school’s mission and vision to changing expectations and opportunities for the school and changing needs and expectations of students? If so, why?

s, we added “and realize” to the core values statement because we feel many of our students do not realize their worth or potential

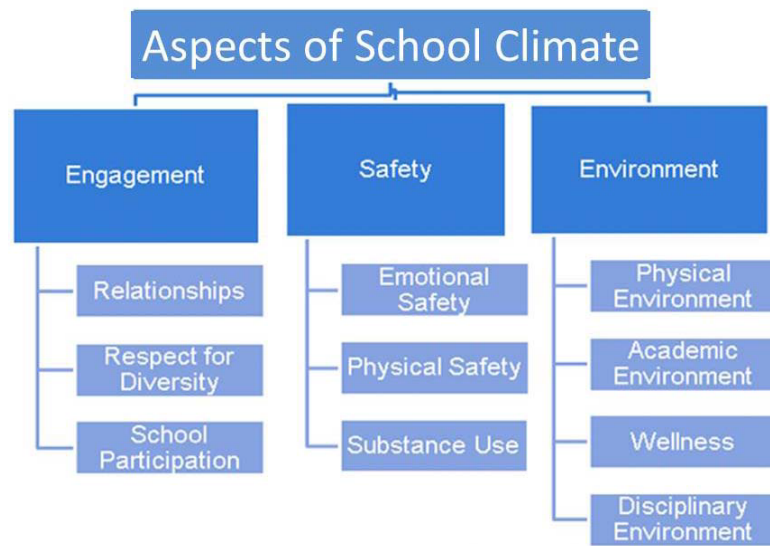
#### **3. Climate, and Inclusive Community**

**School climate and culture** have a profound impact on student achievement and behavior and reflects the school community. Positive 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 parents experience school life. School climate refers to a school’s social, physical, and academic environment. How does it make people feel? Safe? Welcoming? Connected?

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**U.S. Department of Education's  
Safe and Supportive Schools Model**

**School culture** is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure. The concept is school culture, which refers to the “unwritten rules and expectations” among the school staff (Gruenert, 2008).

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

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

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In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland's public schools, 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.

**in or bulleted form**, address your school's **climate, culture, and inclusive community**. (Refer to Professional Standards for Educators Standards 2, 3 and the graph Aspects of School Climate) Please consider answering the following questions in your response.

George's Creek Elementary School has specific expectations that are implemented to maintain a welcoming, comfortable environment for all students. These expectations are included on the "Behaving is a BLAST" posters displayed throughout the building. BLAST stands for Listening and following rules, Aiming to make good choices, Staying focused, and Treating others with respect; with the understanding that all students will always strive to perform at their best. These behavioral values are addressed by teachers at the beginning of school and are revisited throughout the year. Administration also reinforces the expectations through regular classroom visitations. These expectations are displayed in all areas throughout the building and are positively written as reminders to students to make better choices and to think before acting.

The main goal is for students to achieve academically and be present during instruction; therefore, specific discipline procedures are in place to learn and provide consistent outcomes. Behavior is observed using a three-tiered model, with specific consequences relating to misbehavior. Level 1 behavior categories are initial observations of a persistent behavior and are classroom managed. Level 2 behavior categories are chronic occurrences from Level 1 that can either be classroom or office managed. Level 3 behavior categories are chronic occurrences from Level 2 that are administrative managed. Each incident is recorded on a discipline log which results in consequences of verbal warnings, privileges removed, conference with parent, parent contact, or referrals. With each level, strategies are used to provide support to change behavior and always begin with a strategy to reflect on choices and identify expected behavior for the future.

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The Discipline Team provides additional behavior support to teachers through extensive intervention strategies and targets students in mediation. George's Creek is using a check in/check out system called the Miner's Prospect. Through a partnership with parents, students have a school mentor whom they meet daily at the beginning and end of the school day. Students receive points for appropriate behavior for an activity that is meaningful and self-selected by the student. The members of the discipline team meet monthly to review data and determine if additional faculty training is necessary and /or outside services are required to support the student.

Another resource to support the school's approach to discipline is the Peace Builder's Program. Since 2011, George's Creek students have participated during the announcements and continue as participants through the guidance counselor's classroom lessons which are implemented throughout the school year. This program emphasizes the student's role in maintaining peaceful behavior throughout the school community.

There are also numerous recognitions provided to students displaying the school expectations. The guidance counselor also identifies a student from each classroom every month as a Shining Star for representing leadership and peacebuilding skills. Students are nominated by the teacher and are invited, along with their parents, to a donut social. To celebrate birthdays student's names are stated on the announcements; even a pencil; those celebrating in the summer are acknowledged by their half birthday. With these programs in place, all students have the opportunity to be recognized for an honor or a celebration throughout the year.

George's Creek faculty and staff work hard everyday to ensure that all students are included. Paraeducators work throughout the building to provide support to students with and without disabilities in a variety of ways. They provide assistance to students in the classroom by accompanying students, working with small groups, and assisting the classroom teacher with instruction. Instructional assistants are able to collaborate with general and special education teachers on a regular basis by conversation. Special education teachers and general education teachers are given time to plan for all students on a weekly basis. Extensive planning sessions are scheduled at the end of the second and third quarter to ensure that all students will be included. These meetings will allow for all teachers to develop plans for the instruction of all students during the upcoming nine weeks. Students of all abilities are included with each other during instruction. They work together in small groups and as partners in order to collaborate on instructional activities. Throughout the school day including resource classes, they are also given opportunities in the band and orchestra if they are interested. Instructional assistants are also responsible for helping with duties such as, morning greeters in the gym and cafeteria, cafeteria clerks, and

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sal duties at the end of the day. With the change in student population, the faculty and staff at George’s Creek could benefit from al learning or training that will help address the needs of our students when it comes to educational disabilities, such as autism, as v ted newborns and the effects on children as they learn and grow.

I  
DEMOGRAPHICS  
iff Demographics

**STAFF DATA 2017-2018 School Year**

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**Table 1**

School-based Personnel	Part Time	Full Time	Total
Administrators	1	1	2
Teachers	1	18	19
Itinerant staff	8	0	8
Paraprofessionals	2	7	9
Support Staff	0	4	4
Other	7	7	14
Total Staff	19	37	56

**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
<b>Percentage</b> of faculty who are: <ul style="list-style-type: none"> <li>• Certified to teach in assigned area(s)</li> <li>• Not certified to teach in assigned area(s)</li> </ul>	100 0	100 0	100 0	100 0
Number of years principal has been in the building	2	3	4	5
Teacher Average Daily Attendance	94.8%	93.5%	95.6%	

**Student Demographics**

**Table 3: SUBGROUP DATA**

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SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL
Hawaiian/Pacific Islander	NA	NA	≤ 10
African American	≤ 10	≤ 10	NA
White	302	301	306
Asian	≤ 10	≤ 10	NA
Two or More Races	≤ 10	≤ 10	≤ 10
Special Education	55	55	55
Males	155	156	161
Females	154	152	150
Total Enrollment (Males + Females)	309	308	311

FARMS RATE Used for School Year	2015-2016	2016 – 2017	2017-2018
Percentage as of October 31 of Previous School Year	68.05%	71.25%	69.16%

**Special Education Data 2017-2018 School Year (As of September 30, 2017)**

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**Table 4**

<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	≤ 10	06 Emotional Disturbance	NA	12 Deaf-Blindness	NA
02 Hard of Hearing	NA	07 Orthopedic Impairment	NA	13 Traumatic Brain Injury	NA
03 Deaf	NA	08 Other Health Impaired	≤ 10	14 Autism	≤10
04 Speech/Language Impaired	26	09 Specific Learning Disability	≤10	15 Developmental Delay	≤10
05 Visual Impairment	NA	10 Multiple Disabilities	≤10		

**II  
FRATIVE LEADERSHIP**

What is the role of the principal in the School Improvement Process at your school?

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ial

ersee faculty and staff and make decisions that impact the overall educational success of the school.

ad and direct the process of continuous school improvement.

sign chairpersons to Action Teams and participate in identifying school initiatives, analyzing data, and developing and monitoring go

rovide instructional leadership for the alignment of curriculum, instruction, and assessment through observation and evaluation of te

onitor student achievement using technology and multiple sources of data.

rove instructional practices through purposeful walk-throughs and observations and evaluation of teachers.

aintain a positive culture of learning that capitalizes on multiple aspects of cultural diversity to meet the needs of all students.

plement professional development activities focusing on county initiatives, understanding of culture, data analysis, deliberate plann

ividual teacher needs and discipline.

ablish effective relationships and communicate effectively with students, parents, staff, community groups and Central Office supp

What is the purpose of your school leadership team in the School Improvement Process?

ship team

erprets individual and aggregate reports

llow the Root Cause Analysis procedure to identify areas of strengths and weaknesses

velop plans of action in the areas of ELA, math and discipline

onitor and make changes and additions in the plan as needed.

Does your school improvement team (SIT) represent your entire school community, including parents/guardians?

Who have representation on our team:

chool Administration

classroom teacher; at each grade level

source teacher

Guidance Counselor

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Special Education Teacher  
Reading Interventionist  
Instructional Assistant  
Family Engagement Coordinator  
Parents

What additional opportunities exist for everyone in your school community to meaningfully participate in school decision-making process?  
Parent Meetings  
Discussions with Math and Reading Specialists and teachers  
Involvement and development of the objectives/goals of the Peer Coaching Team  
Parent Participation in SIT meetings

**L'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and baseline evidence (rubric)**

**INCIPAL SLO 1**

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

Students (136) in grade 3 through 5; Grade 3 (53), Grade 4 (38), and Grade 5 (45); will improve their comprehension of informational text. By focusing on comprehension and writing, students will become conscious of reading strategies that will help them make sense of text. They will become purposeful, active readers who are in control of their own reading comprehension. Writing prompts require close reading and cite evidence-based responses. Reaching this objective will position students for future success both in English Language Arts and other subjects as primarily accessed through written text. It is preparation for success in college and the real world.

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

Schoolwide PARCC ELA Data from Spring 2015, 2016 and 2017 showed students who Met or Exceeded Expectations in for third grade was 19.6%, 19.6%, 34.2%; fourth grade was 29.8%, 35.6%, 40.4% and fifth grade was 29.3%, 32.6%, 32.6%, respectively. There are slight increase in third and fourth grade scores but fifth grade data is stagnant.

