

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

**School: George's Creek**

**Principal: Shannon Green**

<b>Section</b>	<b>Table of Contents</b>	<b>Page</b>
	<b>Title Page</b>	
<b>I</b>	<b>Integrated Educational Framework</b>	1-2
<b>II</b>	<b>School Demographics</b>	3-5
<b>III</b>	<b>Attendance</b>	6-9
<b>IV</b>	<b>Graduation Rates (high school only)</b>	
<b>V</b>	<b>School Safety/ Suspensions</b>	10
<b>VI</b>	<b>Early Learning (elementary only)</b>	11-13
<b>VII</b>	<b>Academic Progress</b>	13-35
<b>VIII</b>	<b>MD School Survey Results (student and staff)</b>	35-39
<b>IX</b>	<b>Multi-tiered System of Support</b>	39
<b>X</b>	<b>Positive Behavioral Intervention &amp; Supports or Behavior Management Systems</b>	40-41
<b>XI</b>	<b>Family and Community Engagement &amp; Federal, State and Local Programs</b>	42-49
<b>XII</b>	<b>Professional Community for Teachers and Staff</b>	49-52
<b>XIII</b>	<b>Management Plan</b>	53-54

# **Allegany County Public Schools**

**2023-2024**

## **School Improvement Plan for Title I Schools**

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

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

##### **Mission Statement**

The mission of George's Creek Elementary is to guide and support students to use higher level thinking and work to solve real world problems, independently and cooperatively, in order to develop college and career ready individuals.

##### **Vision**

George's Creek faculty and staff will work hard to become a community school that fosters relationships with families in order to promote learning and success for all students.

##### **Core Values**

**GC is the place to be!**

George's Creek faculty and staff will work hard to

- build a strong partnership between school, families, and community members.
- provide a safe and nurturing environment
- maximize the intellectual, personal, and social potential of our students.

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

**B. SCHOOL CLIMATE AND CULTURE**

**Climate**

George's Creek Elementary has a positive school climate that

- Nurtures the social and emotional well-being of all students so they feel safe
- Promotes positive interactions among all members of the school community in order to create an atmosphere of acceptance and support
- Strengthens relationships with all stakeholders so that our school community can thrive
- Recognizes that physical safety and emotional well-being are critical for student growth
- Contributes to the development of students emotional and intellectual development so that students can become productive members of society

**Culture**

George's Creek Elementary strives to have a strong and positive school culture by

- Creating connections and interactions with all members of the school community
- Sharing fundamental beliefs that promote collaboration, hard work and open communication
- Fostering an atmosphere of mutual respect among all stakeholders
- Celebrating achievements and recognizing efforts of students and staff
- Engaging parents in meaningful conversations and activities

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

**II. SCHOOL DEMOGRAPHICS**

**Number of years the principal has been in the building? 2**

**Staff Demographic**

<b>Table 1</b>			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers	1	19	20
Itinerant staff		8	8
Paraprofessionals	1	4	5
Support Staff		6	6
Other		13	13

**Allegany County Public Schools  
2023-2024**

**School Improvement Plan for Title I Schools**

Total Staff	2	52	54
-------------	---	----	----

**B. Student Demographics**

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

<b>Table 2</b>	
<b>SUBGROUP DATA</b>	<b>2023-2024 COUNT</b>
American Indian/Alaskan Native	*
Hawaiian/Pacific Islander	*
African American	*
White	<b>269</b>
Asian	*
Two or More Races	<b>≤10</b>
Special Education	<b>38</b>
LEP	<b>≤10</b>
Males	<b>144</b>
Females	<b>128</b>
Gender X	*
<b>Total Enrollment</b>	<b>272</b>

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

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

## Allegany County Public Schools

2023-2024

### School Improvement Plan for Title I Schools

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

Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	1	06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	2	14 Autism	2
04 Speech/Language Impaired	14	09 Specific Learning Disability	12	15 Developmental Delay	7
05 Visual Impairment		10 Multiple Disabilities		<b>TOTAL COUNT</b>	38

### III. ATTENDANCE



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

<b>Table 4a</b>	<b>2022-2023</b>
<b>Grade Level – School Level</b>	<b>Attendance Rate</b>
All (Excluding PreK & K)	91.0%
Grade 1	90.2%
Grade 2	90.2%
Grade 3	91.9%
Grade 4	91.8%
Grade 5	91.4%

<b>Table 4b: Subgroup Attendance Rate</b>	<b>2022-2023</b>
All Students	90.2%
Hispanic/Latino of any race	78.3%
American Indian or Alaska Native	00.0%
Asian	93.9%
Black or African American	94.5%
Native Hawaiian or Other Pacific Islander	00.0%

## **Allegany County Public Schools**

**2023-2024**

### **School Improvement Plan for Title I Schools**

White	90.3%
Two or more races	85.0%
Male	89.7%
Female	90.8%
ELL	00.0%
Special Education	88.3%
Free/Reduced Meals (FARMS)	89.1%

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

As a school, all grade levels are below the 94% target and percentages range from 90.2% to 91.8%. The following subgroups are also below the 94% target: Hispanic/Latino 78.3%

Two or more races 85.0%

Special Education 88.3%

FARMS 89.1%

Whites 90.3%

Males 89.7%

Females 90.8%

## Allegany County Public Schools

**2023-2024**

### School Improvement Plan for Title I Schools

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



Strategy	Timeline
Phone calls will be made to students who are absent	Daily by the automated phone system
Attendance meetings will be held with parents and school staff	As needed and as a follow up to Pupil Service Team meetings
Follow-up calls will be made to students who are frequently absent	As needed, by the school counselor
Attendance incentive at the grade levels	<p><b>Daily:</b> Students who are present each day receive Dojo points for the School Attendance Store. Teachers also reach out to parents if a student has been out a few days in a row .</p> <p><b>Monthly:</b> Grade levels roll at the beginning of the month to identify an incentive on the large Monopoly board in the cafeteria. It will be awarded at the beginning of the next month if the 94% attendance goal is reached.</p>
Students with Perfect Attendance will be recognized	<p><b>Monthly:</b> At the end of each month, students with Perfect Attendance for the month are recognized, a Perfect Attendance placard is placed on their desk with a special treat. Also, students are awarded points for the number of days present during the month. Students can then spend their tickets at the School Attendance Store for prizes.</p> <p><b>Quarterly:</b> Awards Assemblies are held and students with perfect attendance are recognized with a certificate and pencil</p> <p><b>End of Year:</b> Students are recognized and awarded a gold (100%), silver(99-97%), or bronze (96-94%) level prize for their attendance.</p>

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

**Chronically Absent**

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

MD Report Card reports students NOT chronically absent.

<b>Table 5</b>	2019	2022	2023
Not Chronically Absent (percentage)	83.50%	56.20%	57.09%
Not Chronically Absent (student count)			157
Report Card Points Earned	10	4.5	5

**Habitually Truant**

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

<b>Table 6</b>	2022	2023
Habitually Truant (percentage)	1.33%	0.85%
Habitually Truant (student count)	3	2

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

--The Pupil Service Team meets weekly every Thursday to monitor students in danger of becoming habitually truant. Attendance meetings will be held with parents of any students projected to meet the criteria for becoming habitually truant. Individual attendance plans are written for these students as well with check in/check out, mentors, incentives such as reading on the morning announcements when attending, are all possible attendance interventions for students in this category.

