

**Allegheny County Public Schools
2018 – 2019 School Improvement Plan**

School: John Humbird Elementary School

Principal: Heather M. Morgan

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INTEGRATED EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

Mission Statement

umbird Elementary School seeks to create positive, achieving, winning students by having high expectations and meeting the needs of students through differentiated instruction that will have them college and career ready. Our school will promote a safe, structured, supportive environment by fostering positive relationships between students, staff, and school community.

Vision

umbird Elementary School students will read, write, and compute to the best of their abilities; will possess a lifelong love of learning; will have instilled and increased understanding and acceptance of diversified learners; will demonstrate respect and care of the universe; will respect people of all genres, ages, religions, and ethnic backgrounds.

Core Values

umbird Elementary School provides a strong foundation for our students, as they become college and career ready. Our mission, vision, and values inform our decisions and guide our staff and students daily. Our core values are *Positive Achieving Winning Students (PAWS)*.

Positive – We strive to build positive relationships with all students, parents, and community. Our culture, interests, skills, and strengths is an advantage that makes us stronger.

Achieving – We strive to achieve our best! We work hard to improve academically, socially, and personally. Students are treated equitably to make every student successful every day.

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VISION, MISSION, CORE VALUES, AND LEADERSHIP

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

The principal is responsible for establishing a schoolwide vision of commitment to high standards and success for all students that is aligned with the educational framework of John Humbird. The principal will work alongside teachers and community members to set schoolwide goals/objectives and develop strategies to meet those goals/objectives.

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

The leadership team meets to analyze and disaggregate data. Additionally, the team sets goals based upon the data and develops strategies to meet those goals. Throughout the school year, the team will meet to determine progress toward goals and to make changes as needed.

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

Yes, the team is comprised of school staff, parents, and community members.

What additional opportunities exist for everyone in your school community to meaningfully participate in school decision-making processes?

Parents are invited to attend the annual Title I meeting, serve on the Parent Advisory/Title I Committee, serve on the School Improvement Team, assist in writing the School/Parent Compact, and attend parent volunteer workshops to help with planning of school based activities.

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

It is shared monthly in our school newsletter and embedded in our *Back to School* Title I meeting with families. Our vision, mission, and core values are represented on our school website and John Humbird facebook page.

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

The staff was involved with developing the mission and vision during the 2014 - 2015 school year. It is reviewed during the beginning of the year principal staff development and throughout the school year. Changes have been made based on data-based discussions and suggestions.

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7. Have you adjusted the school’s mission and vision to changing expectations and opportunities for the school and char needs and situations of students? If so, why?

We revised the mission and vision statements to better align with our school initiatives when we implemented the Ac Learning Labs (ALL) in our building and as new staff joined the John Humbird staff.

e, Climate, and Inclusive Community

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

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

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

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

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

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

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

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

John Humbird Elementary School promotes a safe, structured, and supportive environment by fostering positive relationships between students, staff, and school community. Students have full access to an education that supports social, emotional, intellectual, and ethical growth in a climate that embraces diversity and is free from discrimination. Positive behavioral interventions and supports are in place to manage the expectation that students are safe, responsible, respectful, and ready to learn. Faculty members work collaboratively to ensure all students are successful by using educational best practice. Academic successes are celebrated both in the classroom and as a school. Numerous activities are implemented to boost faculty morale and create a positive working environment that will foster relationships and improve the school environment.

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nt and/or Staff Engagement Action Plan

Student and/or Staff Engagement Action Plan

<p><i>y areas of needed improvement: What is/are the (s) that needs addressed?</i></p>	<p><i>At the school level, Teacher to Parent and Parent to Teacher in the ar Communication, both oral and written, with parents is always clear and an area that needs improvement.</i></p>
<p><i>ctivities: What steps will be taken in order to obtain sired outcome(s).</i></p>	<ul style="list-style-type: none">● Positive phone calls to parents/guardians regarding student successes/happenings in the classroom● Communication using both paper and technology● Flexible meeting dates/times● Title I Parent Interest Survey/Mid-Year Survey● Ongoing parent/family engagement activities regarding variou

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<p><i>ve leader and team: Who is responsible and ed in the work?</i></p>	<ul style="list-style-type: none"> ● Classroom teachers ● Administrators ● Family Engagement Coordinator
<p><i>rces: What investments (people, equipment, time, ill be needed to carry out the initiative(s) gies/activities) to achieve the desired outcome(s)?</i></p>	<ul style="list-style-type: none"> ● Time ● Teachers/Administrators/FEC ● Technology/email for communication purposes ● Supplies/refreshments for family engagement activities ● Supplies/technology to create newsletters/flyers
<p><i>ones: What are the major events and/or plishments for this?</i></p>	<ul style="list-style-type: none"> ● Boost student/parent morale ● Build positive relationships within the school community ● Increase attendance at school events ● Increase parent communication
<p><i>mance Metrics: What will you measure to gauge ss on your action steps and to determine if the ied goal has been met?</i></p>	<ul style="list-style-type: none"> ● Increase participation in school events ● Increase parent/teacher communication ● Increase survey participation ● Positive survey feedback (Title I Parent Interest Survey/Mid-Y- event surveys)

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ne: Include dates for implementation of action

- Monthly - family engagement activities
- Annually - Title I Parent Interest Survey/Mid-Year Survey
- Annually - Parent Conference Days
- Weekly - Parent/Teacher communication

SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers	3	19	22
Itinerant staff	7		7
Paraprofessionals	3	6	9
Support Staff	1	3	4
Other	9	4	13
Total Staff	23	34	57

year, indicate the percent as indicated of each category.	2014 – 2015 Official Data	2015 – 2016 Official Data	2016 – 2017 Official Data	2017 – 2018 Official Data	2
of faculty who are: fied to teach in assigned area(s) certified to teach in assigned area(s)	100% certified	100% certified	100% certified	100% certified	10

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not certified, list name, grade level course	N/A	N/A	N/A	N/A	N
years principal has been in the building		1	2	3	4
Average Daily Attendance	93.9%	95.8%	94.4%	96.1%	

B. Student Demographics

Table 3				
SUBGROUP DATA				
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL	2018-2019 TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10	N/A
Hawaiian/Pacific Islander	N/A	≤10	N/A	N/A
African American	24	19	20	21
White	218	215	218	216
Asian	N/A	≤10	≤10	N/A
Two or More Races	38	31	30	35

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Special Education	45	45	52	49
LEP	N/A	N/A	≤10	N/A
Males	143	142	140	149
Females	137	138	129	124
Total Enrollment (Males + Females)	280	270	269	273
Farms (Oct 31 data)	88.96%	91.1%	90.37%	91.48%