Although the SLO targets all students in Grades 3-5, the percentage of Economically Disadvantaged Students (FARM) is a good indicator of school performance. Subgroup data indicates a need to increase the number of FARM students meeting or exceeding the grade level expectation in ELA. PARCC scores showed 15 out of 22 (68%) third grade students, 24 out of 36 (66.7%) fourth graders and 18 out of 27 (66.7%) fifth grade students did not meet or excel their grade level expectations.

Students took a benchmark test on the READWORKS online site. This assessment consisted of comprehension questions which were scored by the site. Also, responses to a writing prompt were scored using the 6+1 trait rubric for Writing for Information. Ninety-six percent of students (131) scored below 70%, 82% of the students (112) scored below 50% and 34% of the students (46) scored below 25. When looking at the FARM students (93), 93% (89 students) scored less than 70%, 77% (77 students) scored less than 50% and 34% (32 students) scored less than 25% on the assessment.

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

The ELA and SIT team used the goal planning process to analyze PARCC scores. They also reviewed data collected from the RI benchmark and writing response. Awareness of the high rate of poverty students at George's Creek (69.16%) prompted us to dive deeper into FARM data and identify strategies for implementation. Deliberate monitoring of student progress will be beneficial in increasing the proficiency level of this subgroup as well as all third, fourth and fifth grade students. Thus, this SLO will target all students.

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

On September 11, students read an information passage from the Readworks site at their grade's lexile level. Questions sets align with the PARCC reading standards. Special Education students were given accommodations as per their IEP. In addition, the assessment included a writing prompt, which was scored using the PARCC rubric. This was scored by the school's Reading Specialist, Krista Trenu. She then met with teachers and administrators during team meetings and together they determined the needs of each individual child. A plan was formed for instruction and classroom weekly practice.. All practiced passages are reviewed and ongoing collaboration determines the direction for further instruction.

Students are expected to increase their benchmark scores by at least 2 points on the final assessment. A mid-term assessment was scheduled for all grades in January. Final data will be collected the week of April 16-20th and results will then be analyzed. Students are expected to increase their benchmark scores by at least 2 points on the final assessment.

**INCIPAL SLO 2**

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

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Students in Grades 3 through 5 will improve their higher-order thinking strategies and develop critical skills and strategies in the content area. "Imagine Learning" is built from a carefully sequenced and paced progression that provides the conceptual understanding and grade-level success. The system is designed to build students' conceptual understanding, flexible strategic thinking, and problem-solving perseverance. As students advance through adaptive lesson pathways, they interact with highly focused content purposefully chosen to help students make connections while learning to think algebraically. "Algebra is often identified as the gatekeeper to advanced mathematics and college and career readiness. With this online site, students receive a concrete mathematical foundation to build the skills and knowledge necessary for success in school, college and the real world.

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

Schoolwide PARCC Math Data from Spring 2015, 2016 and 2017 was analyzed in the content area of Math. For those consecutive years, data showed students who Met or Exceeded Expectation data in for third grade as 23.9%, 30.4%, 26.3%; fourth grade was 23.4%, 23.7% and fifth grade was 29.3%, 23.9%, 20.9%, respectively. There is no trend in this data and although there was some slight increase in grade 3 and 4, it is not significant growth and is stagnant.

Although the SLO targets all students in Grades 3-5, the percentage of Economically Disadvantaged Students (FARM) is a good indicator of school performance. Subgroup data indicates a need to increase the number of FARM students meeting or exceeding the grade level expectation in math. PARCC scores showed 18 out of 22 (81.9%) third grade students, 29 out of 36 (80.6%) fourth graders and 23 out of 35 (65.7%) fifth grade students did not meet or exceed their grade level expectations.

At the beginning of the year, the "Imagine Math" Benchmark was given, as directed by county supervisors. The assessment consisted of 30 questions. The first ten questions were on a grade level pathway. A strategic pathway was then developed for the second ten questions based on the student's first ten responses. The next ten questions were based on the 20 previous questions. Individualized responses to the questions resulted in a benchmark score. Data at the beginning of the year showed that few students, when tested on grade-level skills and concepts, performed at the Proficient Level; 8% in third grade, 2% in fourth grade and 3.7% in fifth grade. No one scored at the Advanced Level in any grade. All other students (86.5%) performed on the Basic Level, Below Basic and Far Below Basic Level.

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

The Math and SIT team used the goal planning process to analyze PARCC scores. They also reviewed data collected from the Learning Benchmark given as a county initiative. With the high rate of poverty students at George's Creek (69.16%), attention to FAI students will help dive deeper into the data and identify strategies for implementation. Deliberate monitoring of student progress will be beneficial in increasing the proficiency level of this subgroup as well as all third, fourth and fifth grade students. Thus, this SLO will target students

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

In September, students took the "Imagine Learning" Benchmark and received an individualized score based on their responses. The math specialist based on responses from a representative of the program helped determine that students should show optimal growth of 100 points by the end of the year. A learning target was set for each third, fourth and fifth grade student using this information. Students will have daily opportunities to interact with the program throughout the week. Teachers will monitor progress through math observations. Data will be analyzed weekly in team meetings and a plan of action will be made for students in a small group and/or individual setting. Growth will be measured after the students complete the final benchmark test.

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**V**

**C PROGRESS**

remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master Plan, schools are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their achievement and classroom practices. Schools in Allegany County are required to do the same.

**For your analysis of ELA 3-5; FARMS, SE and subgroup data, please address the following for students in your school:**

**1. Root Cause Analysis and Goal Planning Process used to address the Achievement Gap.**

What do you believe are the **Root Cause (s)** (Deepest underlying cause(s) of negative symptoms) for your achievement gap?

- Students in the FARMS subgroup come without background knowledge, stamina and prior content knowledge.

Use the ACPS Goal Planning Process

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- What is the Issue?
  - Students must be introduced the vocabulary and content of the subject before they can dig deeper into the material.
  - There are many levels of understanding in one classroom and identifying students strengths and needs is a feat.
  - There are gaps in many student's understanding, and it is a task to help students make meaning when they do not understand concepts.
  - Re-teaching has become a whole group activity rather than for those who need it. Small group instruction does not take into consideration the needs of the student but more on whole group activities.
  - Many times teachers are teaching students to read as they are trying to help students to read to learn.
  - Not enough deliberate practice for how to answer text-dependent question, and there's a need for more authentic writing.
- What data supports the need for a resolution to the identified issue?
  - Performance of the FARMS subgroup on PARCC tests
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
  - Critical Vocabulary has been a focus of the ACPS for the past two years.
  - Posters containing the critical vocabulary have been distributed by the district and are to be posted in all classrooms.
- What is currently preventing the identified goal from being attained?
  - Vocabulary isn't consistently addressed.
  - Vocabulary review doesn't take place in all grade levels.
  - Vocabulary isn't assessed and analyzed within a theme/book or during a unit of study in the Treasures series.
- What outcomes will determine if the identified goal has been met?
  - PARCC scores in ELA will increase; as the number of FARM students who pass increase, the GAP will decrease.
  - Benchmark scores in ELA will improve; the number of FARMS students passing will increase.
  - Unit and/or theme/book vocabulary will be assessed and analyzed by grade levels.
- What resources are needed to meet the identified goal?

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- Posters of identified vocabulary words
- Skits to help students further understand the word(s)
- Review of vocabulary throughout the building
- Vocabulary assessments for units and/or books
- What resources are currently available to meet the identified goal?
  - Fifth grade students are creating posters to be displayed in all grade level bathrooms.
  - Fifth grade students are performing skits on the morning announcements.
  - Vocabulary is added to the hall in the cafeteria and is used for discussion.
  - There are assessments for the reading units in the “Treasures” reading series.
- What resources are not currently available to meet the identified goal?
  - Designated times for vocabulary review, if it isn’t in the schedule it doesn’t get done
  - Assessments for books or novels being used for instruction
- What steps will be taken to fully implement the plan in the effort to reach the identified goal
  - Critical vocabulary will remain a focus in classrooms. Teachers will introduce and use the critical vocabulary instruction.
  - Students in grade 5 will create posters for each vocabulary work and they will be posted in grade-level bathrooms.
  - Students in grade 5 will perform skits on the morning announcements to help other students understand what it means.
  - Critical vocabulary will be displayed on the wall in the cafeteria. Teachers will use and review the vocabulary in the cafeteria with students.
  - Critical vocabulary slides are in the slide show that projects on the television in the cafeteria each day. These will be seen by students as well as parents who come to pick up students at the end of each day.
  - Critical vocabulary will be assessed during instruction and then analyzed for mastery.
- How will implementation be monitored to reach the identified goal?

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- Critical vocabulary will be seen in the cafeteria and on the daily computer slide in the cafeteria. Posters will be in all grade level restrooms. Attention will be given to students using vocabulary in the correct context.
- Vocabulary assessments will be shared and discussed during team meetings

**Be Completed when 2018 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?

**2. Universal Design for Learning for ELA. How will UDL be used in the classroom to support attainment of your goals? List 3-5 strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and positive academic outcomes for all students.**

Principle/Mode	Representation – Process
<b>Principle of Representation:</b> <i>Providing the learner various means of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>● Audio materials such as stories on CDs</li> <li>● Technology components such as Discovery Ed. and ConnectEd, as well as laptops and SMARTboards</li> <li>● Visuals such as prints, photographs, video clips, maps, and displaying vocabulary</li> <li>● Kinesthetic activities: dance/movement, gross motor movements, and use of manipulatives for various activities</li> <li>● Flex group instruction</li> </ul>
<b>Principle of Expression:</b> <i>Providing the learner various means of demonstrating knowledge and skills (what they know).</i>	<b>Expression/Action- Product</b> When asked to demonstrate their knowledge, teachers provide students with a variety of choices for showing they know. These include: <ul style="list-style-type: none"> <li>● Utilizing Choice Boards in class for assignments and projects</li> <li>● Providing a variety of manipulatives and leveled games or centers</li> </ul>

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	<ul style="list-style-type: none"> <li>● Providing opportunities to work collaboratively in small groups and with partners</li> </ul> <p>When asked to demonstrate their knowledge, students are given a variety of choices for showing what they know. These include:</p> <ul style="list-style-type: none"> <li>● Writing in a journal</li> <li>● Drawing a picture</li> <li>● Activity Mats</li> <li>● Presentations: multimedia, posters, oral</li> <li>● Acting things out</li> <li>● Keyboarding and computer options such as PowerPoint</li> </ul>
<p><b>Strategies for Engagement:</b> <i>tap into learners interests, engage them appropriately, motivate them to learn.</i></p>	<p><b>Multiple Options for Engagement</b></p> <p>In order to tap into learners interests, teachers do a number of things to identify these areas:</p> <ul style="list-style-type: none"> <li>● Interest surveys for enrichment groups</li> <li>● Interest inventories for reading materials</li> <li>● Choices for various projects</li> </ul> <p>To challenge students appropriately and to motivate them to learn, teachers incorporate the following activities into the classroom learning environment:</p> <ul style="list-style-type: none"> <li>● Differentiated assignments</li> <li>● Levels of challenge within the choice board</li> <li>● Group options: alone, with a partner, small group</li> <li>● ReadWorks articles</li> <li>● Rigorous Questioning</li> </ul>

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**3. 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 lowest performing subgroup students.