# **Allegany County Public Schools**

**2023-2024**

## **School Improvement Plan for Title I Schools**

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

### **V. SCHOOL SAFETY/ SUSPENSIONS**

1. Complete the table.

<b>Table 8: SUSPENSIONS</b>		
<b>Subgroup</b>	<b>All Students</b>	
	2021-2022	2022-2023
Total Referrals	158	97
All Suspensions	5	6
In School	2	1
Out of School	3	5
Sexual Harassment Offenses	0	0
Harassment/Bullying Offenses	0	1

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

Our referrals have decreased every year since the COVID virtual instruction period. Our PBIS program and mental health supports have contributed to this decrease. We have a back to school PD where these resources are introduced/reintroduced to staff so that students are supported. Our weekly PST meetings also utilize MTSS to address student needs.

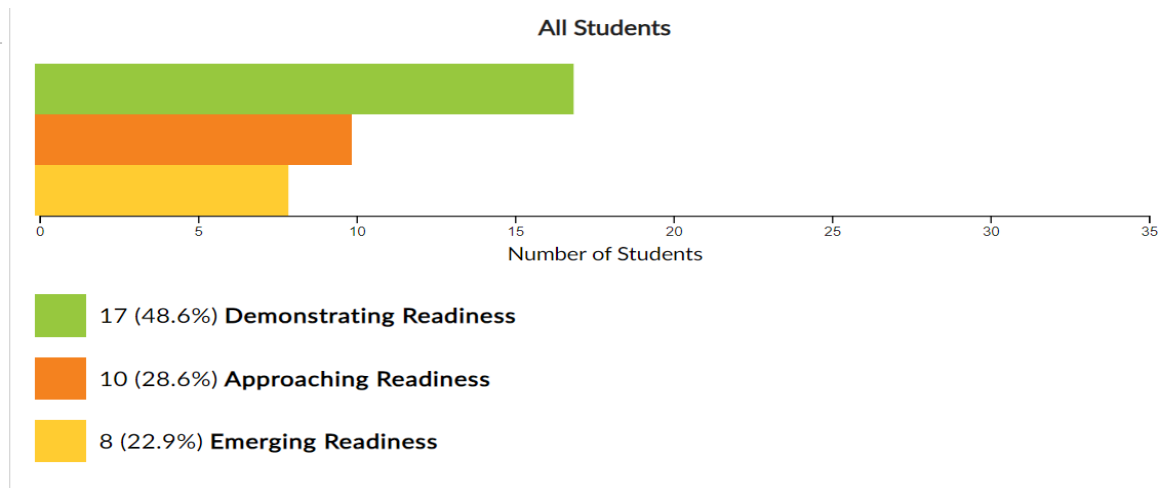
**Allegany County Public Schools**  
**2023-2024**  
**School Improvement Plan for Title I Schools**

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

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

Table 9			
Kindergarten Readiness Assessment			
	2021-2022	2022-2023	2023-2024
	Percent Demonstrated	Percent Demonstrated	Percent Demonstrated
Language & Literature	33.33%	71.79%	31.00%
Mathematics	30.00%	35.90%	57.00%
Social Foundations	73.33%	35.90%	54.00%
Physical Development	76.67%	69.23%	43.00%

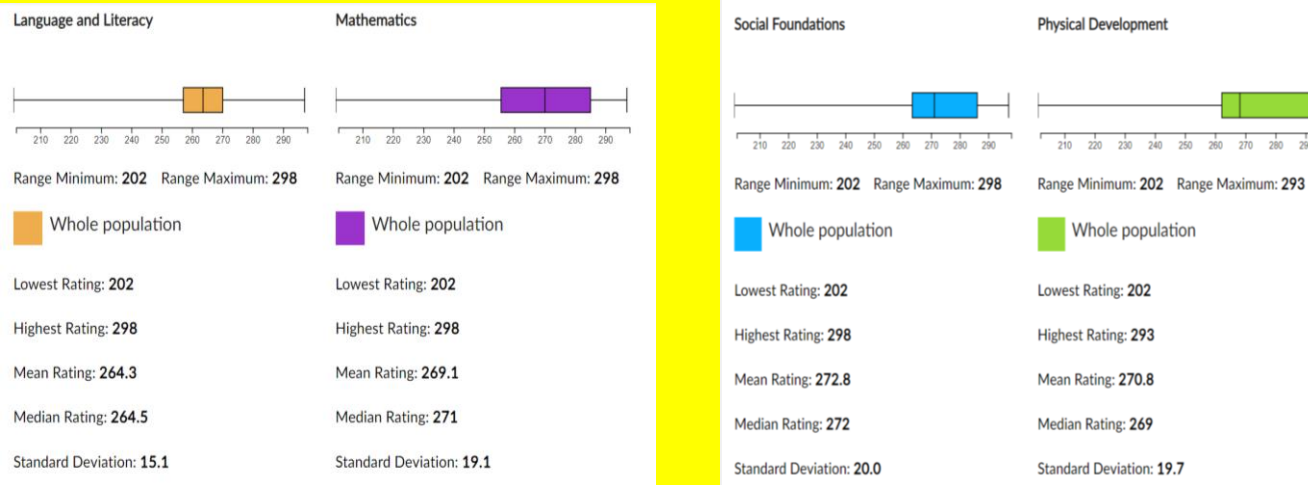
2. Input the data report from maryland.kready.org site to show domain strengths and needs. (*Range Distribution: All Domains*)



# Allegany County Public Schools

2023-2024

## School Improvement Plan for Title I Schools



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

Trend data shows an decrease in students demonstrating readiness in the domains of language and literature and physical development, and an increase in the domains of math and social foundations. Therefore, our plan will focus on the following efforts to improve our early childhood programs/practices.

- Data analysis meeting among PK and K teachers to analyze and discuss KRA Data.
- Co-planning among Kindergarten general education and special education teachers.
- Articulation meetings between PK4 and K teachers to communicate student needs.
- Identify students at risk in weekly faculty meetings in order to provide support from school counselor, mental health worker, and social worker to support students in their physical and social development.
- Invite PK and K parents to family engagement activities, especially those focused on literacy development.
- Provide early learning activities throughout the school year and summer to prepare students to transition to Kindergarten.

## **Allegany County Public Schools**

**2023-2024**

### **School Improvement Plan for Title I Schools**

- Encourage participation of PK3, PK4, and K students in the summer school program and/or ESY program.
4. Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with deficits in specific domain areas. Discuss the evidence based practices your school is implementing to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.

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

- Experiences for background knowledge
- Opportunities for listening and speaking
- Continual immersion in print
- Multiple means of instruction: kinesthetic, visual, and auditory
- Phonemic Awareness Program for all Pre-K and Kindergarten students
- Guidance Lessons for Pre-K and Kindergarten students
- Development of lessons for active engagement and implementation of principals of UDL in all curricular areas
- Use of ELA and math assessments in Pre-K and Kindergarten
- DIBELS and progress monitoring for students in Kindergarten
- Activities/lessons from Phonemic Awareness Program for Pre-K and Kindergarten
- KRA website correlates to specific content in the assessment. These resources are used within instruction to provide extra support.
- Use of collaborative learning tasks daily to enhance learning and build social skills.
- Flex groups for math
- Incorporating technology
- Incorporating movement into math lessons: interactive songs and musical math DVDs
- Math Talks
- Hands-on activities in math



# Allegany County Public Schools

**2023-2024**

## School Improvement Plan for Title I Schools

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

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

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

### ACADEMIC PROGRESS

#### A. ENGLISH LANGUAGE ART graduation

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

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

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

#### 1. Complete data charts using 2022 and 2023 data results. \* indicates no students or fewer than 10 students in category