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

Table 4					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	3	06 Emotional Disturbance	n/a	12 Deaf-Blindness	n/a
02 Hard of Hearing	n/a	07 Orthopedic Impairment	n/a	13 Traumatic Brain Injury	1
03 Deaf	n/a	08 Other Health Impaired	4	14 Autism	n/a
04 Speech/Language Impaired	19	09 Specific Learning Disability	12	15 Developmental Delay	9

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05 Visual Impairment	n/a	10 Multiple Disabilities	n/a		
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ATTENDANCE

Table 5	2017-2018	
School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	93.5%	N
Grade 1	94.2%	Y
Grade 2	94.2%	Y
Grade 3	93.9%	N
Grade 4	91.6%	N
Grade 5	93.0%	N

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

Table 6					
Attendance Rate					
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017	2017-2018	Percent of Change

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All Students	94.7	94.1	92.9	92.6	.003 -
Hispanic/Latino of any race	n/a	n/a	94.4	92.1	.024 -
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	97.8	97.2	.006-
Black or African American	>95.0	93.9	91.1	90.2	.009-
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a
White	94.4	94.3	93.2	92.9	.003-
Two or more races	>95.0	93.0	91.4	92.3	.009+
Special Education	94.4	94.1	91.8	92.6	.008+
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	94.5	94.0	92.6	92.4	.002-

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.

There are several attendance challenges in grade level bands at John Humbird Elementary School. Grades 3, 4, and 5 did not meet the AMO goal of 94%. When looking at the school population, Hispanic/Latino, African-American students, White, Special Education students, FARMS, and Two or more races did not meet the AMO goal.

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

1. School Counselor will make daily phone calls to touch base with parents/guardians with excessive attendance.
 2. Monitoring programs among the students. Let older students with good attendance regularly assist younger students. Specific strategies include:
 - Identify nine ways to have older students help younger students transition from elementary to middle school and also from middle school to high school.
 - Recognizing attendance by individual students, classes, and grades by the principal on the announcements.
 - Classroom teachers are creating monthly incentives/rewards to build interest in attendance within each grade level.

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Attendance team monitors attendance at monthly meeting while examining and targeting students and families with excessive attendance issues.

HABITUAL TRUANCY

The Code 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 a number of days, or portion of days in excess of 20 percent of the school days within marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days

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

How many students were identified as habitual truants? **ZERO**

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

Hold weekly pupil service team meetings with our school pupil service worker, work with the guidance counselor forming attendance plans, complete with home visits, make daily phone calls, participate in the red dog program, schedule conferences and attendance conferences at home, as well as agency referrals for additional support. Administration also makes an effort daily to talk with parents when students are late to the office. Administration also makes phone calls to reach out to families and identify a problem if attendance is an issue.

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OOO SAFETY/ SUSPENSIONS

Suspension – In school and out of school suspensions

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

Complete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses of bullying/ harassment. Calculate the a change by taking difference of 2016-17 and 2017-18 and dividing by 2016-2017. Represent as + or - based on increase or decrease of data.

Table 9				
SUSPENSIONS				
Subgroup	All Students			
	2015-2016	2016-2017	2017-2018	Percent Change from 2017 to 2018

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Total Referrals	121	184	66	.64 decrease
All Suspensions	8	16	4	.75 decrease
In School Intervention	1	3	1	.67 decrease
Out of School	7	13	4	.69 decrease
Sexual Harassment Offenses	0	0	0	0
Harassment/Bullying Offenses	0	0	0	0

Report on the number of suspensions for your school related to these incidents and provide a plan to reduce that number, if applicable. The number of out-of-school suspensions increased from the 2015-2016 school year to the 2016-2017 school year. Six of the thirteen total suspensions in the 2016-2017 school year were for one student. The school worked with the child's family to assist him with receiving mental health counseling at school. His suspensions were a result of him hitting peers and adults. John Humbird did not have any in school or out of school suspensions related to harassment, harassment, or bullying. As a school, we are continuing to address harassment and bullying. Our school counselor, Dr. Jackson, is planning to teach lessons focusing on these issues. We also have a parent workshop planned to address the topic of school safety. The 2018-2019 school year will be the sixth year that we are holding this event. Our school resource officer, Chris Fraley, collaborates with the school and presents information at a parent workshop. Monthly newsletters focus on defining bullying to positive strategies to deal with unsafe situations. A school safety patrol team was created with Grade 5 students to promote positive behavior in the school building. This is the second year of our safety patrol team. We have created a team to discuss identified students who need additional support. This team meets weekly or as needed. Restorative practices are in place to assist students in developing strategies to work through behavior issues for when a problem occurs. Mentoring and problem solving skills are the first step. Suspension is used as a last resort or if a safety concern has been identified.

EARLY LEARNING

- A. Complete the chart with KRA results.

LO

Kindergarten Readiness Assessment

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	2015-2016		2016-2017		2017-2018		2018-2019
	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number
Language & Literature	20	44	11	22	9	22.5	8
Mathematics	20	43	10	20	9	22.5	10
Foundations	33	70	35	70	19	47.5	20
Personal Development	29	63	28	56	17	42.5	20

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

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Site Score Results

	2015-2016		2016-2017		2017-2018		2018-2019	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Stratified	22	52	14	28	15	37.5	11	33.3
Approaching	14	33	24	48	8	20.0	15	45.5
Emerging	6	14	12	24	17	42.5	7	21.2

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

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

- There were 33 kindergarten students enrolled at the beginning of the 2018-2019 school year. All 33 students participated in the KRA testing. KRA data results for the 2018-2019 school year indicate that seven students were in the emerging readiness category upon entering kindergarten and 15 students were approaching readiness.
- To address the achievement gaps found in this year’s KRA assessment, students will be provided flexible small group instruction in reading and math. Materials and instruction will be differentiated according to student needs and a reassessment will be conducted to determine understanding. Classroom unit assessments (administration dates set by teacher), phonemic awareness and math benchmarks will be given three times per year. DIBELS data will be used to determine reading intervention groups and progress monitoring will be completed to determine instruction and flexible groupings.

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- Instructional assistants and Title I support staff will be utilized to create smaller groups and provide more individualized instruction based on student need.

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

- Through MCIE, the prekindergarten and kindergarten teachers collaborate monthly to address instructional practices and needs assessments in the early childhood program. The early childhood team works closely with an early childhood coach to ensure the smooth transition from prekindergarten to kindergarten. The early childhood team also meets and participates in professional development with other child care programs and Head Start.
- The Birth-Age 5 Literacy Coach meets two times per month for morning planning meetings with the Pre-K teachers and once per month for half-day planning. Collaboration also occurs between literacy coaches.
- In the spring, articulation takes place to discuss student achievements and needs with pre-kindergarten teacher, kindergarten teachers, and head start teachers. This year we will be able to include our ELA Striving Readers grade level coaches to participate in the transition meetings.