**Reading – Proficiency Data (Elementary, Middle and High Schools)**

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

	2015							2016							2017						
	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	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
Students	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	
African American	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≤10	0	0.0	0	0.0	≤10	
Hispanic	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	11	

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<b>ation</b>	≤10	≤10	77.8	≤10	11.1	≤10	11.1	12	≤10	50.2	≤10	41.7	≤10	83	≤10	≤10	66.7	0	0.0	≤
<b>ed Meals</b>	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	≤
	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	≤
	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	≤

	2015							2016							2017						
	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	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%		
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	1	
	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	1	
re races	NA	NA	NA	NA	NA	NA	NA	≤10	0	0.0	0	0.0	≤10	100	≤10	≤10	100	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	6	66.6	≤10	22.2	≤	
ed MS)	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	1	
	27	≤10	25.9	12	37.0	≤10	37.0	23	≤10	26.1	≤10	26.1	≤10	47.8	23	6	26.0	≤10	17.4	1	
	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	≤	

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	2015							2016							2017						
	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	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
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	1	
ntino 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	
	56	23	41.1	≤10	100	0	0.0	≤10	0	0.0	0	0.0	≤10	0.0	43	19	44.2	≤10	23.3	1	
re races	≤10	0	0.0	≤10	100	0	0.0	≤10	0	0.0	0	0.0	≤10	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	≤	
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	≤	
	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	≤	
	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	≤	

**our analysis of Math 3-5 for FARMS, SE, and subgroup data, please address the following for students in your school:**

**1. Root Cause Analysis and Goal Planning Process used to address the Achievement Gap.**

What do you believe are the **Root Cause (s)** (Deepest underlying cause(s) of negative symptoms) for your achievement gap?

- There are gaps in many student's understanding of math vocabulary and concepts.

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ie the ACPS Goal Planning Process

- What is the Issue?
  - It is difficult to help students make and extend meaning when they do not understand prior concepts.
- What data support the need for a resolution to the identified issue?
  - PARCC scores indicate that 81.9% of third grade FARM students, 82.8% of FARM fourth graders, and 88.4% graders did not make progress in the area of math
- Does the identified goal align with an initiative of the ACPS? 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?
  - It is difficult to make and extend meaning when students do not understand prior concepts.
  - Data analysis of benchmarks, classroom tests, and formative tests were not used to continuously identify need
  - Teachers assume students know what they were doing.
- What outcome(s) will determine the identified goal has been met?
  - Benchmark and PARCC scores will increase; as the number of FARMS students passing increases, the GAP v decrease.
- What resources are needed to meet the identified goal?
  - Input from the math specialists, some kind of math intervention
- What resources are currently available to meet the identified goal?
  - Teachers have manipulatives, online resources and the curriculum guide on Google Drive
- What resources are not currently available to meet the identified goal?
  - A specific math intervention program
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
  - Collaboration among teachers during team planning
  - Analyzing data to drive instruction and form flex groups

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- Intentional planning between regular and special education teachers
- How will implementation be monitored to reach the identified goal?
  - Lesson plans will be monitored by administration and discussed with teachers individually and as a group
  - Walk throughs and observations
  - Discussions following the Peer Coaching process

### Completed when 2018 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?

**2. Universal Design for Learning for Mathematics- How will UDL be used in the classroom to support attainment of your goals? strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students.**

Principle/Mode	Representation – Process
<b>Principle of Representation:</b> <i>Presenting the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>● Focus Wall</li> <li>● Videos: Pearson, LearnZillion, Study Jams</li> <li>● Number Talks and Talk Moves</li> <li>● Anchor charts and interactive notebooks</li> <li>● Manipulatives, movement activities, and games</li> </ul>

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<b>is for Expressions:</b> <i>ling the learner  atives for demonstrating  knowledge and skills  they know).</i>	<b>Expression/Action- Product</b> <p>Students are given a variety of choices to demonstrate their understanding of a concept in math. These inc</p> <ul style="list-style-type: none"> <li>● Multiple strategies to solve problems</li> <li>● Number talks and tasks</li> <li>● Communicators and/or white boards</li> <li>● Math journals</li> <li>● Show work with multiple math tools</li> <li>● Think sheets and activity mats</li> <li>● Exit tickets</li> </ul>
<b>is for Engagement:</b> <i>tap  arners interests,  nge them appropriately,  otivate them to learn.</i>	<b>Multiple Options for Engagement</b> <p>To challenge students appropriately and to motivate them to learn, teachers incorporate the follow activities into the classroom learning environment:</p> <ul style="list-style-type: none"> <li>● Math Talks</li> <li>● Songs and movement</li> <li>● One-Eyed Jack activities</li> <li>● Imagine Math</li> <li>● Games and math centers</li> <li>● Differentiated grouping</li> </ul>

**3. Mathematics 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 lowest performing subgroup students.

**Reading – Proficiency Data (Elementary, Middle and High Schools)**

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Complete data charts using 2015, 2016, 2017 PARCC results.

	2015							2016							2017						
	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	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
ss	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	
	≤10	0	0.0	0	0.0	≤10	100	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
frican	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≤10	0	0.0	0	0.0	≤10	
	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	
cation	≤10	≤10	88.9	≤10	0.0	≤10	1.1	12	≤10	66.7	≤10	8.3	≤10	33.4	≤10	≤10	33.3	≤10	33.3	≤10	
ed Meals	28	19	67.9	≤10	21.4	≤10	10.7	35	19	54.3	≤10	25.7	≤10	20.0	22	≤10	36.4	≤10	45.5	≤10	
	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	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	

	2015							2016							2017						
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	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		Le
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	
s	47	27	57.4	≤10	19.1	11	23.4	45	27	60.0	≤10	20.0	≤10	20.0	47	23	48.9	11	23.4	1
	46	27	58.7	≤10	19.6	≤10	21.7	44	27	61.4	≤10	20.5	≤10	18.2	46	22	47.8	11	23.9	1
re races	NA	NA	NA	NA	NA	NA	NA	≤10	0	0.0	0	0.0	≤10	100	≤10	≤10	100	0	0.0	(
cation	≤10	≤10	70.0	≤10	20.0	≤10	10.0	≤10	≤10	70.0	≤10	30.0	0	0.0	≤10	≤10	77.7	≤10	22.2	(
ed Meals																				
	31	21	67.8	≤10	19.4	≤10	12.9	28	20	71.4	≤10	17.9	≤10	10.7	36	21	58.3	≤10	22.2	≤
	27	17	62.9	≤10	22.2	≤10	14.8	23	11	46.5	≤10	30.4	≤10	13.0	23	≤10	34.7	≤10	17.4	1
	20	≤10	50.0	≤10	15.0	≤10	35.0	22	14	63.6	≤10	9.1	≤10	27.3	24	15	62.5	≤10	29.2	≤

	2015							2016							2017						
	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		Le	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%		

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s	58	25	43.1	16	27.6	17	29.3	46	22	47.8	13	28.3	11	23.9	43	21	48.9	13	30.2	≤10
	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	≤10	0	0.0	0	0.0	≤10
itino of	NA	NA	NA	NA	NA	NA	NA	≤10	0	0.0	0	0.0	≤10	100	NA	NA	NA	NA	NA	N
	56	24	42.9	16	28.6	0	0.0	44	22	50.0	12	27.3	≤10	22.8	42	21	50.0	13	31.0	≤10
re races	≤10	≤10	100	0	0.0	0	0.0	≤10	0	0.0	0	0.0	≤10	100	0	0	0.0	0	0.0	≤10
cation	≤10	≤10	77.7	≤10	11.1	≤10	11.1	≤10	≤10	50.0	≤10	16.7	≤10	33.4	≤10	≤10	60.0	≤10	30.0	≤10
ed Meals	38	≤10	27.3	≤10	26.3	≤10	15.8	33	19	57.6	≤10	24.2	≤10	26.9	26	15	57.7	8	30.8	≤10
	34	13	38.3	≤10	26.5	12	35.3	26	13	50.0	≤10	23.1	≤10	18.2	21	≤10	47.6	≤10	33.3	≤10
	24	12	50.0	≤10	29.2	≤10	20.8	20	≤10	45.0	≤10	35.0	≤10	20	22	11	50.0	≤10	27.3	≤10

Science section will be omitted for the 2017-2018 year as the transition is made to the NGSS and MISA.

V

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**TIERED SYSTEM OF SUPPORT**

Include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan. Make sure to review your process to show the integration and linkage between your goal planning process and your MTSS priorities.

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**PRIORITY 1: Collaborative Team Planning and Data-based Decision Making**

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**PRACTICE:** Grade-level teachers and Special Education teachers collaborate and plan to monitor progress and plan for tiered instruction

Action Step	Who	By When	Status Update / Next Steps
<b>BUILDING THE FOUNDATION</b>			
Peer Coaching Professional Development: Leadership Team	MSDE	July, 2017	-Share timeline for collaboration with teaching staff -Share information about Peer Coaching with faculty -Reflect with staff regarding barriers for scheduling in collaborative process
Create a tool kit to be used during the Peer Coaching Process	GC Leadership Team	Ongoing throughout the 17-18 school year	
Create a planning schedule for collaboration between general education and special education teachers	Administration	August, 2017	

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**INSTALLING**

<ul style="list-style-type: none"> <li>- Share out information with faculty pertaining to Peer Coaching and the grant</li> <li>- Share collected data with grade level teachers, special education teachers, and interventionist</li> <li>- Encourage joint responsibility during planning based on data collection</li> </ul>	Peer Coaching Leadership Team	January 24, 2018	<ul style="list-style-type: none"> <li>-Peer Coaching review with teachers during PD and faculty meetings</li> <li>-Personalized discussions and review</li> <li>-Continue mentor/support, as needed</li> <li>-Use modeling of classroom teachers</li> </ul>
	Administration Teachers Specialists	Ongoing	

**IMPLEMENTING**

<ul style="list-style-type: none"> <li>- Continue to work with district support in Special Education to improve and refine the process</li> <li>- Based on data, teachers will create specific lessons to improve instruction for tier 2 and 3 students in all grade levels</li> <li>- Teachers will share video taped conversations focusing on the collaborative process to help teachers identify how to improve their intentional planning.</li> </ul>	Administration Teachers Specialists	Ongoing	<ul style="list-style-type: none"> <li>-Personalized reflection on individual needs</li> <li>-Review and reflect on feedback gathered from data collection</li> </ul>
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**SUSTAINING SCHOOLWIDE IMPLEMENTATION**

<ul style="list-style-type: none"> <li>- Evaluate implementation of the Peer Coaching model with grade 5 team(walkthroughs, team meetings,</li> </ul>	Administration Leadership Team: Peer Coaching	Ongoing, Spring/Summer 2018	<ul style="list-style-type: none"> <li>-Review of Peer Coaching model</li> <li>-Review school-wide collaborative planning and co-teaching expectations</li> <li>- Prepare for the fourth grade team to follow the Peer Coaching model</li> </ul>
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observations, planning) - Plan for upcoming school year scheduling (18-19) and encourage school-wide collaborative planning and co-teaching	Teachers		model -Continue conversation and learning with staff to overcome barriers and review success
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**Notes-**Prioritizing the essential component Collaborative Planning is multi-faceted and will be an ongoing practice needing time to develop and be refined. It will take more than one year and will continue into the school year 2018-19.