TABLE 10a ELA Grade 3	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	62843	12	43	45	63702	9	43	48	+3
ACPS Results	563	13	46	41	597	5	46	49	+8
All school students	36	20	58	22	47	13	49	38	+16

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

American Indian or Alaska Native	*				*				
Asian	*				*				
Black or African American	*				*				
Hispanic/Latino of any race	*				*				
Native Hawaiian or Other Pacific Islander	*				*				
White	36	20	58	22	47	13	49	38	+16
Two or more races	*				*				
Special Education	*				*				
Limited English Proficient (LEP)	*				*				
Free/Reduced Meals (FARMS)	34	18	59	23	46	13	49	38	+15
Female	16	19	50	31	24	4	67	29	-2
Male	20	20	65	15	23	22	3	48	+33

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

TABLE 10b ELA Grade 4	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	63284	13	41	46	63938	11	40	49	+3
ACPS Results	603	9	41	50	567	10	41	49	-1
All school students	54	15	54	31	37	14	62	24	-7

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

American Indian or Alaska Native	*				*				
Asian	*				*				
Black or African American	*				*				
Hispanic/Latino of any race	*				*				
Native Hawaiian or Other Pacific Islander	*				*				
White	53	15	55	30	37	14	62	24	-6
Two or more races	*				*				
Special Education	*				10	30	70	0	
Limited English Proficient (LEP)	*				*				
Free/Reduced Meals (FARMS)	53	15	55	30	36	11	64	25	-5
Female	27	19	33	48	18	11	72	17	-31
Male	27	11	74	15	19	16	53	31	+16

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

TABLE 10c ELA Grade 5	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	64583	15	44	41	64144	14	44	42	+1
ACPS Results	592	10	37	53	611	8	49	43	-10
All school students	37	11	51	38	54	15	65	20	-18

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

American Indian or Alaska Native	*				*				
Asian	*				*				
Black or African American	*				*				
Hispanic/Latino of any race	*				*				
Native Hawaiian or Other Pacific Islander	*				*				
White	37	11	51	38	53	15	66	19	-19
Two or more races	*				*				
Special Education	*				*				
Limited English Proficient (LEP)	*				*				
Free/Reduced Meals (FARMS)	37	11	51	38	53	15	64	21	-17
Female	20	15	50	35	28	14	57	29	-6
Male	17	6	53	41	26	15	73	12	-29

Table 11a: Cohort Growth  
 (Elementary Cohort 2031)

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

ELA Percent Proficient	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
All Students	22%	24%	+2
Economically Disadvantaged	23%	25%	+2
Special Education	*	*	*
Male	15%	31%	+16
Female	31%	17%	-14
Other subgroup			

Table 11b: Cohort Growth (Elementary Cohort 2030)			
ELA Percent Proficient	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
All Students	31%	20%	-11
Economically Disadvantaged	30%	21%	-9
Special Education	*	*	*
Male	15%	12%	-3
Female	48%	29%	-19
Other subgroup			

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

**2. ELA FOCUS AREAS**

<b>ELA FOCUS AREA 1:</b>	Writing - Written Expression
Focus Area Goal	Students will increase performance in written expression, gaining 1 point from the beginning of the year to the end of the year.
Root Cause(s):	New English/Language Arts resource (CKLA); lack of consistent routines/strategies across grade levels; more time needed to properly investigate and utilize provided resources.
Focus Content Standard(s):	Range of Writing standards for all grade levels; Text Types and Purposes for all grade levels.
Barriers:	Time to evaluate and score writing using the rubric; identifying application of written expression as it pertains to CKLA; lack of peer review
Needed Resources:	Time to meet with literacy coach to review of proper writing instruction and the use rubrics; Strategies/Best practices review with coach; time to align CKLA with standards to see match to rubric
Strategies and/or evidence-based interventions:	Peer review of responses using rubric. Setting expectations and sharing with students prior to writing. Teaching students how to use scratch paper in ELA
How will it be funded?	Title I: MCCAP supplemental books for Grades 3-5, interactive TV's
Steps towards full implementation with timeline:	Best Practices Review with Principal by December 15, 2023 Implementation of Weekly writing practice using rubric and peer review in January 2024.
Monitoring Procedure:	Checklist of timeline; Planbook monitor by principal; Evaluate writing data collected by literacy coach, Walk throughs with debriefing of feedback by admin/core program consultants

<b>ELA FOCUS AREA 2:</b>	Reading Literature - Grade 3
Focus Area Goal	Students will increase performance on MCCAP prep activities (using the pre-mid-post model) by 2 rubric points and/or a 10% increase on selected response items.
Root Cause(s):	Consistent routines/strategy not used across classrooms; Lack of resources for methodology in Reading

# Allegany County Public Schools

**2023-2024**

## School Improvement Plan for Title I Schools

	Literature; Majority of instruction is done in informational text.
Focus Content Standard(s):	<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text;</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.;</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>
Barriers:	Methodology, Time to align assessments; Team planning; Time to meet with Literacy Coach to obtain strategies and observe modeling.
Needed Resources:	Grade level appropriate literature texts by the same author with the same or similar characters; Lesson modeling from literacy coach; methods/strategies from literacy coach; context clues strategies to increase vocabulary knowledge.
Strategies and/or evidence-based interventions:	Novel Studies of identified texts; team planning with coach to develop or learn methods and strategies; use of part of small group time to instruct in RL during RI units in CKLA;
How will it be funded?	Title I Novels for Grade 3 literacy focus, additional materials for literacy lab, MCCAP supplemental books for Grades 3-5, additional books for classroom libraries, supplies and materials for volunteers to create materials of instruction for differentiation laminating machine, interactive TV's
Steps towards full implementation with timeline:	<p>Literacy Coach meetings/strategies by January 15, 2024</p> <p>Identify appropriate texts (and order) by the same author with the same or similar characters by December 1, 2023.</p> <p>Instruction of Text 1 begins December 2023.</p> <p>Instruction of Text 2 begins January 2024.</p> <p>(During this time, Coach will model lessons in identified standards)</p> <p>Both texts and instruction complete by March 15, 2024.</p>
Monitoring Procedure:	Checklist of timeline; Planbook monitor by principal; MCCAP Prep book selections that match standards will be administered as pre test, mid-point, and final. Walk throughs and debriefing of feedback by admin and core program consultants.

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

<b>ELA FOCUS AREA 3:</b>	Reading Informational Text - Grade 4
<b>Focus Area Goal</b>	Students will increase performance on MCCAP prep activities (using the pre-mid-post model) by 2 rubric points and/or a 10% increase on selected response items.
<b>Root Cause(s):</b>	Consistent routines/strategies not used across classrooms; Not maximizing resources available for teaching informational text (Scholastic News; NewsELA; ReadWorks, CKLA)
<b>Focus Content Standard(s):</b>	<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>
<b>Barriers:</b>	Guided team meetings to discuss implementation and data; aligned assessments; professional development for teachers, focusing on content/topic rather than skill
<b>Needed Resources:</b>	Focused/Guided team planning with Literacy Coach for an extended time to evaluate data and implementation strategies for CKLA focusing on skill and not content.
<b>Strategies and/or evidence-based interventions:</b>	Utilize the Literacy Coach to provide professional development on CKLA and appropriate methods therein; Model lessons provided by Literacy Coach; Time for teachers to evaluate data and implementation of strategies for CKLA; use of ReadLive for an intervention group.
<b>How will it be funded?</b>	Title I (books for School-wide Literacy Study, headphones, additional materials to support core reading program, subscriptions for SuperStem Magazine - Nonfiction, Generation Genius, Novels for Grade 3 literacy focus, additional materials for literacy lab, MCCAP supplemental books for Grades 3-5, additional books for classroom libraries, and supplies and materials for volunteers to create materials of instruction for differentiation laminating machine, interactive TV's)
<b>Steps towards full implementation with timeline:</b>	<p>Completion of Unit 2 assessment by Nov. 5</p> <p>Team Meeting with Principal about Implementation by November 28, 2023.</p> <p>Instruction of Unit 5 begins November 28, 2023.</p> <p>Literacy Coach meetings/strategies by January 10, 2024</p>