ADEMIC PROGRESS

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

A. ENGLISH LANGUAGE ARTS

1. Reading/ELA Data Overview

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

Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.

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

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

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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		Total #	Level 1 or 2		
	#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	
49	33	67.4	≤10	12.2	≤10	20.4	40	21	52.2	≤10	12.5	14	35	33	15	45.4	≤10	12.1	14	42.4	39	14	35.9	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
≤10	≤10	≤10	0	0	≤10	≤10	≤10	0	0	0	0	≤10	≤10	≤10	0	0	≤10	100	0	0	≤10	≤10	50	
≤10	≤10	≤10	0	0	≤10	≤10	≤10	0	0	0	0	≤10	≤10	0	0	0	0	0	0	0	≤10	0	0	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
29	20	69	≤10	10.3	≤10	20.7	36	18	50	≤10	13.9	13	36.1	24	11	45.8	≤10	≤10	11	45.9	32	11	34.4	
11	≤10	54.6	≤10	27.3	≤10	18.2	0	0	0	0	0	0	0	≤10	≤10	50	≤10	≤10	12.5	≤10	37.5	≤10	≤10	50
13	≤10	69.2	≤10	23.1	≤10	7.7	≤10	≤10	≤10	0	0	0	0	≤10	≤10	100	≤10	≤10	≤10	≤10	≤10	≤10	≤10	100
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
47	31	66	≤10	12.8	≤10	21.3	34	21	61.8	≤10	11.8	≤10	26.4	32	14	43.8	≤10	12.5	14	43.7	32	13	40.7	

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24	14	58.3	≤10	16.7	≤10	16	19	12	63.2	≤10	21.1	≤10	15.8	18	≤10	50	≤10	16.7	≤10	33.3	20	≤10	30
25	19	76	2	8	≤10	16	19	12	63.2	≤10	21.1	≤10	15.8	18	≤10	50	≤10	16.7	≤10	33.3	19	≤10	42.1

7	2015								2016								2017								2018					
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3					
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		
Indian or Native	42	25	59.5	11	26.2	≤10	14.3	41	12	29.3	19	46.3	≤10	24.4	42	19	45.3	≤10	16.7	16	38.1	31	≤10	16.2	11	35.3				
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Black	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
White	≤10	≤10	≤10	≤10	≤10	0	0	≤10	0	≤10	≤10	≤10	0	0	≤10	≤10	60	≤10	40	0	0	≤10	0	0	≤10	33.3				
Other	≤10	0	0	0	0	≤10	≤10	≤10	0	0	≤10	≤10	0	0	≤10	0	0	0	0	≤10	100	0	0	0	0	0				
Asian or Pacific	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
Two or more	28	16	57.1	≤10	28.6	≤10	14.3	33	≤10	30.3	13	39.4	≤10	30.3	33	14	42.5	≤10	15.2	14	42.4	22	≤10	18.1	8	36.4				
Other races	≤10	≤10	≤10	0	0	≤10	≤10	≤10	0	0	≤10	≤10	0	0	≤10	≤10	66.7	0	0	≤10	33.3	≤10	≤10	16.7	≤10	33.3				

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ation	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	90	0	0	≤10	≤10	≤10	≤10	25	≤10	50
lish .EP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ed Meals	37	24	64.8	10	27	≤10	8.1	40	11	27.5	19	47.5	≤10	25	37	18	48.6	≤10	18.9	12	32.4	29	≤10	17.2	≤10	34.1
	20	13	65	≤10	25	≤10	10	19	≤10	26.3	≤10	47.4	≤10	26.3	22	≤10	36.4	≤10	18.2	≤10	45.5	14	≤10	21.4	≤10	14.1
	22	12	54.6	≤10	27.3	≤10	18.1	22	≤10	31.8	≤10	45.5	≤10	22.7	20	11	55	≤10	15	≤10	30	17	≤10	11.8	≤10	52.1

8	2015								2016								2017								2018			
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3	Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%			#	%
IS	43	15	34.9	21	48.8	≤10	16.3	37	17	45.9	11	29.7	≤10	24.3	35	≤10	20	13	37.1	15	42.9	41	11	8	26.1	12		
ndian or ive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	≤10	0	0	0	0	≤10	100	0	0	0	0	0		
rican	≤10	≤10	≤10	≤10	≤10	0	0	≤10	≤10	≤10	≤10	≤10	0	0	≤10	≤10	28.6	≤10	57.1	≤10	14.3	≤10	≤10	50	≤10	≤10		
atino of	≤10	0	0	≤10	≤10	0	0	≤10	0	0	0	0	≤10	≤10	≤10	0	0	0	0	≤10	100	≤10	0	0	0	0		

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Asian or Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	31	13	42	13	41.9	≤10	16.1	28	11	39.3	10	35.7	≤10	25	20	≤10	20	≤10	35	≤10	45	33	≤10	24.2	≤10	
Other Races	≤10	0	0	≤10	≤10	0	0	≤10	0	0	0	0	0	0	≤10	≤10	20	≤10	40	≤10	40	≤10	≤10	≤10	33.3	≤10
Education	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	83.4	n/a	n/a	≤10	16.7	≤10	≤10	33.3	≤10	
English (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	0
Reduced Meals	37	13	35.1	19	51.4	≤10	13.5	33	15	45.4	11	33.3	≤10	21.2	32	≤10	21.9	13	40.6	12	37.5	35	≤10	28.6	11	
	22	≤10	36.4	11	50.0	≤10	13.6	16	≤10	37.5	≤10	31.3	≤10	31.3	20	≤10	15.0	≤10	45.0	≤10	40.0	25	≤10	24	≤10	
	21	≤10	33.3	≤10	47.6	≤10	19.0	21	11	52.4	≤10	28.6	≤10	19.0	15	≤10	26.6	≤10	26.7	≤10	46.7	16	≤10	31.3	≤10	

2. Analyze the data results for ELA 3-5; 6-8; 10 to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.

- a. Analyze Data Results and Strategy Implementation from 2017-2018 SIP. Were the identified goal(s) met? If so will the goal be sustained?

Our goal is to increase the percentage of students who meet or exceed the expectations in literary reading, aligns with the ACPS goal of increasing the percentage of students who meet or exceed the expectation PARCC. In addition to PARCC scores, county benchmark tests will show an increase in students achieving 70% or higher. According to 2017-2018 PARCC data, this goal was partially met. Grades 4 and 5 aggregate both showed an increase in the area of ELA.