**1. Based upon the results of the MTSS Practice Profile, what is the priority that the MTSS team selected?**

- We decided to focus on collaborative planning and data-based decision making to improve tier 2 and 3 instruction to narrow gap between FARMS/Special Education students with regular education students

**2. a. How will the priority 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
- Classroom teachers will be used to model lessons
- Teachers will reflect on their teaching and make adjustments where needed

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

When needed Specialists may be called upon to help individual teachers create and/or refine lesson plans when needed.

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**PRIORITY 2: Tier I and Tier II Behavioral Supports**

**CTICE: Qualified personnel use research-based strategic/group interventions for students needing Tier II Behavior Support in addition to Tier I Behavior Supports.**

Action Step	Who	By When	Status Update / Next Steps
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**ING THE FOUNDATION**

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nister Universal Behavioral Screener (SSRS) ol-wide discipline levels	Teachers Admin.	Sept. Jan. May 2017-2018	Distribute screener to classroom teachers to begin baseline data of behavior perceptions, will gather c throughout the year - Revision of school-wide discipline levels
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LLING

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<p>online Team (7 members)/monthly  online review with teachers  te school-wide behavior expectations  T, School Area Rules)</p>	<p>Admin.  Discipline Team</p>	<p>September 1st   Ongoing</p>	<p>-Behavior Team meets monthly to review data, are:  cern, school-wide expectations, and grade level  feedback  -Discipline expectations review with teachers durin  PD and faculty meetings  -Create school-wide behavior expectations</p>
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**EMENTING**

<p>hologist and behavior specialist visits school  rovide support and share strategies  ol-wide expectations of behavior  nted  stently  of Aspen online referral system  istent review for LAP</p>	<p>Discipline Team  Teachers  Admin.</p>	<p>Ongoing</p>	<p>-Student observations, staff and parental conferen  invention approaches  -BLAST behaviors and school-wide expectations  visual in all areas  -Teachers establish access to submit online referral  directly through Aspen  -Behavior review by administration who determine  LAP placement</p>
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**AINING SCHOOLWIDE IMPLEMENTATION**

inuous evaluation of behaviors by g past an and present behavior data (SSRS, ferrals, Google N Non-Referrals) ment changes as needed with interventions mined by school and/or county	Behavior Team Admin.	Ongoing	-Data is developed and reviewed by Discipline team -Data is shared with faculty, determine needs and create solutions -Feedback continuously used to make changes, revisions, additions -Document interventions and outcomes
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s- MP1 = decreased in behavior referrals 17 (17-18) vs 23 (16-17)

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

- › We have decided to focus on student behavior school wide. As referrals decrease, FARM and Special Education student performance in the areas of ELA and Math will increase because students will be present for instruction.

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

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- Behavior information will be shared with the behavior team and faculty throughout the year.
- The Behavior screener will be used three times throughout the year.
- Data from the screener will identify students who might need some form of support or intervention when it comes to dealing with individual behaviors.
- The tiered system of support will be reviewed with teachers at the beginning of the year and revisited throughout if needed.

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

The County's Behavior Specialist may be called upon to help with individual student's behavior(s) and to help create behavior plans as needed.

VI

### **LEARNING**

the examination of the 2017-2018 R4K Kindergarten Readiness Assessment Data:

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

KRA data indicates the following:

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- 59 % of students are developing readiness
- 31 % of students are approaching readiness
- 6% of students are emerging readiness
- 2% of students had the designation of “other”

Looking at the areas of performance the data indicates the following:

- 22 % of students fell below the score of 270 in Social Foundations
- 51% of students fell below the score of 270 in Language and Literacy
- 59 % of students fell below the score of 270 in Math
- 27% of students fell below the score of 270 in Physical well-being and Motor Development

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 students

scribe how the school is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure children are entering kindergarten “demonstrating readiness”.

Currently we collaborate with the following entities to ensure children are entering kindergarten “demonstrating readiness”:

- Head Start: Staff attends the end of year articulation meeting to discuss children. The staff also communicates with c throughout the year when delivering students to school.

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- Preschool Special Education is contacted when the needs of students warrants more information.
- Judy Center is contacted to help families with needs outside the school.

VII

NCE

<b>Table 12: School Progress Attendance Rate</b>	<b>All Students AMO = 94.0%</b>	
<b>Grade Level – School Level Data</b>	<b>Attendance Rate</b>	<b>MET Y/N</b>
All Students	94.6	Y
Kindergarten	93.9	N
Grade 1	94.4	Y
Grade 2	≥ 95	Y
Grade 3	≥ 95	Y
Grade 4	≥ 95	Y

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Grade 5	≥ 95	Y
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<b>Table 13: Attendance Rate</b>			
<b>Subgroups – School Level Data</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
All Students	≥95	≥95	94.6
Asian	*	*	≥ 95
Black or African American	*	*	≥95
White	≥95	≥95	94.6
Two or more races	*	*	92.2
Special Education	94.8	93.5	93.0
Free/Reduced Meals (FARMS)	*	94.8	94.0

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

Based on trend data, attendance overall is not an issue at George's Creek Elementary School. However, the Special Education sub-group is showing a decreasing attendance over the last 3 years. Therefore, student attendance, especially that of Special Education students, will be monitored. If the downward trend continues, strategies may need to be put into place.

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

Strategy	Timeline
Attendance will be made to students who are absent	Daily by the automated phone system

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ce meetings will be held with parents and school staff	As needed
calls will be made to students who are frequently absent	As needed, by the school counselor
with perfect attendance will be recognized	Quarterly, at Awards Assemblies

**VIII**

**TRUANCY**

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

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

How many students were identified as habitual truants?

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students have been identified as habitual students.

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

While no students have been identified, there are students who have attendance issues. We will continue to monitor their attendance and make parental contacts in order to keep students coming to school.

K

#### **SAFETY – SUSPENSIONS**

Suspension – In school and out of school suspensions

School Safety – Suspension for Sexual Harassment, Harassment, and Bullying

Review the number of in school and out of school suspensions for the 2015-2016 and 2016-2017 school year. Analyze the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and provide a total number, if applicable.

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During the last two years, George's Creek has had increasing incidents of discipline relating to suspensions. In 2015-2016, there were no student suspensions; in 2016-2017, there were five situations resulting in suspension outcomes; four were associated with sexual harassment (1), harassment (2), and bullying (1).

The faculty and administrators work diligently to prevent negative behaviors by implementing the school-wide discipline procedures, which identify behaviors and their related consequences. Documentation of escalating behaviors is listed in classroom behavioral logs and through a shared folder recording behavior incidents by the administration. Discipline data and procedures are reviewed consistently at faculty meetings and during discipline team meetings to examine behavior incidents, change approaches, and develop intervention strategies. Parents are always contacted regarding behavior incidents in order to determine the cause of the behavior and a parent-school approach to interventions. The school uses district services such as psychologist, behavior specialist, Judy Center for Learning, and education supervisors as additional resource support for staff trainings, intervention suggestions, and teaching strategies.

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

KI

### **BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**

According to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems approach adopted by the State Board to:

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

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Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework for your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

George's Creek Elementary School is not a PBIS school. The faculty and staff have reviewed the PBIS initiative in comparison with their established structure. Through reflection, they have agreed to maintain the current discipline approach due to the effectiveness in addressing discipline issues and evaluation. Below is a highlight of the 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 to the overall classroom environment

Level 1 – Initial observation of persistent behaviors

- Behaviors that sporadically occur over short time periods; infrequently disrupts or risks safety; corrected with a brief intervention by teacher
- Procedures are consistently followed to address behaviors by using clear communication and documenting the behavior process
  - Teacher informed the student of the rule violated
  - Teacher reviews school-wide behavior expectations
  - Teacher describes expected behavior and determines appropriate consequence
  - Teacher contacts parent, if necessary
  - Teacher records incident on discipline log, evidence requested by administration

Level 2 – Chronic occurrence of Level 1 behaviors

- Behaviors that are repetitive incidences lasting over a period of time; significantly disrupts and risks safety; 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

- Violation of county/state policies; instantly disrupts and risks safety; referral is immediate, requires administrative involvement
- Procedures are same as Level 2, but teacher must complete a referral with relevant documentation

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, family change, etc.)
- Establish relationships with LAP personnel and counselor for interventions

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- Overall goal is to get the student to remain on task and be engaged in classroom instruction
- support of the school-wide discipline procedures, there are multiple practices also used to create effective learning environments where students can learn in the classroom for learning and teachers can deliver instruction with minimal disruptions. Practices include the following:
- Discipline team meets monthly to determine revisions for procedures or trainings needed.
  - School-wide BLAST posters (**B**eing kind; **L**istening and following rules; **A**iming to make good choices; **S**taying focused; **T**reating others with respect) are displayed throughout school and referenced by all teachers in all areas of the school community.
  - Class Dojo is used in grades K-2 to validate positive behavior inside and outside the classroom; providing a visual reinforcement that is understandable to this age group.
  - 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 lessons, along with weekly lessons on social skills topics.
  - The school also organizes a Spotlight on Students once a month which allows peers to recognize a classmate exhibiting appropriate character traits.