## Allegany County Public Schools

**2023-2024**

### School Improvement Plan for Title I Schools

	(During this time, Coach will schedule model lessons in identified standards) Unit 5 unit assessment Part 1 Complete by January 17, 2024 - data analysis with Coach Unit 7 unit assessment - Part 1 - completed by March 20, 2024
Monitoring Procedure:	Unit 2 Mid-unit assessment for pre; Unit 5 informational section of test for mid; Unit 7 unit assessment part 1 for final; planbooks; minutes from Team Planning; data from ReadLive, NewsELA, ReadWorks. Walk throughs by admin and core program consultants and debriefing with feedback given.

<b>FOCUS AREA 4:</b>	Reading Literature - Grade 5
Focus Area Goal	Students will increase performance on MCCAP prep activities (using the pre-mid-post model) by 2 rubric points and/or a 10% increase on selected response items.
Root Cause(s):	Majority of instruction is done in informational text; lack of access to additional literary text; pacing guide eliminates a literary unit.
Focus Content Standard(s):	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
Barriers:	Time to create/align assessments; application of standards to all selections; adapting to our new instructional resource (CKLA), having adequate practice materials that match standards
Needed Resources:	Practice materials that match standards; Time for team planning with Literacy Coach identifying appropriate strategies to meet standards and analyze data; Multiple copies of Novel Guide books for students or other identified literary texts.
Strategies and/or evidence-based interventions:	Literacy Coach provides strategies for teachers to use and apply to all literary texts that meet the standards identified above; Use of Novel Studies with CKLA or novel studies of other identified texts; use of ReadWorks
How will it be funded?	Title I (books for School-wide Literacy Study, headphones, additional materials to support core reading program, subscriptions for SuperStem Magazine - Nonfiction, Generation Genius, Novels for Grade 3 literacy focus, additional materials for literacy lab, MCCAP supplemental books for Grades 3-5, additional books for classroom libraries, and supplies and materials for volunteers to create materials of instruction for differentiation laminating machine, interactive TV's)

## Allegany County Public Schools

**2023-2024**

### School Improvement Plan for Title I Schools

Steps towards full implementation with timeline:	Poetry Unit Assessment by December 6, 2023 Team meeting to analyze data and identify texts for literary study by December 15, 2023 Meeting with coach to align identified standards in literary texts by January 15, 2024 Implementation of texts in January, February and March. Completion of MCAPP practice assessments in February at end of first unit and in March at the end of the second novel.
Monitoring Procedure:	Pre test: Poetry Unit Assessment December 6; First literary study: assessment end of February; second literary study: end of March; planbooks. Walk throughs by admin and core program consultants and debriefing and feedback given.

### Universal Design for Learning for ELA.

<b>Table 12</b>	
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<b>Means of Representation:</b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>● Audio materials such as stories on the SMARTboard</li> <li>● Technology components, Amplify and Schoology, as well as laptops and SMART boards</li> <li>● Visuals such as print, photographs, video clips, maps and displaying vocabulary</li> <li>● Kinesthetic activities: dance/movement, gross motor movements, and use of manipulatives for various activities</li> </ul>
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>  When asked to demonstrate their knowledge, teachers provide students with a variety of choices for showing what 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> <li>● Providing opportunities to work collaboratively in small groups and with partners</li> </ul>

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

	<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>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p><b>Multiple Options for Engagement</b></p>
	<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>● Grouping options: alone, with a partner, small group</li> <li>● ReadWorks articles</li> <li>● Rigorous Questioning</li> </ul> <p>In order to engage girl teachers do a variety of things including:</p> <ul style="list-style-type: none"> <li>● Choosing books of interest for female students</li> <li>● Providing materials that are of interest to female students</li> <li>● Choices for various projects</li> </ul>

**B. MATHEMATICS**

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

# Allegany County Public Schools

**2023-2024**

## School Improvement Plan for Title I Schools

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

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

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

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

TABLE 13a Math Grade 3	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
<b>Maryland Results</b>	63262	28	35	37	64274	26	34	<b>40</b>	<b>+3</b>
<b>ACPS Results</b>	563	26	41	33	596	20	39	<b>41</b>	<b>+8</b>
All school students	36	31	59	12	47	24	53	<b>23</b>	<b>+11</b>
American Indian or Alaska Native	*				*				
Asian	*				*				
Black or African American	*				*				
Hispanic/Latino of any race	*				*				
Native Hawaiian or Other Pacific Islander	*				*				
White	36	31	58	11	47	24	53	<b>23</b>	<b>+12</b>
Two or more races	*				*				
Special Education	*				*				
Limited English Proficient (LEP)	*				*				

# Allegany County Public Schools

2023-2024

## School Improvement Plan for Title I Schools

Free/Reduced Meals (FARMS)	34	29	59	12	46	24	54	22	+10
Female	16	38	56	6	24	25	58	17	+11
Male	20	25	60	15	23	22	48	30	+15

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

TABLE 13b Math Grade 4	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	63749	27	45	28	64520	25	43	32	+4
ACPS Results	602	18	47	35	566	17	47	36	+1
All school students	54	16	54	30	37	19	57	24	-7
American Indian or Alaska Native	*				*				
Asian	*				*				
Black or African American	*				*				
Hispanic/Latino of any race	*				*				
Native Hawaiian or Other Pacific Islander	*				*				
White	53	17	55	28	37	19	57	24	+4
Two or more races	*				*				
Special Education	*				10	50	40	10	
Limited English Proficient (LEP)	*				*				

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

Free/Reduced Meals (FARMS)	53	17	55	28	36	17	58	25	+3
Female	27	19	44	37	18	22	67	11	-26
Male	27	15	63	22	19	16	47	37	+15

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

TABLE 13c Math Grade 5	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	64989	26	49	25	64666	22	51	27	+2
ACPS Results	590	19	49	32	611	14	54	32	0
All school students	37	32	54	14	53	17	64	19	+5
American Indian or Alaska Native	*				*				
Asian	*				*				
Black or African American	*				*				
Hispanic/Latino of any race	*				*				
Native Hawaiian or Other Pacific Islander	*				*				
White	37	32	54	14	53	17	64	19	+5

# Allegany County Public Schools

**2023-2024**

## School Improvement Plan for Title I Schools

Two or more races	*				*				
Special Education	*				*				
Limited English Proficient (LEP)	*				*				
Free/Reduced Meals (FARMS)	37	32	54	14	52	17	66	<b>17</b>	<b>+3</b>
Female	20	40	50	10	27	15	63	<b>22</b>	<b>+12</b>
Male	17	23	59	18	26	19	66	<b>15</b>	<b>+3</b>

Table 14a: Cohort Growth (Elementary Cohort 2027)			
MATH Percent Proficient	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
All Students	11	24	+13
Economically Disadvantaged	12	25	+13
Special Education	*	*	*
Male	6	37	+31
Female	15	11	-4
Other subgroup			