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Describe the gains made in focus areas.

- Grade 4 aggregate increased from 38.1 to 48.4, which is a growth of 10.3, of students scoring a 4 or 5.
- Grade 5 aggregate increased from 42.9 to 43.9, which is a growth of 1.0, of students scoring a 4 or 5.

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?

Successful strategies include:

- Providing various means of representation (digital materials, media, and manipulatives) that provide visual/auditory opportunities for students and reach different types of learners.
- Demonstrating knowledge by allowing student choice for media/materials.
- Demonstrating knowledge by taking part in group discussions/partner talk.
- Engaging students by allowing technology, project, and assessment choices.
- Engaging students with multiple text lexile levels and high interest text for boys.

b. Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.

- Root Cause Analysis - lack of ability to analyze and discuss elements of literature (summary, characters, and important details) and a weakness in reading informational text and using context clues.
 - Why? PARCC scores in grade 3 are below the state and district averages
 - Why? Students lack reading skills required for comprehending text.
 - Why? Students lack the background knowledge to understand vocabulary in grade-level text.
 - Why? There is a need for evidence based comprehension strategies.
 - Why? This is a need that is evident in all grade levels/subgroups.

Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.

- RI.3.1.1 provides questions and answers that show understanding of a text, referring to the explicitly to the text as basis for answers
- RI.3.8.1 provides a description of the logical connection between particular sentences and paragraphs in a text.
- L.3.5.1 provides distinctions between the literal and nonliteral meaning of words and phrases.
- R.I.3.3.2 provides a description of the relationship between scientific ideas or concepts using language that pertain time, sequence, and/or cause and effect.
- R.I 4.2.2 provides explanation of how the main idea is supported by key details.

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- R.L. 4.3.2 provides an in depth description of a setting in a story or drama, drawing on specific details in the text.
- RI 5.2.1, RI 5.2.2, RI 5.2.3 Determine 2 or more main ideas of a text and explain how they are supported by key details and summarizing the text.

Implement data from the DMRS in the Goal Planning Process.

Use the ACPS Goal Planning Process

Please include the following:

- What is the issue?
 - Improvement is needed in grade 3 in the area of ELA.
 - Continued improvement is needed in grades 4 and 5 in the area of ELA.
- What data support the need for a resolution to the identified issue?
 - PARCC data shows a decline in grade 3 from 42.4 to 35.9. This is a decrease of 6.5. This is below the county average of 42% and the state average of 38%.
 - PARCC data shows an increase in grade 4 from 38.1 to 48.4. This is an increase of 10.3. The grade 4 average of 48.4 is below county average of 51% and above the state average of 43%. Although we have shown growth in this area, continued improvement is our goal.
 - PARCC data shows an increase in grade 5 from 42.9 to 43.9, which is an increase of 1. Although we have shown growth, this is still an area of focus. This is below the district average of 54%, but above the state average of 42%.
 - Students scoring a 4 or 5 in grade 3 literary text 33%, informational text 33%, vocabulary 31%. Students scoring a 4 or 5 in grade 4 literary text 61%, informational text 48%, vocabulary 55%. Students scoring a 4 or 5 in grade 5 literary text 37%, informational text 37%, vocabulary 41%.
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
 - Yes, our goal is to increase the number of students who meet or exceed the expectation in ELA (Literary Reading). This aligns with the ACPS goal of increasing the percentage of students who meet or exceed the expectations on PARCC.
- What is currently preventing the identified goal from being attained?

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- Factors preventing our goal from being attained include: lack of exposure/background knowledge and vocabulary, purpose for independent reading, evidence based strategies during small group instruction, and analysis of literary and informational text.
- What outcome(s) will determine the identified goal has been met?
 - Data meeting information including selection tests, unit assessments, and county benchmark tests. County benchmark tests will show an increase in students achieving 70% or higher. Spring 2019 data from PARCC will show an increase in the percentage of students meeting and exceeding the expectations.
- What resources are not currently available to meet the identified goal?
 - The Reading Strategies Book by Jennifer Serravallo, evidence-based strategy books to aid in reading instructional best practices, differentiated lexile level books for classroom libraries, high interest books for
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
 - The ELA coach will meet monthly with all grade level teachers to disaggregate data, identify instructional needs, and assist in the implementation of best practices by developing/modeling lessons that match instructional needs.
 - Professional development will be centered around The Reading Strategies book by Jennifer Serravallo. The ELA coach and reading specialist will assist grade level teachers in dissecting a variety of reading/writing strategies to meet the needs of students through whole and small group instruction.
 - Digital Readworks will be used to supplement daily ELA instruction in grades 1-5.
 - Scholastic News will be utilized weekly by all grade levels to supplement nonfiction and writing ELA instruction.
 - Monthly tasks are distributed by the reading specialist. Monthly meetings are held to analyze data, determine instructional needs, and plan future lessons.
 - Teacher/student conferences will be held to provide feedback and set goals.
 - Various websites are utilized to expose students to PARCC like questions and text (www.edcite.com, www.freckle.com, Newsela, Digital ReadWorks, Treasures ConnectEd, etc).
- How will implementation be monitored to reach the identified goals?
 - Purposeful school-wide data meetings will be held to monitor progress.

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- Implementation will be monitored during team meetings.
- Weekly/monthly data meetings will be held with the ELA coach and reading specialist, respectively.
- ELA instruction will be a focus of administrative walk-throughs and daily lesson planning.
- Feedback from students given during teacher/student conferences will also be used to review progress.

c. To Be Completed when 2019 PARCC data is available

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

3. Universal Design for Learning for ELA.

How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies used in last year’s plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3 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.

Table 13	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation: Providing the learner with various ways of acquiring information and knowledge.</i>	Expose students to hard copies of documents using various fonts, sizes, background color as well as digital materials, media, and manipulatives to provide more auditory and visual opportunities for all students. Use multiple lexile levels of texts, clarify vocabulary/syntax/structure, activate background knowledge
<i>Means for Expressions: Providing the learner with alternatives for demonstrating their knowledge and skills (what</i>	Expression/Action- This is how the student will demonstrate their knowledge. Model various strategies for writing and allow student choice for media and materials. Group and partner talk will be utilized. Assessment / project choice given to students to have the opportunity to demonstrate what has been learned, include material that students can interact with at their own

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<i>ey know).</i>	Teachers will provide students with different examples/strategies to solve problems, model/et use of graphic organizers, allow use of technology tools (text-to-speech, highlighter, focus bo
Means for Engagement: <i>p into learners interests, challenge them appropriately, and motivate em to learn.</i>	<p align="center">Multiple Options for Engagement</p> <p>Provide options to use technology to complete tasks (Word, Powerpoint, etc). Allow assessments/project choices to give all students opportunities for ownership over the asse project and the opportunity to practice self regulation. Provide multiple lexile levels of te: student/classroom use. Increase number of high interest books for boys. Use graphic org: help students read with intent/purpose and provide formative feedback.</p>

B. MATHEMATICS

1. Math Data Overview

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

Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.