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

The main goal is for students to achieve academically and be present during instruction; therefore, specific discipline procedures are in place to support and provide consistent outcomes. Behavior is observed using a three-tiered model, with specific consequences relating to misconduct. Level 2 behaviors are chronic occurrences from Level 1 that can either be classroom or office managed. Level 3 behavior categories are chronic occurrences from Level 2 that are administrative managed. Each incident is recorded on a discipline log which results in consequences of verbal warnings, privileges removed, counseling interventions, or referrals. With each level, strategies are used to provide support to change behavior and always begin with a student conference to reflect on the expected behavior for the future.

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

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- Behavior point sheets
- Breaks (scheduled/unscheduled; active/inactive)
- Positive Peer Reports
- Prompting
- Random positive teacher attention
- Mentoring Staff
- School Counseling (individual/group)

Other strategies may be used; best determined based on the intervention that individually supports student's behavior.

In the past the Miner's Prospect Program was effective with primary students, but did not improve behavior of intermediate students. This program is designed to see if a student would react to this type of behavior reward system. The Miner's Prospect Program is a school-wide discipline intervention approach designed to engage in problem behaviors. This program is designed to support students who may have challenges following the school expectation of being respectful, responsible, and safe. Students meet briefly at the start and end of the school day with a faculty mentor to build a partnership for behavior. Points are earned by the student towards participatory incentives rewarded for positive performance (ex. office messenger, physical education, classroom reader, library aide). The goal of the program is to provide support in the early stages of problem behaviors through frequent feedback to prevent behavior from continuing and the school expectations to be attained.

### **XIII**

#### **COMMUNITY/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 participation from sign in sheets, type and number of parent activities, etc.). Title I schools must analyze information from the Title I Parent Interest Survey.**

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2016-2017 school year attendance at school based activities varied. On August 18, 2016, we held our Back to School/Title 1 Night and 101 parents in attendance with their student(s) to meet teachers, have dinner and then watch a movie. During the week of September 30, grandparents were invited to school to observe a math lesson taking place in the classroom. Two hundred forty-six grandparents were encouraged to ask questions about the instruction. This was up from last year, due in part to the activities taking place throughout the past, grandparents had to try to split their time between classroom. Having the week long activity enabled grandparents to visit as much as they wanted, since most grade levels did not have overlapping times. September 29 was the date of the first Parent Conference Day. Two hundred fifty-five parents came to meet their child's teacher. Six parents attended the PARCC Night program which was held on January 15th in conjunction with a PTO meeting. Math Night was held on January 10th, and twenty-nine families attended to learn about math concepts to practice these concepts. The second Parent Conference Day was held on February 15, 2017, one hundred fifty-three parents came to the conference. On March 14, twenty parents and twenty-two students in Pre-Kindergarten through Grade 2 attended Books Before Bedtime. During this time, Reading Interventionist met with parents of Pre-Kindergarten and Kindergarten to provide activities and suggestions for home to learn letters and sounds. At the same time, Donna Beeman, first grade teacher met with first and second grade parents. She discussed reading strategies with children and questions or strategies they could use to help a child's comprehension. She also discussed how to use reading aloud to increase a child's vocabulary. Students spent this time with Mrs. Nancy McGowan who read Dr. Seuss books to children and talked about the author. Following these sessions, students were treated to milk and cookies followed by a movie in the gym. All students in attendance chose to stay with them at the end of the evening. On April 11th, families were invited to attend a "Super Hero" Engineering Night with their children. The advantage of this fun, interactive evening. Throughout the school year, grade level teams sent home "Take Home Science" activities to be completed with a parent at home. During the school year, 449 activities were completed and returned with students. The Title 1 Advisory Committee meeting was held on April 24th, six people were in attendance. The end of the year Title 1 meeting was held on May 11, 2016, 5 individuals attended. Our goal at George's 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 2017 – 2018**

<b>Name</b>	<b>Grade Level Representation</b>	<b>Position</b>
Shelly Winebrenner	5	PAC Representative
Shawnda Llewellyn	K	PAC Alternate

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Jessica Muessen	Pre-K	
Mandy Buckholtz and Chelsey Conn	K	
Christina Colmer	1	
Amy Krumpach and Jill Crawford	2	
Ashley Garlitz	3	
Madison Wilson	4	
Mary Ellen Berg	5	
Delsie Fazenbaker		Family Engagement Coordinator

“Grade Level Representation” column, identify the grade level being represented by this parent. Under the “Position” column, identify the parent representative and alternate for the county Parent Advisory Council with “PAC.” Identify the other members as Parent, Teacher, Community member, and so forth. **The parent committee must represent a cross section of the school community. Title I schools must have representative from all grade levels.**

**GEORGE’S CREEK ELEMENTARY PARENT / FAMILY ENGAGEMENT PLAN**

**Expectations**

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

George's Creek recognizes the importance of forming a strong partnership with parents and community members in order to positively impact student achievement. To promote effective parent/family engagement, the staff at George's Creek welcomes and encourages parents and community members to participate in activities identified in the Action Plan as follows:

- Shared decision-making opportunities
- Annual meeting to explain the schoolwide Title I program
- Opportunities to build and increase understanding, communication, and support between home and school
- Formal and informal evaluation of the effectiveness of parent/family engagement activities
- Opportunities to increase awareness of the available resources offered by Mid Atlantic Equity Consortium, Inc.

IAEC)

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

George's Creek accepts the Allegany County Public Schools' School-Family-Community Policy and has aligned its school level Parent/Family 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 using skills to support academics at home, the school will meet all goals on PARCC 2017-2018.

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**Action Plan**

<b>Requirements</b>	<b>Description of Activities/Actions/ Initiatives</b>	<b>Date(s)</b>	<b>Whom should you contact for more information</b>
<b>Shared Decision Making</b> 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, Principal Lisa Stevenson, Assistant Principal Delsie Fazenbaker, Family Engagement Coordinator
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 opportunity to review and comment on the plan at any time.	February 2018	Tara Fazenbaker, Principal Lisa Stevenson, Assistant 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, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is	May 2018	Lisa Stevenson, Assistant Principal Delsie Fazenbaker, Family Engagement Coordinator

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<p>The Parent/Family Engagement Plan is distributed to all parents.</p> <p>With parents, develop a written School-Parent Compact(s) supporting instruction that is signed by teachers, parents, and students.</p>	<p>submitted to the SIT for approval.</p> <p>A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.</p> <p>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(s) and make revisions. The proposed compact(s) 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.</p>	<p>February 2018</p> <p>May 2018</p>	<p>Tara Fazenbaker, Prin Lisa Stevenson, Assist Principal</p> <p>Tara Fazenbaker, Prin Lisa Stevenson, Assist Principal</p>
<p><b>Annual Meeting</b></p> <p>Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways he school will provide for parent/family engagement.</p>	<p>Parents will be provided a calendar of all upcoming Parent/Family Engagement activities for the year, in the beginning of the year packet. Parents will also be informed of the school-wide Title 1 Plan along with all Parent/Family Engagement Activities scheduled for the current year at the Title 1 Parent Involvement Meeting. The school-wide plan is revisited several times throughout the year during</p>	<p>August 2017</p>	<p>Tara Fazenbaker, Prin Lisa Stevenson, Assist Principal</p>

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	Parent Involvement Activities.		
<b>Building Parental Capacity</b> Provide assistance to parent in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.  Provide materials and parent trainings/workshops to help parent improve their children's academic achievement.	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. 3, 2017  Feb. 14, 2018	Tara Fazenbaker, Prin
	PreK/K Orientation will discuss with parents expectations along with content standard objectives in the College and Career Ready Standards.	May 2018	Kim Kyle, Pre-K teacher Tara Ruby and Ashleigh Clise, Kindergarten teachers
	Learning Letter Fun : Pre-K and Kindergarten parents will learn fun hands-on activities to help their child learn their letters at home.  Budget: Parent/Family Engagement: \$ 200.00 for materials	Dec. 7, 2017	Jodi Stanton, Reading Intervention Teacher
	Science Fair: Students in fifth grade will present projects for parents and staff.  Budget: Parent/Family Engagement: \$192.48 stipend for 4 teachers; \$158.95 for materials	Dec. 7, 2017	Julie Baker, Dana MaE Todd Snyder, Fifth Grade Teachers; Juliet Turner Media Specialist; Beth McKenzie, Sp. Ed. Teacher
	Books Before Bedtime: Evening program for Pre-K	January 23,	Teachers Pre-K through

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Educate school personnel on how to work with parents as equal partners in their child's education.	through Grade 5 focuses on literacy activities	2018	
	Budget: Parent Involvement: \$ 481.20 stipend for 10 teachers; \$200.00 for materials		
	Math Game Night : Students and parents play math games to reinforce math concepts.	February 28, 2018	Teachers Pre-K through
	Budget: Parent/Family Engagement: \$336.84 stipend for 7 teachers; \$200.00 for materials		
	Title 1 Parent Interest Inventory Survey: survey results will be analyzed and utilized in planning events.	April 2018	Lisa Stevenson, Assistant Principal
	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, Principal
	<b>Allegany County Public Library:</b> Provides evening and summer programs for all students in our community.	Ongoing	Tara Fazenbaker, Principal
Coordinate and integrate programs to increase parent			

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involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After-School Program, Head Start, etc.	<b>Allegheny County Health Department:</b> Provides school health services to our students.	Ongoing	Tara Fazenbaker, prin
	<b>Head Start:</b> Provides early childhood education to eligible 3 and 4 year olds, joint Kindergarten registration	Ongoing	Tara Fazenbaker, prin
	<b>Frostburg Rotary:</b> Provides students dictionaries for grade 3 students.	Fall 2017	Tara Fazenbaker, Prin
	<b>Goodwill Fire Department and the Midland Fire Department:</b> Presents fire safety lessons and demonstrate a car extraction for all students following an emergency egress drill	Oct. 13, 2017	Jill Crawford, School Counselor
	<b>Lions Club:</b> Vision screening for Pre-K students		Tara Fazenbaker, Prin
Ensure information is presented in a format and/or language parents can understand.	All written communication is drafted in a parent friendly format.	Ongoing	Tara Fazenbaker, Prin
Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to	Tuesday folders are sent home for important announcements.		
	Assignment notebooks are sent home daily. The		Tara Fazenbaker, Prin