# Allegany County Public Schools

**2023-2024**

## School Improvement Plan for Title I Schools

Table 14b: Cohort Growth (Elementary Cohort 2030)			
MATH Percent Proficient	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
All Students	30	19	-11
Economically Disadvantaged	28	17	-11
Special Education			
Male	22	15	-7
Female	37	22	-15
Other subgroup			

### 2. MATH FOCUS AREAS

<b>MATH FOCUS AREA 1:</b>	Modeling
Focus Area Goal	Students will increase their ability to show modeling in mathematics using the rubric by 1 point.
Root Cause(s):	Lack of practice; inconsistent routines; lack of resources and training of new teachers; overemphasis of content
Focus Content Standard(s):	Mathematical Practice: Modeling
Barriers:	Lack of resources; More time to establish consistent routines; lack of routines that rely on student talk more than teachers
Needed Resources:	MCAP rubric, Bank of Spiral Review items for all teachers; access to Number Talk or number sense routine materials.
Strategies and/or evidence-based interventions:	Training as needed from Math Specialist for staff in using Number talks and number sense routines appropriately; Math specialist teaches identified students in categories designated by teacher; iReady materials; iReady digital pathways; Team meetings to review student work and discuss success of strategies and progress.



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

How will it be funded?	Title I (math manipulatives, headphones, supplies and materials for parent volunteers to create materials of instruction for differentiation, laminating machine, interactive TV's)
Steps towards full implementation with timeline:	Diagnostic given at designated times. Team meetings with Specialist to review and establish routines by December 15, 2023 Growth monitoring in November and March to analyze for improvements. Team planning monthly for discussion.
Monitoring Procedure:	Diagnostics at the beginning, middle, and end of the year; Growth Monitoring in November and March; planbook monitored by principal; notes from team planning, Walk-throughs by admin and core program consultants with debriefing of feedback given.

<b>MATH FOCUS AREA 2:</b>	Mathematical Reasoning
Focus Area Goal	Students will gain one rubric point by the end of the year.
Root Cause(s):	Lack of Math vocabulary in daily instruction; lack of writing responses that use appropriate vocabulary.
Focus Content Standard(s):	Mathematical Practice: Reason mathematically and quantitatively
Barriers:	Specified vocabulary instruction routine; lack of consistent routines when having classroom discussions and instruction
Needed Resources:	Math vocabulary methodology; time to incorporate vocabulary into daily lessons; rubric from MCAP, writing is not done on a daily basis
Strategies and/or evidence-based interventions:	Spiral review items (modeled and/or explained by Math specialist as necessary) Modeling and correction to enhance and encourage student use of proper vocabulary. Checking written items for appropriate vocabulary words.
How will it be funded?	Title I (math manipulatives, headphones, supplies and materials for parent volunteers to create materials of instruction for differentiation, laminating machine, interactive TV's)
Steps towards full implementation with timeline:	Spiral review from beginning of year. Discussion at monthly team meetings of progress with student work samples. Math Specialist available as needed.
Monitoring Procedure:	Review of data at monthly meetings.

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

<b>MATH FOCUS AREA 3:</b>	
Focus Area Goal	
Root Cause(s):	
Focus Content Standard(s):	
Barriers:	
Needed Resources:	
Strategies and/or evidence-based interventions:	
How will it be funded?	Title I (math manipulatives, headphones, supplies and materials for parent volunteers to create materials of instruction for differentiation, laminating machine, interactive TV's)
Steps towards full implementation with timeline:	
Monitoring Procedure:	

**Universal Design for Learning for MATH.**

<b>Table 15</b>	
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<i><b>Means of Representation:</b> providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>● Focus Walls</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>

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

<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>
	<p>Students are given a variety of choices to demonstrate their understanding of a concept in math. These include :</p> <ul style="list-style-type: none"> <li>● Multiple strategies to solve problems</li> <li>● Number talks and tasks</li> <li>● Communicators and/or whiteboards</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>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	<p>To challenge students appropriately and to motivate them to learn, teachers incorporate the following:</p> <ul style="list-style-type: none"> <li>● Math Talks</li> <li>● Songs and movement</li> <li>● One-Eyed Jacks activities</li> <li>● Imagine Math</li> <li>● Games and math centers</li> <li>● Differentiated groupings</li> </ul>

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

**C. SCIENCE**

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

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

TABLE 16 MISA (SCIENCE)	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
<b>Maryland Results</b>	64716	20	50	30	64543	18	48	<b>34</b>	<b>+4</b>
<b>ACPS Results</b>	5889	14	55	31	611	13	53	<b>34</b>	<b>+3</b>
<b>All school students</b>	37	22	59	19	54	15	54	<b>31</b>	<b>+12</b>
<b>American Indian or Alaska Native</b>	*				*				
<b>Asian</b>	*				*				
<b>Black or African American</b>	*				*				
<b>Hispanic/Latino of any race</b>	*				*				
<b>Native Hawaiian or Other Pacific Islander</b>	*				*				
<b>White</b>	37	22	59	19	53	15	55	<b>30</b>	<b>+11</b>
<b>Two or more races</b>	*				*				
<b>Special Education</b>	*				*				
<b>Limited English Proficient (LEP)</b>	*				*				

# Allegany County Public Schools

2023-2024

## School Improvement Plan for Title I Schools

Free/Reduced Meals (FARMS)	37	22	59	19	53	15	55	30	+11
Female	20	30	55	15	28	11	57	32	+17
Male	17	12	65	23	26	19	50	31	+8

### 2. Focus Areas

<b>FOCUS AREA 1:</b>	Students in all demographics made progress.
Focus Area Goal	Maintain or increase student growth on MISA.
Root Cause(s):	Reading levels; MISA content across multiple grades
Focus Content Standard(s):	3.PS2.1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object; 5.ESS.1 - 3.LS.4
Barriers:	Exposure to MCAP Misa type tasks. Grade level vocabulary is above actual level; students lack scientific reasoning skills and the ability to apply them in real-world situations; students lack reading skills using text features (graphs, tables, models, charts, footnotes, etc.) to analyze a given problem
Needed Resources:	MISA practice tests; Evergreen, FOSS, AgLab
Strategies and/or evidence-based interventions:	FOSS Science Evergreen Agricultural Program Generation Genius SuperStem Magazine
How will it be funded?	Title I (subscriptions for SuperStem Magazine - Nonfiction, Generation Genius)
Steps towards full implementation with timeline:	Lessons within each standard will be strategically planned to increase performance. Use Generation Genius to increase performance in each domain; Use vocabulary intentionally and frequently.
Monitoring Procedure:	Hands on-experiments, gathering and analyzing data in team meetings (ongoing)

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

<b>FOCUS AREA 2:</b>	
Focus Area Goal	
Root Cause(s):	
Focus Content Standard(s):	
Barriers:	
Needed Resources:	
Strategies and/or evidence-based interventions:	
How will it be funded?	Title I (subscriptions for SuperStem Magazine - Nonfiction, Generation Genius)
Steps towards full implementation with timeline:	
Monitoring Procedure:	

<b>FOCUS AREA 3:</b>	
Focus Area Goal	
Root Cause(s):	
Focus Content Standard(s):	
Barriers:	
Needed Resources:	
Strategies and/or evidence-based interventions:	

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

How will it be funded?	Title I (subscriptions for SuperStem Magazine - Nonfiction, Generation Genius)
Steps towards full implementation with timeline:	
Monitoring Procedure:	