Math – Proficiency Data (Elementary, Middle and High Schools)

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

	2015				2016				2017				2018	
	Total	Level 1	Level 3	Level 4	Total	Level 1	Level 3	Level 4	Total	Level 1	Level 3	Level 4	Total	Level 1

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Group	#	or 2				or 5				#	or 2				or 5				#	or 2						
		#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%		#	%	#				
																							#	%	#	%
Students	49	26	53.0	15	30.6	8	16.3	40	21	52.5	≤10	≤10	≤10	≤10	33	16	48.5	≤10	≤10	≤10	≤10	39	14	35.9	12	
Indian or Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	0	0	≤10	≤10	0	0	0	0	0	0	≤10	≤10	50	≤10
Latino or Hispanic	≤10	≤10	0	0	≤10	≤10	≤10	≤10	0	0	0	0	≤10	≤10	0	0	0	0	0	0	0	0	≤10	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Other	29	15	51.7	≤10	≤10	≤10	≤10	36	18	50.0	≤10	≤10	≤10	≤10	24	≤10	≤10	≤10	≤10	≤10	≤10	32	12	37.5	≤10	
Other races	11	≤10	≤10	≤10	0	0	0	0	0	0	0	0	0	0	≤10	≤10	≤10	≤10	0	0	≤10	0	0	0	≤10	
Education	13	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	0	0	≤10	≤10	≤10	≤10	≤10	100	0	
English (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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ced (RMS)	47	25	53.2	15	31.9	≤10	≤10	34	21	61.8	≤10	≤10	≤10	≤10	32	16	50.0	≤10	≤10	≤10	≤10	32	14	43.8	≤10
	24	11	45.9	≤10	≤10	≤10	≤10	21	≤10	≤10	≤10	≤10	≤10	15	≤10	≤10	≤10	≤10	≤10	≤10	20	≤10	35	≤10	
	25	15	60.0	≤10	≤10	≤10	≤10	19	11	57.9	≤10	≤10	≤10	≤10	18	≤10	≤10	≤10	≤10	≤10	19	≤10	36.8	≤10	

	2015							2016							2017							2018				
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3	Level 4 or 5
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%		
	42	25	59.5	13	31.0	≤10	≤10	40	21	52.5	≤10	≤10	≤10	≤10	42	21	50.0	≤10	≤10	14	33.3	31	≤10	29.4	≤10	
Median or more	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	≤10	0	0	0	0	≤10	≤10	0	0	0	0	0	0	0	0	0	0	0	
can	≤10	≤10	≤10	≤10	0	0	≤10	≤10	≤10	0	0	0	0	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	0	0	≤10	
ino of	≤10	0	0	0	0	≤10	≤10	≤10	0	0	≤10	≤10	0	0	≤10	0	0	0	0	≤10	≤10	0	0	0	0	
ian or c Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	28	15	53.5	≤10	≤10	≤10	≤10	32	15	46.9	≤10	≤10	≤10	≤10	33	16	48.5	≤10	≤10	≤10	≤10	22	≤10	31.8	≤10	

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ancestral	≤10	≤10	≤10	≤10	≤10	0	0	≤10	≤10	≤10	0	0	0	0	≤10	≤10	≤10	≤10	0	0	≤10	≤10	33.4	≤10	
ation	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	50	≤10	
ish (EP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
ed Meals	37	23	62.1	11	29.7	≤10	≤10	39	20	51.3	≤10	≤10	≤10	≤10	37	20	54.0	≤10	≤10	≤10	≤10	29	≤10	27.6	≤10
	20	11	55.0	≤10	≤10	0	0	18	≤10	≤10	≤10	≤10	≤10	22	11	50.0	≤10	≤10	≤10	≤10	14	≤10	28.6	≤10	
	22	11	55.0	≤10	≤10	0	0	22	12	54.6	≤10	≤10	≤10	≤10	20	≤10	≤10	≤10	≤10	≤10	17	≤10	29.4	≤10	

3	2015							2016							2017							2018			
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3 #
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%				
3	42	14	33.3	13	31.0	15	35.7	36	18	50.0	≤10	≤10	11	30.6	35	16	45.7	≤10	≤10	≤10	≤10	41	19	46.3	≤10
Indian or Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ican	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	0	0	≤10	100	0	0

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Include FARMS, SE and other selected focus subgroups in your analysis.

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

Were the identified goal(s) met? If so, how will the goal be sustained?

- Our goal was to increase the percentage of total students who meet or exceed PARCC expectations in math aligns with the ACPS goal of increasing the percentage of students who meet or exceed the expectations on P In addition to PARCC scores, county benchmark tests will show an increase in students achieving 70% or higher. According to 2017-2018 PARCC data, this goal was met. Grades 3, 4, and 5 aggregate all showed an increase area of math.

Describe the gains made in focus areas.

- Grade 3 aggregate increased from 30 to 33.3, which is a growth of 3.3% students scoring a 4 or 5.
- Grade 4 aggregate increased from 33.3 to 51.6, which is a growth of 18.3% students scoring a 4 or 5.
- Grade 5 aggregate increased from 26 to 34.1, which is a growth of 8.1% students scoring a 4 or 5.

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?

- Providing various means of representation (digital materials, media, and manipulatives) that provide visual/auditory opportunities for students and reach different types of learners.
- Modeling various strategies to solve problems and allowing student choice when solving problems.
- Practicing skills through a variety of learning activities.
- Allowing choice of strategy and math tools to give all students the opportunity for ownership and to practice self-regulation.

Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.

Root Cause Analysis - lack of exposure to foundational skills and difficulty with modeling and reasoning

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- Why? Across the grade levels students scored below average in modeling and reasoning multiplication /division word problems.
- Why? Limited reading skills in multiple step directions and number sense / relationships.
- Why? Not as much time is committed to this because it is a supporting standard.
- Why? Need Intentional planning / pacing during math instruction - provide opportunity students to complete multiple step independent tasks.
- Why? Students will use strategies when working independently and be able to reason their thinking when writing about math.

Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.

- 3.OA.3 Word problems with multiplication / division within 100
- 3.OA.4 Determining the whole number in a multiplication / division relationship
- 4.OA.3 Using the four operations with whole numbers to solve problems
- 5.OA.3 Analyze patterns and relationships using two given rules
- 5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions with evaluating them

Implement data from the DMRS in the Goal Planning Process.