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<p>fully participate in parent/family engagement opportunities.</p>	<p>school website is available to provide information to parents.</p> <p>The telephone system is used to remind and provide parents with information in a timely manner.</p> <p>Parents can access the online gradebook, to keep up with student grades.</p>		<p>Lisa Stevenson, Assistant Principal Delsie Fazenbaker, Family Engagement Coordinator</p>
<p><b>Review the Effectiveness</b> The effectiveness of the school's parental/family engagement activities will be reviewed.</p>	<p>Parents will review the effectiveness of the plan at the Title 1 Parent Committee Meeting.</p>	<p>May 2017</p>	<p>Tara Fazenbaker, Principal Lisa Stevenson, Assistant Principal</p>
<p><b>Mid Atlantic Equity Consortium, Inc.</b> The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. <a href="http://www.maec.org">www.maec.org</a></p>	<p>The information is posted on the Parent Information Bulletin Board and is sent home in a school newsletter.</p>	<p>Ongoing</p>	<p>Tara Fazenbaker, Principal</p>
<p><b>Joyce Epstein's Third Type of Parent Involvement</b> Volunteering</p>	<p>Parent Workshops-Parents make instructional materials for use in classrooms.</p> <p>Classroom Volunteers-Parents assist students with special classroom activities. Some volunteers come into the classroom and work on materials needed by</p>	<p>Ongoing</p> <p>Throughout the year, as requested</p>	<p>Tara Fazenbaker, Principal Lisa Stevenson, Assistant Principal Delsie Fazenbaker, Family Engagement Coordinator</p>

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	the teacher for instruction.		
	Outdoor School- Parents volunteer to chaperone grade 5 students during the week of Outdoor School.	Sept. 18-22, 2017	
	Grandparent Activities	October 2-6, 2017	
	Parent Conference Days	Oct. 3, 2017 Feb. 14, 2018	
	Book Fair-Parents are invited in to help students shop and to assist Mrs. Turner with the fair	Oct. 2-6, 2017	

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**IV.**

**Professional Learning Community for Teachers and Staff- Standard 7**

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is the key component to improving educator practice and providing new perspectives. At George's Creek, we are focusing on the structure of the school improvement effort. What school based professional learning will be/has been coordinated this year to address our school's achievement gaps?

Professional learning is the key component to improving educator practice and providing new perspectives. At George's Creek, we are focusing on building faculty and team meetings and individually to collaborate, analyze data and student work and learn from each other. Professional support is planned for individuals and groups as needs are identified particularly in the areas of math and ELA. The following are on-going, job-embedded staff development:

**Professional Learning Title:** Data Based Decision Making and Intentional Collaborative Planning for a Comprehensive Core Block in ELA and Math

**Timeline (s):** August 23-25; September 9-11, 20; October 5, 12, 18, 24, December 7, 20, January 9, Ongoing throughout the year

**Location and Time:** Team Meetings, Individual Conversations and Professional Development Days

**Intended Audience:** Classroom Teachers

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What changes are expected to occur in the classroom as a result of this professional learning?

Teachers will use data to meet individual student needs while planning a blend of whole-group, small-group and individualized instruction. They will provide enrichment and remediation opportunities for students. Teachers will maximize the instructional benefits of resources while minimizing less relevant or unnecessary material. By planning lessons that take into account the students' prior knowledge and prior performance, using a variety of learning styles, a teacher will implement effective vehicles for instruction. Teachers will identify clear learning objectives while linking activities to quality assignments, plan lessons that have clear goals, are logically structured, and progress through the content step-by-step, systematically. Objectives, questions, and activities that reflect higher-level and lower-level cognitive skills as appropriate for the content and the students. Instructional guides not only the teacher's own planning and classroom behavior, but also comes across clearly to students and represent a robust learning environment. High-quality instruction will support student achievement and students will experience success.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

Teachers will be able to use data to plan for instruction and to produce more unified lessons based on student needs. They will think deliberately about lesson objectives, the types of activities that will meet these objectives, the sequence of those activities, the materials needed, and how they could be grouped. Teachers can reflect on the links between activities, the relationship between the current lesson and any past or future lessons, the relation between learning activities and assessment practices. Because the teacher has considered these connections and can now make them explicit to learners, the lesson will be more meaningful to them. Needs of the teachers will guide the professional learning and will include, the following topics:

Introduction to Peer Coaching

Building Reading and Writing Stamina,

Intentional, purposeful planning to integrate Science and Social Studies with ELA using MCCRS, Treasures Scope and Sequence, ELA

Pacing, and MSDE Units,

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incorporating the 6+1 traits in Writing,  
Planning for and Implementing the GRRUDL Model  
Using digital references with the variation in lexile levels for planning for students for Writing on Demand,  
Using various topics using PARCC resources  
Using PARCC Data in Math, specifically Modeling and Reasoning by Cluster and Evidence Statements,  
Analyzing student progress when using PARCC like problems and tasks of the Month,  
How to use Number Talks,  
Implementing the Imagine Math Program, Analyzing the Benchmarks, Data, Adjusting Student Pathways and Student Support.

How will you measure the implementation of the the knowledge and skills in the classroom?  
Review of lesson plans weekly, observations, walk-throughs and grade level and individual conversations.

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V.

**POLICY STRUCTURE AND PRACTICE**

Does your school's mission and vision support the district's mission and vision?

**Mission:** To ensure that students acquire the knowledge, skills and attitudes which enable them to be caring human beings and productive members of a democratic society.

The mission of George's Creek Elementary is to guide students to use higher level thinking and, also, to work to solve real world problems, individually and cooperatively. We will work hard to build a strong partnership between school, families and community members, in order to produce college and career ready students. We support the county's mission by providing students with the skills they will need to become productive members of society. Establishing a strong relationship with families will help produce students who exhibit caring and concern for their fellow students.

**Goal:** To raise up all children to their potential with caring relationships, high expectations, and rigorous and relevant learning so that all students graduate ready for college and careers.

The vision of George's Creek Elementary is that each unique child possesses goodness, talent, strength and beauty within, and our goal is to maximize each child's intellectual, personal, and social potential in a safe and nurturing environment. By recognizing each student's uniqueness, we are raising the bar so that every child can fulfill their expectations and be college and career ready.

**How can your school and district jointly establish buy in with teachers for the GRR and UDL?**

Communication with supervisors and special education personnel and support for teachers as needed by the district.

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**tional professional learning, if any, is needed at your school to support GRR and UDL within the classroom?**

is time

**I**  
**ent Plan**

will the plan be shared with the faculty and staff?

rd 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 w the plan during staff meetings. Any changes or additions made to the plan will be shared with the faculty and staff during staff ings.

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

ent data for ELA and Math will be collected. Benchmarks for ELA and Math will be analyzed.

LS data is reviewed after each administration of the assessment in grades K through 3. Once the data is reviewed, intervention ps may or may not be adjusted based on the performance of students. Teachers, Special Education staff, Administration and the ing Intervention teacher analyze at classroom data. Once the data has been reviewed the group discusses what changes will be e to intervention groups and what students will work on in enrichment.

ing Inventory results will be reviewed after each administration by classroom teacher, Special Education staff, and Administration, ell as the Reading Intervention teacher. The results will help determine what programs and interventions will be used to help

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ents progress.

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

School Improvement Team will have monthly meetings to review these findings. Activities , strategies, and professional development 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 the data will be discussed at SIT meetings. Necessary changes will be implemented by classroom teachers. Grade level SIT members will share information to their grade level colleagues regarding changes and upcoming activities.

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 February newsletter that the plan is available for review and comment. A copy of the plan will also be available at our February Title 1 meeting. The plan will also be shared with any parent attending the Title 1 meeting in March. Title 1 updates will be given to parents in the newsletter sent home throughout the year. The School Improvement Plan can also be accessed on the ACPS website.

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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 implementations throughout the year.

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

January 11, 2018

January 15, 2018

March 15, 2018

April 19, 2018

May 17, 2018

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**Title I Schools – Four Components**

Components section is an elaboration of the School Improvement Plan.

**Component 1 – COMPREHENSIVE NEEDS ASSESSMENT**

heavy emphasis on completing a Comprehensive Needs Assessment since this will be the basis for utilization of Title I funds. This section should address the academic achievement of students in relation to meeting the challenging State academic standards. It should specifically address the needs of those children who are failing or who are at-risk of failing to meet these standards.

**Component 2 – SCHOOLWIDE REFORM STRATEGIES**

evidence-based strategies that the school will implement to address school needs. Include a description of how each strategy will provide opportunities for all children including each subgroup to meet the State's challenging academic standards. Strategies are tied to an identified need and have a purpose

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use methods and instructional strategies that strengthen the academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. These *may* include programs, activities, and courses necessary to provide a well-rounded education

address the needs of all children in the school with activities that *may* include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject area; prepare for and awareness of opportunities for post secondary education and the workforce; implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services which coordinate with IDEA; professional development and activities for school personnel to improve instruction and use of data from academic assessments; strategies for assisting preschool children in the transition from early childhood programs to local elementary programs

**Component 3 A - PARENT, COMMUNITY AND STAKEHOLDER INVOLVEMENT**

will be developed with the involvement of parents and other members of the community to be served and individuals who will contribute including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the extent feasible other organizations present in the community and if appropriate, specialized instructional support personnel, technical assistance and school staff.

**Component 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

requires Title I schools to include parent and family engagement strategies in the schoolwide plan. Strategies for reaching parents/families should be included.

**Component 4 – COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RESOURCES AND PROGRAMS**

When appropriate and applicable, identify programs such as violence prevention, nutrition, housing, Head Start, adult education, career and technical education programs developed in coordination with other Federal, State and local services, resources and programs that are available to your school.

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**COMPONENT ONE**  
**COMPREHENSIVE NEEDS ASSESSMENT**

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Comprehensive Needs Assessment of the entire school takes into account information of the academic achievement of children, the challenging State academic standards, particularly the needs of those children who are failing, or who are at-risk of failing the challenging State academic standards. [1114(b)(6)]

Comprehensive Needs Assessment leads schools to consider multiple data sources such as PARCC, benchmark, Imagine Math, discipline, culture/climate etc. Student, teacher, school and community strengths/weaknesses should also be addressed. Comprehensive assessment will help schools to identify strategies that will promote academic success for all students.

Consider:

What types of data are being collected? How is the data being used by administration, teachers and parents?

What evidence is being collected to demonstrate academic achievement?

How is data being reviewed to focus on subgroup performance?

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How is disaggregated data used to guide instruction? Are the strategies successful? What changes need to be implemented?  
What are the needs of the students, teachers, school and community?  
What are the contributing factors for the needs?  
How were members of the school community involved in the data analysis?