**Universal Design for Learning for SCIENCE.**

<b>Table 17</b>	
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<b><i>Means of Representation:</i></b> <i>providing the learner various ways of acquiring information and knowledge.</i>	FOSS online student e-book with read aloud; publisher’s links to Generation Genius, Mystery Science and Scholastic News
<b><i>Means for Expressions:</i></b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>  Choice boards; teacher option to read aloud assessments Diorama FOSS Science investigations Upload documents to Kami/Schoology for students to type instead of write

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

<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	Using the Notice-Wonder model for introduction and throughout instruction Video demonstrations of experiments with closed captions Generation Genius, Mystery Science Field trips that align with Science Standards

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

<b>Staff Engagement Action Plan:</b> <b>2023 MD Report Card Score out of 3 = 2</b> <b>Projected MD Report Card Score (2024) = 2.561</b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Average Score out of a possible 10.	Safety, Substance Abuse score: 6.59



## Allegany County Public Schools

**2023-2024**

### School Improvement Plan for Title I Schools

Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.
Strategies: What steps will be taken in order to obtain the desired outcome.	Awareness of the problem and how it is addressed at the school level. Often these details are confidential so addressing the support with staff without offering identifiable information needs to be done to show the supports and partnerships with local agencies. Administration and members of PST discuss and plan for next steps to help with referrals.
Initiative leader and team: Who is responsible and involved in the work?	Guidance counselors and SRO are involved in the planning of Red Ribbon week activities, DARE and to offer support for families who are struggling with addictions.
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	This school year GC also has a school social worker who has been able to meet with parents and guardians and do home visits when needed. Both our social worker and the school counselors as well as the mental health counselor have been trained in how to help refer and offer services through local agencies.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Resources and referrals to agencies can be a data point for improving this area. Documentation through PST can also be used to monitor progress.
Timeline: Include dates for implementation of action steps.	PST meets weekly, staff can be updated on services through a Principal PD on January 2nd, 2024 where our school social worker is going to speak to the services she can offer the families we service.
<b>Secondary Area of Need</b> State the Domain, Topic, and Average score out of a possible 10	Relationships - Student - student relationships score: 6.85
Topic Description:	The student-student relationships topic describes the degree to which educators feel students are friendly with, care about, get along with, and respect one another

## Allegany County Public Schools

**2023-2024**

### School Improvement Plan for Title I Schools

Strategies: What steps will be taken in order to obtain the desired outcome..	Positive modeling by staff on conflict resolution and socialization skills. Lessons by guidance counselors once a week from Toolbox curriculum. Positive recognition through kindness wall and Miner merit student of the month as well as classroom managed Class DoJo to explicitly teach and positively reward positive student - student behavior.
Initiative leader and team: Who is responsible and involved in the work?	Guidance counselors and all teachers and IA's as well as administration.
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Class dojo stats as well as numbers from the kindness wall and student referral data. Teachers and staff to reward and engage in positive modeling and reinforce positive behaviors. SRSS administration and social groups will also be monitored by administration and guidance counselors.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Class dojo stats as well as numbers from the kindness wall and student referral data - data collected quarterly.
Timeline: Include dates for implementation of action steps.	Quarterly collected data and review of plan on January 2nd PD

### ***Student Engagement Action Plan:*** ***2023 MD Report Card Score out of 7 = 4.2*** ***Projected MD Report Card Score (2024) out of 7= 4.65***

<b>Primary Area of Need</b> State the Domain, Topic, and Score	Relationships, Student-Student Relationships, Score- 3.33
Topic Description:	The student-student relationships topic describes the degree to which students feel other students are friendly with, care about, get along with, and respect one another.

## Allegany County Public Schools

**2023-2024**

### School Improvement Plan for Title I Schools

Strategies:: What steps will be taken in order to obtain an improved outcome(s).	Positive modeling by staff on conflict resolution and socialization skills. Lessons by guidance counselors once a week from Toolbox curriculum. Positive recognition through kindness wall and Miner merit student of the month as well as classroom managed Class DoJo to explicitly teach and positively reward positive student - student behavior.
Initiative leader and team: Who is responsible and involved in the work?	Guidance counselors and all teachers and IA's as well as administration.
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Class dojo stats as well as numbers from the kindness wall and student referral data. Teachers and staff to reward and engage in positive modeling and reinforce positive behaviors. SRSS administration and social groups will also be monitored by administration and guidance counselors.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Class dojo stats as well as numbers from the kindness wall and student referral data - data collected quarterly.
Timeline: Include dates for implementation of action steps.	Quarterly collected data and review of plan on January 2nd PD
<b>Secondary Area of Need</b> State the Domain, Topic, and Score	<b>Safety, Bullying, Score- 3.74</b>
Topic Description:	The bullying topic describes the degree to which students' feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion, or ability.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	Administration and staff will participate in professional development concerning bullying prevention and will complete a bullying prevention course in order to better define bullying and identify strategies for bullying prevention. Counselors, mental health specialists, and school social worker will work with students and families on bullying prevention as well.

## Allegany County Public Schools

2023-2024

### School Improvement Plan for Title I Schools

Initiative leader and team: Who is responsible and involved in the work?	Principal, Counselors, Mental Health Workers, Social Worker
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	MSDE Course materials- provided by the BOE and for use with admin and staff for Bullying Prevention online course
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Future MD Survey Results
Timeline: Include dates for implementation of action steps.	October 2023-May 2024

### VIII. MULTI-TIERED SYSTEM OF SUPPORT

<b>PRIORITY: #1</b> Tier I and Tier II Behavioral Supports			
<b>PRACTICE:</b> Qualified personnel use research-based strategic/group interventions for students needing Tier II behavior support and behavior supports, in addition to Tier I behavioral supports.			
Action Step	Who	By When	Status Update / Next Steps
<b>LAYING THE FOUNDATION</b>			
Administer Universal Behavioral Screener SSRS Staff PD for Check In-Check out Parent Stakeholder Awareness letters	Teachers Admin.	October, January, May (BOY, MOY, EOY)	Enhance existing knowledge for staff of Universal Behaviors Screener (SRSS) and continued implementation
<b>INSTALLING</b>			

# Allegany County Public Schools

2023-2024

## School Improvement Plan for Title I Schools

Tier II Behavior Team established and will meet monthly  Establish Check in Check out Procedures Parent Communication	Admin. Behavior Team	August 2023  Ongoing	Behavior Team meet to analyze data and Identify students with high and moderate risk Use Fidelity checklist to monitor CICO process
--	----------------------------	----------------------------	--

### IMPLEMENTING

Explore multiple research based Tier I and Tier II behavior strategies. Provide coaching as needed	Behavior Team Counselor Admin.	Ongoing	
---	---	---------	--

### SUSTAINING SCHOOLWIDE IMPLEMENTATION

Evaluate of process. Compare ODRs from last year to SSRS data. Watch for student drops in ODRs. Evaluate interventions with fidelity	Behavior Team Admin.	December/ January	What does the data tell us? Evaluate
--	----------------------------	----------------------	--------------------------------------

### Notes-

1. Based upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected?  
Tier I and Tier II Behavioral Supports
2. How will the priority/ priorities be addressed?  
Teachers will administer the SRSS Behavioral Screener three times per year at the Beginning of the Year, Middle of the Year, and End of Year. Data discussed in the Tier II behavior team meetings and strategies to support students discussed and implemented.
3. What district support is needed to address your priority/priorities?  
District support in enabling the SRSS screener as well as scheduling behavior specialists to schools on a weekly basis for support.

## **Allegany County Public Schools**

**2023-2024**

### **School Improvement Plan for Title I Schools**

4. If your school is on the disproportionality watch list or if your school is fully disproportionate, you need to highlight strategies for increasing the fidelity of the practices, strategies, and interventions for your tier II and III students.