Use the ACPS Goal Planning Process Please include the following:

- What is the issue?
 - Continued improvement is needed in grades 3, 4, and 5 in the area of Mathematics.
- What data support the need for a resolution to the identified issue?
 - Although PARCC data shows an increase from 2016-17 scores, the aggregate still falls below the state and county average in grades 3 and 5. The grade 3 average of 33% falls below the county average of 39% and state average of 42%. The grade 5 average of 34% falls below the county average of 47% and the state average of 38%. The grade 4 average of 52% surpasses the county average of 49% and the state average of 38%; however, continued improvement is our goal.
 - Grade 3 students scoring a 4 or 5 in major content areas 38%, additional supporting content 28%, expressing reasoning 36%, and modeling & application 33%. Grade 4 students scoring a 4 or 5 in major content areas additional supporting content 52%, expressing reasoning 39%, and modeling & application 52%. Grade 5 students scoring a 4 or 5 in major content areas 32%, additional supporting content 10%, expressing reasoning 39%, and modeling & application 41%.

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- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
 - Yes, our goal is to increase the percentage of students who meet or exceed the expectations in math. This aligns with the ACPS goal of increasing the percentage of students who meet or exceed the expectations on PARCC.
- What is currently preventing the identified goal from being attained?
 - Factors preventing our goal from being attained include: gap in foundational skills because of the inability to carry over and retain previously taught skills, and the lack of confidence and risk taking abilities. The amount of time that is required or needed to master major standards hinders time spent on supporting / additional standards. As a result, students are not meeting or exceeding expectations in those areas.
- What outcome(s) will determine the identified goal has been met?
 - Data meeting information including selection tests, unit assessments, and county benchmark tests will be analyzed. County benchmark tests will show an increase in students achieving 70% or higher. Monthly PARCC tasks will be completed and reviewed. Teacher reflection of scores with the County Math Specialist will then lead to instructional changes, student conferences, and deeper understanding of strategies and skills for the teachers and students. Spring 2019 data from PARCC will show an increase in the percentage of students meeting and exceeding the expectations.
- What resources are not currently available to meet the identified goal?
 - Universal math screener for all grade levels
 - Increase of time County Math Specialist to consistently model lessons with students
 - On- going long range planning with specialist
 - Increased computer based instruction such as Type to Learn
 - After-school PARCC tutoring
 - 21st Century Afterschool Program
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
 - Purposeful school-wide data meetings will be held to monitor progress.
 - Math specialist will conduct professional development as needed.
 - Monthly tasks will be given to students and results will be analyzed to determine deficiencies.
 - PARCC released items that are aligned to county pacing are available and shared with teachers for planning classroom instruction.

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- Teacher/student conferences will be held to provide feedback and set goals.
- A focus on additional/supporting standards, in addition to major clusters, during monthly grade level meet with County Math Specialist.
- Team teaching approach with special education and Title I support teachers to enhance small group and focus skill groups.
- A book study of Principles to Actions: Ensuring Mathematical Success for All published by NCTM will include grades K-5, County Math Specialist, and administration. Teachers will discuss, implement, and reflect upon research based strategies to increase math achievement.
- Monitor Imagine Math pathways to identify areas of need. Individualize pathways to meet student instructional level.
- Focus on problem solving using Ready and IReady Math resources in grades 1-5.
- How will implementation be monitored to reach the identified goal?
 - Implementation will be monitored in team meetings, monthly data meetings with County Math Specialist, administrative walkthroughs, and teachers' daily lesson plans. Feedback from students given during teacher student conferences will also be used to review progress. Mid-year and end of the year Imagine Math data will be analyzed for student growth.

To Be Completed when 2019 PARCC data is available

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

3. Universal Design for Learning for MATH.

How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies used in last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3 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.

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Table 15	
DL Principle/Mode	Representation –How the teacher presents the information.
<i>Means of Representation: Providing the learner various ways of acquiring formation and knowledge.</i>	<p>Hard copies of documents using various fonts, sizes, background color as well as laptops to a information.</p> <p>Digital materials, media, and manipulatives (Spot the error), and Google Classroom to provide auditory and visual opportunities for all students. Low-tech and high-tech lessons will be incorporated to better meet the needs of all learners.</p> <p>Math journals will be utilized for students to share their mathematical thinking and problem solving.</p>

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	skills.
<p>Means for Expressions: <i>Providing the learner with alternative strategies for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- How the students demonstrates their knowledge.</p> <p>Model various strategies to solve problems and allow student choice when solving problems. Discussions and partner talk will be utilized as a step in the process to become more confident independent thinkers.</p> <p>Peer modeling of math strategies.</p> <p>Assessment / project choice given to students to have the opportunity to demonstrate what they have learned. Practice skills through a variety of learning activities.</p>
<p>Means for Engagement: <i>Providing options into learners interests, challenging them appropriately, and motivating them to learn.</i></p>	<p>Multiple Options for Engagement</p> <p>Options to use technology to complete tasks (Word, Powerpoint, Google Classroom, etc.)</p> <p>Allow assessments / choice of strategy and math tools to give all students opportunities for choice over the assessment / project and the opportunity to practice self-regulation.</p> <p>Individualize Imagine Math pathways to meet student need.</p> <p>Student interests will be incorporated into the lessons and tasks.</p> <p>Allow struggling readers the option of text-to-speech to reduce barriers with math.</p>

SCIENCE

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

Administrative Leadership

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

A. Principal SLO 1

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

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- Math Proficiency and performance is the content focus.
 - All students in grades 3-5 will be the targeted group.
2. Describe the information and/or data that was collected or used to create the SLO.
- Imagine math was one of the data points used for baseline data. The scores indicated that students are performing grade levels below the current expected grade level. Many students received a score of far below basic, below basic, and basic levels. After analyzing 2018 PARCC scores and EOY Imagine Math benchmark scores, the scoring levels matched or were very close. 2018 PARCC data revealed students need to move towards math proficiency at those identified grade levels.
3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
- Data also has indicated a correlation between Imagine Math scores at the EOY and PARCC scores and through the goal planning process we have identified this as a need. Imagine Math can be used to monitor student growth, increase conceptual understanding and ability to reason.
 - Pathways are monitored and adapted to challenge students appropriately. Students can have two pathways if necessary. One pathway is aligned to grade level pacing and one pathway is based on student instructional level.
4. Describe what evidence will be used to determine student growth for the SLO.
- Evidence of growth will be measured by 100Q growth over the school year. If the BOY score falls in the proficiency range, that score will increase or be maintained. Data results will be recorded on a data sheet that will track the MOY, and EOY scores. Data meetings will be held with grade level teams to discuss data results and make instructional changes throughout the year.