Information identifying areas of strength and areas of need may be found on the following pages:

Math Needs Assessment	pages 17-24
Science Needs Assessment	pages 24-29
ESS Practice Profile	Waived for 2017-2018
Early Learning	pages 30-36
Attendance Needs Assessment	pages 37-38
	pages 39-40

**ALLEGANY COUNTY PUBLIC SCHOOLS  
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**COMPONENT TWO  
SCHOOLWIDE REFORM STRATEGIES**

How are reform strategies implemented in order to:

Provide opportunities for all children, including each of the subgroups of students as defined in 1111c(2) to meet the challenge of State academic standards; (1114(b)(7)(A)(i);  
Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide a well-rounded education; (1114(b)(7)(A)(ii)

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Address the need of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.  
Consider the following:

- Do the strategies increase the quality and quantity of instruction using evidence based methods and strategies?
- Are the reform strategies aligned with the findings in the needs assessment?
- Do the strategies require the use of Title I funded personnel?
- Do the strategies address the needs of all low achieving student groups (FARMS, Special Education, ELL, gender)?
- Do the strategies need to include implementation of a schoolwide tiered model to prevent and address behavioral concerns, interventions, or activities that coordinate with IDEA?
- Do the strategies need to include professional development for teachers, paraprofessionals, other school personnel or families to improve instruction and the use of data from academic assessments?
- How do teams of teachers, administrators and parents participate in the decisions regarding the use of reform strategies?
- Are strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs identified for students transitioning to middle school?
- Do the strategies include school counseling, school-based mental health programs, specialized instructional support services, mentoring or other strategies to improve students' skills outside the academic subject?

The *College and Career Ready Standards for ELA* is utilized for ELA instruction. In Fall 2010, the 2011 *Treasure Series* from McGraw-Hill was implemented as the core reading program during the 120 minute language arts block. Research based and best practices are the foundation of the instructional program. Include reading intervention programs such as ERI, R SRA, Foundations, Wilson Reading, etc. on the chart.

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to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on page 10. To complete the chart with additional best practices and strategies that support ELA achievement.

Identification of Problem	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Increased student access to technology	Hattie: Computer-assisted technology effect size .37	Increase scores on computer based assessments such as PARCC	6 laptops x \$775 = \$4,650
Increased understanding of vocabulary and concepts	Hattie: Vocabulary Programs effect size - .67	Increased performance on benchmarks and PARCC	After School Program Stipends 18 days x 2 hours x \$24.06 x 3 teachers = \$2,598.48  After School Program Planning 3 hours x \$22.73 x 3 teachers = \$204.57
Increased access to instructional materials	Hattie - Small group instruction - effect size .49	Increased opportunities for student learning	Instructional Materials - \$247.40
Increased access to support teacher workshops	Hattie - Small group instruction - effect size .49	Increased opportunities for student learning	FEC Materials - \$300

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student background develop vocabulary	Hattie: Vocabulary Programs effect size - .67  Hattie: Wide reading - effect size- .42	Increase scores on benchmark and PARCC assessments	Summer School Stipends  4 days x 4 hours x \$24.06  x 6 teachers = \$2,309.76  Summer School Planning  2 hours x \$22.73 x 6 teachers = \$272.76
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*s College and Career Ready Standards for Math* is utilized for math instruction. The 2012 *enVISION* series by Pearson is the program and is based on the NCTM Standards. Teachers utilize this math resource to implement the math pacing guide. Books are available for use in grades PreK-5 three times during the year. PreK and Kindergarten also administer an end of year assessment. Please complete the following chart to include the page number of the SIP where the program or practice can be found.

to meet the needs of the targeted subgroups(s) and the identified factors hindering student performance are found on page 10. Complete the chart with additional best practices and strategies that support math achievement.

Identification of Problem	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
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student access to technology	Hattie: Computer-assisted technology effect size .37	Increase in student scores on computer based tests such as PARCC	6 laptops x \$775 = \$4,650
Integration of Math in methods as part of professional development	Hattie: professional development effect size = .62	Evidence in lesson plans	Swivel Personal Cameraman - \$699
Understanding of math vocabulary and concepts	Hattie: Vocabulary Programs and concept mapping	Increased performance on math benchmarks and PARCC	<u>Scholastic Dyna-Math</u> 40 students x \$6.99 = \$279.60
Understanding of math vocabulary and concepts	Hattie: Vocabulary Programs effect size - .67  Hattie: Wide reading - effect size- .42	Increased performance on math benchmarks and PARCC	After School Program Stipends  18 days x 2 hours x \$24.06 x 3 teachers = \$2,598.48  After School Program Planning  3 hours x \$22.73 x 3 teachers = \$204.57
student background develop vocabulary	Hattie: Vocabulary Programs effect size - .67  Hattie: Wide reading - effect	Increase scores on benchmark and PARCC assessments	Summer School Stipends  4 days x 4 hours x \$24.06

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	size- .42		x 6 teachers =\$2,309.76  Summer School Planning  2 hours x \$22.73 x 6 teachers = \$272.76
for instructional materials	Hattie - Small group instruction - effect size .49	Increased opportunities for student learning	Instructional Materials - \$322.40
s to support teacher workshops	Hattie - Small group instruction - effect size .49	Increased opportunities for student learning	FEC Materials - \$300

**VAL NON ACADEMIC NEEDS OF STUDENTS**

ication of Problem	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy

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**BEHAVIORAL SERVICES**

WestMar Middle School utilizes the evidence-based Multi-tiered System of Behavioral Support school wide to address problem behaviors. Pages 43-45 for data and strategies that will be implemented for behavioral support.

**INTERVENTION**

Intervention services to address student needs are provided. Please list these services.

Need	Activity	Title 1 Funding Needed to Fund Activity
Prevention activities and interventions	Head Start is offered at Joint Registration and the program operates at WestMar Middle School	
Prevention activities	Orientation meetings and conferences are offered.	Materials to support Teacher Workshop:

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	Summer packets are given to help prepare students.	\$300.00
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***PROFESSIONAL DEVELOPMENT***

Professional development is an ongoing commitment. Supervisors provide county staff development related to the state curriculum practices, and differentiated instruction. School level teams continue these professional development initiatives at the school level. In addition, specific high quality professional development activities identified in the needs assessment process are included in the School Improvement Plan. ELA and math benchmark assessments, *DIBELS Next*, and unit tests are analyzed to monitor student progress and inform instructional changes. The goal of professional development is to provide teachers with effective instructional strategies to increase student achievement for the identified subgroups.

Please see School Improvement Plan:

ELA	pages 17-24
Math	pages 24-29
Science	waived

Below are additional Professional Development activities that will support the implementation of the plan, but are not listed to the narrow focus on subgroup performance.

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**Professional Development Calendar/Funding Table**

<b>y</b>	<b>SIP Alignment</b>	<b>What / How Content/Process</b>	<b>Date(s)</b>	<b>Presenters</b>	<b>Funding Source</b>
on js	Professional Development  Early childhood transitions	Share instructional strengths and needs with next year's teachers	May 2018	Grade level teachers	Title I: Stipends - 10 substitutes x \$93 = \$930  Materials - \$138
vel g js	Professional Development	Plan instruction with special education staff to meet needs of students	Semi annually	Grade level teachers	Title I: Stipends - 8 substitutes x \$93 x 2 times = \$1,488  Materials - \$138

**STRATEGIES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS**

<b>M</b>	<b>DATE/TIMELINE</b>
with Head Start and PreK Teachers	August, 2017; May, 2018
reports provided by Head Start for entering Kindergarten students	August, 2017; May, 2018
l Kindergarten Parent interviews	Aug. 29-Sept. 1, 2017
ening	Aug. 29-Oct. 10, 2017

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ings	Ongoing
I Kindergarten Orientation Meetings	May, 2018
stration with Head Start and Pre-K	April 5-6, 2018
ation between Head Start and Pre-K	Ongoing
ise	August 28, 2017
n meetings between Pre-K and K	April 24, 2018
n meetings between K and Grade 1	May, 2018
n meetings between Grades 1-5	May 22-23, 2018
n meetings with middle school staff	May, 2018
ysis meetings	Oct. 2017; Jan. & May 2018
niddle school visitation	May, 2018
ile I Meeting	August 28, 2017

<b>ALLEGANY COUNTY PUBLIC SCHOOLS STUDENT SUCCEEDS ACT</b>	<b>COMPONENT 3 A PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT</b>
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vement of parents, families, community members and stakeholders is an important factor in providing for the success of st  
)

ing persons were involved in planning the parent and family program for the 2017-2018 school year. Representatives sho  
arents/family members; teachers; paraprofessionals; special educator; school staff; administrators; tribal representatives,  
; community members; stakeholders; LEA representative; and technical assistance providers.

Name	Role
Tara Fazenbaker	Principal
Lisa Stevenson	Assistant Principal
Delsie Fazenbaker	Family Engagement Coordinator
Megan Mathews	ELA Team Chair
Nancy McGowan	Math Team Chair
Jodi Stanton	Reading Intervention Specialist
Amanda Beeman	Instructional Assistant
Beth McKenzie	Special Education Teacher
Shelly Winebrenner	Parent
Mary Ellen Berg	Parent
Mandy Buckholtz	Parent

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Chelsey Conn	Parent
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**ALLEGANY COUNTY PUBLIC SCHOOLS  
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**COMPONENT 3 |  
STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

Parents in the school recognize the importance of the home-school connection. Involving parents/families in the school is a crucial factor in enhancing student performance. The Allegany County Public Schools' School-Family-Community Policy is published and distributed to each family in all Title I schools. Title I schools also post a copy of the policy on their Title I bulletin boards or in the school centers. Each school, in conjunction with the Title I Parent Committee, develops its own parent involvement plan. This plan is also distributed to parents.

The Family Engagement Coordinator is on-site at George's Creek School for 2 days per week. In this position, the Family Engagement Coordinator works with parents to build positive relationships between the home and school through individual communication, works with school staff to help build a strong parent program, and builds enthusiasm for parent involvement in the school. Parents are encouraged to be involved in the education of their child(ren) in a variety of ways. ESSA identifies six requirements designed to ensure capacity to be involved in school. Strategies designed to ensure the implementation of these requirements are found in the Family Engagement Plan. Please include strategies for how to reach parents/families which are hard to reach.

Consider the following:

Parent School Compact

What is the school's plan for engaging parents/families in the development and dissemination of school parent policies and procedures? How are parents/families engaged in the school through orientations, parent nights and other activities?

What evidence based strategies will be used to increase parent/family engagement?

How does the school involve parents, families, teachers, administrators, staff and the community in the school planning and decision-making process?