#### **IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**

**PBIS Tier I - 259/269 students are in Tier I for PBIS**

**PBIS Tier II - 7/269 students in CICO for the 22-23 school year, 2 graduated from the program so 5/269 remained in CICO throughout the 22-23 school year**

**PBIS Tier III - 3/269 students have a Tier III behavior plan, one of the students transitioned to a specialized program at South Penn Elementary**

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

We are maintaining our programs for this school year. Our implementation goal to provide PD on PBIS expectations (BOY PD and staff discipline procedure handbook) as well as PD for new staff on how to score and understand the SRSS

-Title I funded additional materials to support schoolwide social and emotional learning such as Toolkit supplies and materials to create a sensory hallway.

Additional multiple purpose sensory/math walk materials were bought with Title I funds and added to the cafeteria hallway and the fourth, fifth grade area in addition to the sensory path outside of the kindergarten hallway

School funds were used to purchase fidgets for students.

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

CICO mentors follow procedures for Tier II students

## **Allegany County Public Schools**

**2023-2024**

### **School Improvement Plan for Title I Schools**

Social groups are formed from SRSS data, Toolbox Lessons and Second Step Lesson are used to guide group according to their needs

#### **X. Parent and Family Engagement & Federal, State and Local Programs**

##### **TITLE I PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT**

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

***(Reference the sign-off sheet at the end of this plan.)***

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

Parents and family members were invited to participate in a Spring Title I Meeting to review the Title I Meeting to review the Title I 4 Components Plan and to evaluate the effectiveness of the plan to make adjustments for 2023-2024. Parents provide input on key Title I documents such as the parent family engagement plan, the parent and family engagement budget, and the school parent compact. In addition, parents and family members were invited to a Back to School Night/ Annual Title I Meeting on Tuesday, August 22, 2023 during which parents were presented information about Title I and were invited to provide input into the plan. Parents are also asked to complete surveys and participate in the school improvement team meetings.

Parents, families, and community are involved in developing the schoolwide plan by participating in Title 1 parent meetings multiple times throughout the year. They meet at the annual Title 1 meeting, in the middle of the year, and in the spring. Parents are also asked to complete surveys, and participate in the school improvement team meetings.

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

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

Teachers, principals, and other school staff are involved to develop the School Improvement Plan. ACPS Math, ELA, and Title I specialists work with the administration to compile data, and teachers and administrators on the Leadership Team analyze the data to determine strategies and activities to be included in the plan that best meet the needs of the students.

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

<b>Title I Funded Strategies to Increase Parent and Family Engagement</b>	<b>Date</b>
Stipends for teachers to plan for and to present to parents beyond the regular duty day - Title I Annual Meeting/Back to School Night (and fixed charges)	August 22, 2023
Title I Mid-Year Monitoring Meeting with Parents	January 2024
Title I Spring Meeting with Parents	May 2024
Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families, including translating key Title documents and parent invitations to parents of English Learners.	Ongoing
Stipends for teachers to plan for and to present to parents beyond the regular duty day- STEM Night Event: Mad Science (and fixed charges)	October 26, 2023
Stipends for teachers to plan for and to present to parents beyond the regular duty day- We LOVE Math Night (and fixed charges)	February 15, 2024
Stipends for teachers to plan for and to present to parents beyond the regular duty day- Seuss Reading Night (and fixed charges)	March 20, 2024



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

Use of Parent Compacts	Parent Conference Days and Ongoing throughout the year
Weekly Volunteer Workshops	Ongoing Thursdays throughout the year or options for take home packets
Title 1 Family Engagement Coordinator reaches out to engage underserved parents and families, including parents of English Learners	Ongoing throughout the year
The School Community Coordinator collaborates with the Title 1 Family Engagement Coordinator in planning and implementing parent and family engagement activities	Ongoing throughout the year
Parents, family members, and community members are invited to participate in decision making teams such as SIT, Leadership, Parent and Family Engagement, PBIS, and others	Ongoing throughout the year
Parents, family members, community members, teachers, principals, and other school staff are invited to a spring Title 1 meeting to review and revise the schoolwide plan. At the beginning of the year, at the annual Title 1 meeting, they are asked to provide input.	August 22, 2023 Spring date TBD
Ready4K Texting Subscription to Engage All PreK 3, PreK4, and Kindergarten Parents and Families with customized messages, reminders, links to resources, surveys, and more.	Ongoing throughout the year
Parent/Family Engagement - SMORE Interactive newsletter (includes smart links and videos as well as upcoming events and student celebrations) Cost \$79.00	Ongoing throughout the year

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

If appropriate and applicable, this School Improvement Plan has been developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition

## **Allegany County Public Schools**

**2023-2024**

### **School Improvement Plan for Title I Schools**

programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and CSI and/or TSI activities.

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

<b>Service</b>	<b>Provider</b>	<b>Explanation of Services</b>
Raising a Reader	Pre-K3, Pre-K, and Kindergarten teachers, Dr. Cherie Helmstetter, Early Elementary Programs Specialist	The Raising a Reader program is a reading at home program that provides students and families with bags of books that are rotated each week to promote a love of literacy.
Community Schools	Concentration of Poverty Grant, Autumn Symons	Community schools promote positive, equitable outcomes by providing students and families with the physical and mental health, academic, and extracurricular supports needed to thrive.
Judy Center	Samantha Kennedy	The Judy Center provides programs that will give parents the knowledge, skills, and resources to meet their children's basic needs; provides affordable high - quality early childhood programs; provides quality health services, which promote the healthy lifestyle.
ACPS After School Program	ACPS Teachers	ACPS provides After School opportunities to all students
ACPS Summer School Program	ACPS Teachers	ACPS provides Summer School opportunities to all students
Westmar Early Learning	ACPS	The Early Learning Center provides educational programs and

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

Center		support for PreK 3 and PreK 4 students.
Head Start	Head Start	Head Start provides educational programs to support achievement for preschool students.
Western Maryland Food Bank	Western Maryland Food Bank	Provides local churches with food to pack for student weekend food back pack program. They also provided all toys and incentives in the School Attendance Store.
George's Creek Food Pantry		Reference point for families who need additional services
Outdoor School	ACPS	ACPS provides Outdoor School to all fifth grade students. Family members serve as chaperones.
Health Care	ACPS	The school nurse provides health support to students & families.
Dental Screening	Allegany County Health Department	Students are provided with dental screenings and sealants.
Vision Screening	Lions Club	Lions Club provides the screening and glasses.
Nutrition Support	ACPS Food Services	ACPS is providing free meals to all families.
Clothing	Social Services	The Safe and Snug Program by Allegany County Social Services provides coats, gloves and scarves to identified students.
School Supplies	ACPS and various community groups	Schools, through local funding, provide basic school supplies to students. The Stuff the Bus Program also provides school supplies and backpacks to identified students. Faith-based partners provide school supplies.
Social and Emotional Support	Allegany County Health Department, outside agencies	Mental health counselors schedule appointments with identified students.