B. Principal SLO 2

1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
- On demand narrative writing proficiency is the content focus.
 - All students in grades 1-5 will be the targeted group.

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2. Describe the information and/or data that was collected or used to create the SLO.
 - Grade level progressions, end of the year benchmarks, and PARCC data indicates a need for this to be a formative assessment. Pre-assessments of quarter 1 benchmark will be used as the baseline evidence. Student writing samples also indicated a need. Students across the grade levels continuously struggle to meet expectations for writing standards. Creative word choice, structural organization and solid representation of ideas present difficulties for students to attain grade level goals.
3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
 - Through the goal planning process, we have identified this as a need based on students lack of ability to analyze and discuss elements of literature (summary, characters, and important details) and a weakness in reading informational text and using context clues.
4. Describe what evidence will be used to determine student growth for the SLO.
 - Students in grades 1-2 will show growth on the pre-writing assessment to the post writing assessment using the 6+1 rubric of Ideas and Organization and grades 3-5 students will show growth using the PARCC rubric. Classroom writing process will be evaluated monthly for growth and support when determining flex groups. Monthly class writing samples will be evaluated during team meetings. The writing strategies book will be utilized when developing student and small group writing strategies.

MULTI-TIERED SYSTEM OF SUPPORT

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

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ACTIVITY: Universal Screener - Tier II and Tier III Interventions Behavior Screening Tool - SWPBIS Tiered Fidelity Inventory

TIC: Utilize the data from Behavior Screening Tool - SWPBIS Tiered Fidelity Inventory to increase academic achievement by improving student behavior.

Action Step	Who	By When	Status Update / Next Steps
THE FOUNDATION			
July Meeting Professional Training for staff Planning for completing SWPBIS inventory in November	Administration / PBIS team Faculty and staff	BOY - August MOY - February EOY - June On-going training for staff as needed	Completion of the screener in October, February and May Provide support for staff to complete the data collection on-line
IMPLEMENTING			
Formation of Tier II team -	Administration -Principal and AP LAP IA - Ms. Mojica School counselor - Dr. Jackson School psychologist - Mrs. Stiteler SEF - Wendy Kutcher	Team will meet weekly or as needed based on the needs of the students and screener data SWPBIS inventory	Initial screener results indicated no need for Tier II and Tier III interventions and team. Initial screener results have consistently indicated Tier I supports were strong and in place. Reviewing interventions to make sure they are implemented correctly.
MENTORING			

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<p>nt risk screening (SRSS) and student alizing behavior ning scale (SIBSS) l counselor and nistration ipating on District rior Intervention</p> <p>ssional development 'tunities identified re needed for ved implementation</p>	<p>Grade levels (k-5)</p>	<p>3 times a year (BOY, MOY, EOY)</p> <p>As needed or scheduled</p> <p>As needed or identified</p>	<p>Analyze data, plan, and implemen appropriate interventions for identified students.</p> <p>Information shared at the district team meetings will be shared with Tier II team and utilized to meet t needs of our students</p> <p>Principal presented information a Superintendent’s Advance from T II team.</p> <p>Professional development planne with appropriate staff and resour</p>
<p>AINING OLWIDE EMENTATION</p>			
<p>w of data results with PST, and MCIE ngs, faculty meetings, level team meetings, idance planning. nne how to refine ocess and explore interventions to meet t needs eps to enhance our plan</p>	<p>staff</p> <p>district Behavior Intervention Team</p>	<p>Monthly / ongoing 3 times a year (BOY, MOY, and EOY) screener data</p> <p>ngoing</p>	<p>Monitor of data consistently and make changes as data indicates</p> <p>Monitor of data consistently and make changes as data indicates</p> <p>How successful were the students who participated in the interventions?</p>

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

IS Tiered Fidelity Inventory that will be given three times a year and completed by the classroom teacher in ASPEN

a. How will the priority/ priorities be addressed?

Individual children's progress is monitored and results are used to make decisions about further instruction and intervention. The PBIS team will monitor results and plan appropriate booster activities through PBIS protocols. Also, the classroom teachers will increase the amount of time second step lessons are taught in the classroom setting and school counselor will increase the lessons during small group sessions.

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

Mrs. Kathy Eirich from the Central Office is available for faculty meeting clarification and disaggregation of data. Also, the principal and school counselor are members of the district Behavior Intervention team.

School staff would like additional professional development on behavior. Also, having a school resource officer present throughout the school day. Increased behavior specialist support would help in addressing our priorities.

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POSITIVE 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 approach method adopted by the State Board to:

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

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

- PBIS team shares monthly meeting information with grade level teams and staff
- Check in Check out fully implemented and data shows majority of students in the intervention had a decrease of problem behaviors and reached goal
- Booster incentives in between PBIS incentives planned - game day or craft day
- Grade levels have adopted incentives for students to work towards a goal
- Teachers make phone calls home for attendance in addition to the board of education generated daily call
- Character tea, safety patrol, student of the week, resource class of the week
- Bus of the week or bus student of the week - we would like to implement this due to the increase number of bus issues / referrals

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

- Check in check out
- Re-teach the school rules / lessons with the rules
- Modeling
- Social skills groups

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DN XI; Title I Schools

I PARENT/FAMILY ENGAGEMENT

/Community Engagement Needs

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

- John Humbird prides itself in offering a warm and supportive environment for parents and families while also building parent capacity by training parents to better help their students at home. Last year, on February 23, 2018, we held Family Math and Reading Day. 17 adults attended a luncheon and heard presentations by both ELA and math specialists. Topics included ELA and math strategies to use at home, PARCC testing, and visits to the child's classroom. We also held Technology Week during which 26 parents/family members visited the media center with their students and completed a tech lesson. Step Up for STEAM Day was held on Monday, May 21, 2018, and 13 adults learned about how to incorporate STEM into everyday activities. Title I also gained information on preventing summer slide and making sure their students were ready for back to school this year. One challenge we face is that many adults return RSVPs to attend events, but much fewer actually turn out. We will continue to increase attendance at these types of important events by reaching out to underserved families. Our family engagement coordinator will call, text, e-mail, and/or send communications home to better reach parents/families who may benefit from more engaged. We have also included a transportation component to our Title I budget in order to offer cab rides to and from events for families in need.
- This year's capacity building events will include: Fall- Math or ELA Event, Winter- Mindsets/Behavior Event, and Spring- Preventing Summer Slide/STEM/Science Event (in response to parent surveys and academic needs assessments).
- Our Family Engagement Coordinator is scheduled at John Humbird every morning for a total of 11.5 hours/week. She holds weekly volunteer workshops. Approximately 6 regular volunteers attend. She will continue to work to increase this number using text and e-mail communication in addition to regular memos and phone calls.
- Our principal's newsletter, *The Bulldog Buzz*, is distributed monthly to keep parents/family members aware of happenings at school.
- Welcoming events at John Humbird, including character teas, holiday programs, sports activities, Grandparents Events, and are all very well attended. We will continue to invite our parents and families to such events.
- Parents indicated they would like to have support in helping students with attitudes and behaviors at home, so we will plan activities to provide that support.
- Our community partner, Emmanuel Bethel United Methodist Church, will continue working with us this year.