How do parents/families give input on the expenditure of Title I funds?

What is the role of school staff in strengthening the partnership between the home and school?

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How do community/business partners support the school to improve student achievement?  
What are the activities aligned with the six components of parental engagement (communicating, parenting, students learning, volunteerism, school decision making and advocacy, and collaborating with the community)?  
What evidence is there that the relationship between the school and the community is improving?

Refer to the Parent/Family Engagement section on pages 46-55 for a description of the implementation of these strategies.

<b>ALLEGANY COUNTY PUBLIC SCHOOLS</b>	<b>COMPONENT 4</b>
<b>STUDENT SUCCEEDS ACT</b>	<b>COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RESOURCES AND PROGRAMS</b>

Allegany County Public Schools and the community provide many additional services for students who are experiencing difficulties. These may include health and nutrition programs, housing programs, violence prevention, adult education programs, career and technical education programs, and other programs. Implementing comprehensive support and improvement activities or targeted support and improvement activities as well as other services for students as listed in the chart below. 111(d), 1114(b)(5)

Service	Service Provider	Explanation of Service
Health Services	Allegany County Health Department	School nurse provides health support to students and their families.
Head Start Program	Head Start	Head Start Program provides early intervention to young children.

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Personal, or support	ACPS	School counselor presents classroom lessons, counsels small groups and individuals; serves on the pupil services team, is available for any crisis, and interacts with students, parents, and staff. Other mental health agencies are available to provide assistance.
Program	GCES staff	PARCC Tutoring is provided to identified students during after school sessions.
Learning time students with low achievement	GCES staff	PARCC Tutoring is provided.
Differentiated instruction	GCES staff	Teachers provide differentiated instruction through the use of daily observations and assessments to determine the individual needs of students in reading and math. Flex groups, intervention groups and instruction address the needs of students,.
Support instruction	GCES staff	Instructional assistants and the special education teacher, and the classroom teacher use differentiated instruction in ELA and math in order to meet the needs of students.
Support in general classes	GCES staff	Instructional assistants and the special education teacher collaborate with classroom teachers to provide an extra level of support for students with special needs. The inclusion teacher works within classrooms to provide instructional support and assist teachers with accommodations/modifications as needed.
Learning time for	ACPS	Summer school program is conducted at a regional center, provides

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special education		IEP-driven instruction as determined by the IEP team. Transportation is provided to and from the center.
support for families with identified needs	GCES staff	Pupil Service Team meets to evaluate resources to assist families and students in need. Parent contacts are made by the team members regarding academic concerns, enrollment, and attendance.
dental screening	Allegany County Health Department	Students are provided with a dental screening and sealants.
vision screening	Lions Club	Lions Club provides vision screening for Pre-K students and financial assistance for students needing eyeglasses. The school health nurse provides screening for students in grades Pre-K, K, 1, and 5.
social and emotional support	Allegany County Health Department	Mental health counselors from the Health Department provide support to identified students. School counselor meets with small groups to provide support as needed.
social and academic support	GCES staff	Learning Assistance Program supports students who require assistance socially and academically.  ICT supports teachers in order to enhance instruction for students and to help students in areas of need.
mental health support	Allegany County Health Department	KIDS Program
food support	Local churches	Weekend Backpack Program provides families with supplemental food items every weekend. Holiday food baskets are coordinated by the

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		school and provided by local community resources for families in need. Summer Lunch Box Program provides students with lunch during the summer vacation.
	Allegany County Social Services	Safe and Snug Program by Allegany County Social Services provides coats, gloves and scarves to identified students.
pplies	ACPS Local churches and organizations	Schools, through local funding, provide basic school supplies to students. Stuff the Bus Program also provides school supplies and backpacks to identified students. Faith-based partners provide school supplies.
ties to discuss of child	GCES staff	Parent Conferences are held twice a year as scheduled by ACPS. Conferences are conducted by teachers and school staff as requested by parents and teachers during the school year. THE Family Engagement Coordinator contacts parents to establish positive rapport and to encourage involvement. IEP meetings are scheduled as mandated to share information with parents regarding children with special needs. Articulation meetings and data analysis meetings are also held in order for teachers to discuss student progress. Attendance conferences are also a time for progress to be discussed.
ntervention	Reading Intervention Specialist Special Education staff	Multi-sensory Reading, Foundations, Read Naturally, SRA: Corrective Reading Program, Wilson, and Phonemic Awareness: The Skills They Need to Make Them Successful are programs available in this building,. Students are identified for these programs based on assessments and requests from teachers. Based on student needs, the correct program is offered daily to students for 30 minutes. Progress is monitored every two to three weeks to track student

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		improvement in the program.
ion of student eed	Kindergarten teachers Reading Intervention Specialist ICT facilitator and team members	KRA, EIPP, ICT, professional development is offered to teachers to assist with the identification of students. Appropriate referrals are made on the basis of student assessments. The ICT facilitator coordinates evaluations, strategies, and student progress to improve, increase, and enhance student and staff performance.
ty to address ducational needs	GCES staff	ICT and data analysis meetings are conducted on a regular basis. Professional discussions focus on instructional strategies and student progress. Teachers may request additional support from ICT, administrators, and support specialists.
reness	Allegany County Sheriff Department	D.A.R.E. Program provides information to grade 5 students on the effects of drug abuse and strategies on how to resist using drugs. School awareness to all students is promoted during the Red Ribbon Week. Various school-wide activities are conducted to promote awareness,
vention program	ACPS	Imagine Math, a computer based math program, evaluates student concept attainment and plans a pathway for each child. This program is only provided in Title I schoolwide schools for students in grades 3-5. enVISION Intervention Program is available to classroom teachers. This program provides many opportunities to collect data in order to move students from concrete/iconic/ and symbolic lessons. Math lessons from each grade level also address these transitions and include opportunities for teachers to use assistive technology. Math Club

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Services to families of children	Judy Center	Judy Center and the Infants and Toddlers Programs provide monthly literacy programs. Referrals to Infants and Toddlers program can provide early intervention within the home to help parents understand the developmental stages of childhood.
Services to support students	ACPS	Title I funding provides homeless students with financial assistance to enable students to remain in the home school, educational programs, acceptable “social-school” activities as well as Title I-like academic services.
Education programs	Allegany College of Maryland	The GED program is offered for adults.

The Supervisor of Federal and State Programs meets regularly with the instructional supervisory staff to ensure the coordination and management of funding. During these staff meetings, personnel assignments, professional development opportunities, budget expenditures, and program assessment are discussed. The Supervisor of Federal and State Programs also completes the Annual Comparability Report.

Additionally, the Elementary Supervisors hold monthly Elementary Council Meetings. The Supervisor of Federal Programs attends these meetings. During these meetings, principals are given an opportunity to express concerns, clarify questions, and are provided with program updates as well as professional development activities.

All schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their programs. Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 18.

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**FY 18 Coordination of Funding Sources**

ity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center	Other Funding Source
ral ent	\$2,556					
ol	\$5,385.57					
of 1	\$827			\$19,129		
	\$222,007.40					
ent	\$2,928.47					

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it	\$4,650			\$3,000		
d						
ble				\$5,058		
				\$2,340		
				\$16,336		

Title I Budget 2017 – 2018

**Instructional Program: \$ 10,861.57 (includes FEC)**

**Materials**

**\$247.40**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Materials to Support Instruction	\$247.40	\$247.40	All Students FARMS Special Education

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**Equipment**

**\$4,650.00**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math ELA	Laptops	6 x \$755	\$4,650	All Students FARMS Special Education

**FEC Materials**

**\$300.00**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Materials to support teacher	\$300.00	\$300.00	All Students

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	workshop			FARMS Special Education
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**Subscriptions**

**\$279.60**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Scholastic Dyna-Math	40 students X \$6.99	\$279.60	FARMS Special Education

**After School Program**

**\$2,803.05**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/Need
ELA/Math	After School Program	18 days x 2 hours x \$24.06 x 3 teachers	\$2,598.48	FARMS Special Education
ELA/Math	After School Planning	3 hours x \$22.37 x 3 teachers	\$204.57	FARMS Special Education

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**Summer School**

**\$2,582.52**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Summer School	4 days X 4 hrs. X \$24.06 X 6 teachers	\$2309.76	FARMS Special Education
ELA/Math	Summer School	2 hrs. X \$22.73 X 6 teachers	\$272.76	FARMS Special Education

**Title I Budget 2017 – 2018**

**Professional Development: \$2556.00**

**Stipends / Substitutes**

**\$ 2,418.00**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Articulation Meetings	10 substitutes	\$930.00	All Students FARMS Special Education

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		X \$93.00		
ELA/Math	Grade Level Collaborative Planning	8 substitutes X \$93.00 x 2 times	\$1,488	All Students FARMS Special Education

Monthly Stipends: Teaching- \$24.06

Non-Teaching- \$22.73

Substitutes: Highly Qualified- \$93.00

**Materials**

**\$ 138.00**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Collaboration Workshop	\$138.00	\$138.00	All Students FARMS Special Education

**Title I Budget 2017 – 2018**

**Parent/Family Engagement: \$ 2928.47**

**Stipends**

**\$ 1,876.68**

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Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Article 1 Int/Family Engagement	Back to School Night	18 teachers X \$24.06 X 2	\$866.16	All Students FARMS Special Education
Article 1 Int/Family Engagement	Books Before Bedtime	10 teachers X \$24.06 X 2	\$481.20	All Students FARMS Special Education
Article 1 Int/Family Engagement	Grade 5 Science Fair	4 teachers X \$24.06 X 2	\$192.48	All Students FARMS Special Education
Article 1 Int/Family Engagement	Math Game Night	7 teachers X \$24.06 X 2	\$336.84	All Students FARMS Special Education

Hourly Stipends: Teaching- \$24.06

Non-Teaching- \$22.73

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**Materials**

**\$1051.79**

**\*Food Allowance – 10% = \$292.84**

**(Per person: Light Snack \$2-3)**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title 1 Parent/Family Engagement	Books Before Bedtime	\$200.00	\$200.00	All Students FARMS Special Education
Title 1 Parent/Family Engagement	Grade 5 Science Fair	\$158.95	\$158.95	All Students FARMS Special Education
Title 1 Parent/Family Engagement	Math Game Night	\$200.00	\$200.00	All Students FARMS Special Education
Title 1 Parent/Family Engagement	PreK and K Learning Letter Fun	\$200.00	\$200.00	All Students FARMS Special Education
Title 1 Parent/Family	Light Snack	10% of budget	\$292.84	All Students FARMS Special Education

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Engagement				
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