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

Social, personal, or academic support	School Counselor	School counselors provide weekly lessons to support the development of character traits, The Dovetail Toolbox, Project Wisdom, mindfulness or Second Step lessons.
Behavior support	Behavior Support Coach	The Behavior Support Coach provides students with time out of the regular classroom to discuss strategies for addressing their behaviors and concerns.
Positive Behavior Support	School Staff	Positive Behavior Intervention and Support services are implemented schoolwide to assist students in the area of behavior. Positive behaviors are taught explicitly and recognized, providing reinforcement to students.
Check-In/Check-Out	Assigned Staff Members	Students needing additional behavioral support are identified based on discipline data. They check-in with an assigned mentor in the morning and check-out with that person or another staff member at the end of the day. Participating students self-monitor their behaviors using checklists throughout the school day.
Extended learning time targeting students with low academic achievement	ACPS Teachers	ACPS provides after school and summer school opportunities to all students.
Tutoring program	ACPS Teachers	ACPS provides tutoring.
Differentiated Instruction	ACPS Teachers	Teachers provide differentiated instruction through use of media resources and hands-on learning.
Small Group Instruction	Instructional Assistants Special Education Teachers	Instructional assistants and the special education teachers collaborate with the classroom teachers to meet the needs of all learners in the regular classroom setting.

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

Inclusion in general education classes	Instructional Assistants, Special Education Teachers, Classroom Teachers	Instructional assistants and the special education teachers collaborate with the classroom teachers to meet the needs of all learners in the regular classroom setting.
Extended learning time for identified special education students	Special Education Staff	Extended School Year is offered to identified IEP students at various locations throughout the county.
Identification of student areas of need	Teachers Specialist	Diagnostic testing in math and ELA
Literacy Lab Programs	Literacy Lab Staff	FUNdations, Wilson, Orton-Gillingham, ReadLive! and other programs are offered based on identified student needs.
Math Intervention Program	Math Specialist, Teachers	iReady Math evaluates student needs in math learning and creates a learning pathway for students to follow online.
Opportunities to discuss progress of child	ACPS	Parent Conferences are held twice a year during the school year: October 2, 2023 and March 4, 2024.
Assistance to families based on identified needs	Pupil Services Team	The team meets weekly to identify students and/or families in need of services.
Career and Technical Education Programs	School Counselor or assigned staff person or team	Career Days and/or career activities are held by school.
Opportunities to address student educational needs	ACPS	PST and data analysis meetings are held to identify student needs and plan instruction.

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

Drug awareness	Cumberland City Police and the Allegany County Sheriff Department	D.A.R.E. Program is offered to Grade 5 students to increase awareness about the use of drugs and provide strategies to resist the use of drugs.
Assistance to families of young children	Judy Center	The Judy Center and the Infants and Toddlers Programs provide monthly literacy programs online.
Resources to support homeless students	Special Education Title 1	Title 1 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 1-like academic services.
Adult Education Programs	Allegany College of Maryland	The GED program is offered for adults.
Violence Prevention Programs	ACPS	Safety drills are held on a regular basis. School Resource Officers are assigned to schools on a daily basis.

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

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

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

**XI. Professional Community for Teachers and Staff- Standard 7**

## **Allegany County Public Schools**

**2023-2024**

### **School Improvement Plan for Title I Schools**

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

<b>Professional Learning Title</b>	<b>Date(s), Time, and Location</b>	<b>Intended Audience</b>	<b>Changes to occur as a result of Professional Learning</b>	<b>Knowledge and skills the participant will attain</b>	<b>Method to measure implementation of knowledge and skills in the classroom</b>
1. Title I Funded articulation meetings to be held beyond the regular duty day (stipends, fixed charges and materials)	May 2024	K-5 teachers Literacy Specialists	Evidence based reading intervention (literacy lab) groupings and class rosters will be created.	Individual student performance data and groupings	Literacy lab rosters and class lists
<b>Professional Learning Title</b>	<b>Date(s), Time, and Location</b>	<b>Intended Audience</b>	<b>Changes to occur as a result of Professional Learning</b>	<b>Knowledge and skills the participant will attain</b>	<b>Method to measure implementation of knowledge and skills in the classroom</b>

## Allegany County Public Schools

**2023-2024**

### School Improvement Plan for Title I Schools

2. Title I funded additional school improvement team meetings and quarterly data meetings to be held beyond the regular duty day (stipends, fixed charges, and materials)	TBD	Leadership Team	Data analysis will be done and the school improvement plan will be created. Milestones and adjustments will be monitored.	The school improvement plan will be created and effectiveness will be monitored and evaluated.	Completed school improvement plan and quarterly data through the end of the school year including an evaluation of the plan.
Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom



## **Allegany County Public Schools**

**2023-2024**

### **School Improvement Plan for Title I Schools**

3. Ruby Payne-Understanding Poverty workshop Book Study	October 27 Nov. 28 Dec. 19 Jan. 30 Feb. 27 Mar. 26 April 30	Teachers across each grade level, Counselor, Resource teachers	Strategies for supporting students in poverty will be implemented in classrooms as a result of this professional development.	Strategies for working with students in poverty.	Lesson plans Disaggregated assessment data- MCCAP. Brochure will be made by participants to be presented to full staff
---	---	--	---	--	--

## **XII. Management Plan**

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

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

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

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

The plan will be shared with parents and community members by being posted on the school web page, posted on the school's Title I bulletin board (snapshot brochure), and by being made available in paper and electronic version in the school office.

3. What role will classroom teachers and/or departments have in implementing 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 with their grade level colleagues regarding changes and upcoming activities.

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

Student progress data will be collected during team meetings. It will then be shared and reported to the SIT team at the monthly meeting at which time it will be evaluated to see if the strategies put in place are working.

5. How will the administration monitor the plan?


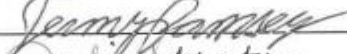
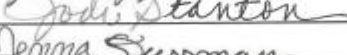
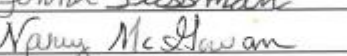
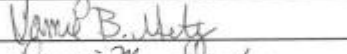


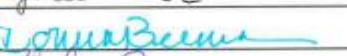
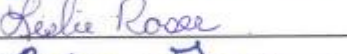


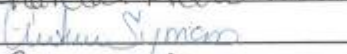
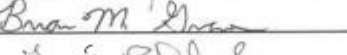




The administration will monitor the plan by presenting the plan to all stakeholders and making the plan available to these stakeholders as well. The plan will be published on the school webpage and will also be reviewed at monthly SIT meetings for monitoring and updates to be made as needed. Data will be analyzed quarterly and presented at grade level team meetings and will be referred back to the monitoring of the plan during these data analysis meetings as well. Administrators will be responsible for monitoring teacher lesson plans and their alignment to the goals outlined in this plan as well as by conducting learning walks. Routine formal and informal observations will also be conducted by the administration and with feedback aligned to the goals of this plan as well to determine that initiatives are evident at the classroom level.

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

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

The Central Office Staff continues to play a crucial role in writing and developing the School Improvement Plan. The Title I school support specialist will provide technical assistance in developing, monitoring and implementing the plan by attending meetings, meeting with the principal at least monthly, and by providing assistance as needed.

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

Name	Signature	Role
Shannon Green		Principal
Jenny Ramsey		Assistant principal
Jodi Stanton		SIT Chair/Literacy Specialist
Jenna Dressman		K Teacher
Nancy McGowan		Gr. 1 Teacher
Jamie Metz		Gr. 2 Teacher
Diane Sipple		Gr. 3 Teacher
MacKenzie Kline		Gr. 4 Teacher
Julie Baker		Gr. 5 Teacher
Donna Beeman		ACPS/School Reading Coach
Leslie Roser		ACPS/School Math Coach or Specialist
Betsy Green		Title I School Support Specialist
Delsie Fazenbaker		Title I Family Engagement Coordinator
Chantae Hawkins		Parent/Family Member
Autumn Symons		Community School Coordinator
Brian Grove		Counselor
Tina Blubaugh		Community Representative

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