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Parent Advisory/ Title I Parent Committee 2017 – 2018**

Name	Grade Level Representation	Position
Susan Dunaway	K and 2	PAC Representative, PTO President
Laurie Soulsby-McMahon	1	PAC Alternate
Josh Borland	Pre-K	Parent
Terry Bullett	1	Grandparent, Uncle
Candy Lawrence	2	Parent of Triplets
Melanie Resh	3	Parent
Krista & James Kegg	4	Teacher, Parent
Ashley Pomeroy	5	Parent
Roberta Hammond	All	Community Representative, Emmanuel Bethel United Methodist Church
Heather Morgan	All	Principal
Melissa Moran	All	Assistant Principal
Edy Whitehead	Title I	Family Engagement Coordinator
Laura Michael	Title I	School Support Specialist
Mary Kay Blank	Chair	Partnership Action Team
Stephanie Schurg	Special Education	Teacher
Dawn Hipp	3	Teacher, Parent

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the “Grade Level Representation” column, identify the grade level being represented by this parent. Under the “Position” column, identify the school’s 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 representatives from all grade levels.**

John Humbird’s PARENT/FAMILY ENGAGEMENT PLAN

Expectations

John Humbird, schoolwide Title I school, John Humbird’s Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Part A, Elementary and Secondary Education Act (ESSA) of 2015.

John Humbird recognizes the importance of forming a strong partnership with parents, families, and community members in order to positively impact the students in our school. To promote effective parent/family engagement, the staff at John Humbird welcomes and encourages parents, family members, and community members to join them in activities identified in the Action Plan as follows:

- I – Shared decision-making opportunities
- II – Annual meeting to explain the schoolwide Title I program
- III – Opportunities to build and increase understanding, communication, and support between home and school
- IV - Formal and informal evaluation of the effectiveness of parent involvement activities
- V – Activities that promote a positive environment of high expectations shared by home and school

John Humbird accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent/Family Engagement Plan with the district’s Parent/Family Engagement Plan.

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by offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet all goals on PARCC 2018-2019.

Action Plan

Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
<p>Shared Decision Making The School Improvement Plan (SIP) is developed with input from parents</p>	<p>Parent representatives on SIT and other decision-making teams collaborate with school staff on the development of the plan. Notice is sent to all parents regarding the opportunity to review the plan ongoing in principal's monthly newsletters.</p>	<p>Spring 2019 Meeting, May 30, 2018, SIT meetings, ongoing</p>	<p>Heather Morgan, principal, Melissa Moran, assistant principal, Josh Cook, School Board chair</p>
<p>The SIP is available for parent review and input at any time</p>	<p>A synopsis of the SIP and any revisions are shared with parents in a principal's newsletter. Parents are reminded of the opportunity to review and comment on the plan at any time, also in principal's newsletters.</p>	<p>December 2018, January 2019</p>	<p>Heather Morgan, principal</p>
<p>The Parent Involvement Plan, including the budget, is developed with input from parents.</p>	<p>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 the fall, parents will have an opportunity to review the plan and provide feedback. The final plan is submitted to the</p>	<p>May 30, 2018 November 2018</p>	<p>Heather Morgan, principal</p>

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<p>The Parent/Family Engagement Plan is distributed to all parents.</p> <p>With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.</p>	<p>SIT for approval.</p> <p>A summary of the Parent/Family Engagement Plan, attached to a principal’s newsletter 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 Parent-School Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In the fall, parents 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>January 2019</p> <p>May 30, 2018 December 2018 Spring 2019</p>	<p>Heather Morgan, prin</p> <p>Heather Morgan, prin</p>
<p>Annual Meeting 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 the school will provide for parental/family engagement.</p>	<p>The school’s annual meeting was held, and a powerpoint presentation was shared to inform parents of the school’s role in implementing Title I, the parent’s rights, and ways the school will provide for parental/family engagement.</p>	<p>August 29, 2018</p>	<p>Heather Morgan, prin Melissa Moran, assist: principal</p>
<p>Building Parental Capacity Provide assistance to parent in understanding the State’s</p>	<p><i>PTA Parents’ Guides to Student Success</i> were distributed to all parents.</p>	<p>October 2, 2018</p>	<p>Heather Morgan, prin Melissa Moran, assist:</p>

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<p>academic content standards and student academic achievement standards, State and local academic assessments.</p>	<p>Parent Teacher Conference Day was held. Parent Teacher Conference Day will be held. ASPEN online data is available to parents. PARCC event will be held.</p>	<p>Oct. 2, 2018, Mar. 4, 2019 Ongoing TBD</p>	<p>principal Teachers</p>
<p>Provide materials and parent trainings/workshops to help parent improve their children’s academic achievement.</p>	<p>Fall- ELA or Math Event Winter- Mindsets/Behavior Event Spring- Preventing Summer Slide/STEM/Science Event</p>	<p>Dates TBD</p>	<p>Heather Morgan, prin Melissa Moran, assist: principal Teachers</p>
<p>Educate school personnel on how to work with parents as equal partners in their child’s education.</p>	<p>Articles/information on working with parents as equal partners will be distributed by email and/or discussed at faculty meetings.</p>	<p>Prior to Mar. 4, 2019 (Parent Teacher Conference Day)</p>	<p>Heather Morgan, prin Melissa Moran, assist: principal</p>
<p>Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After-School Program, Head Start, etc.</p>	<p>Allegany County Library attends literacy event. Health Department provided flu mist and dental sealant clinics. MD Extension attends parent event to provide nutrition information. Head Start teachers meet with prek teachers for articulation meetings. Striving Readers’ Grant provides reading coaches.</p>	<p>TBD Oct. 2018 Dec. 2018 May 2019</p>	<p>Heather Morgan, prin Melissa Moran, assist: principal</p>
<p>Ensure information is presented in a format and/or language parents can understand.</p>	<p>Principal’s monthly newsletters are friendly and informative. FEC maintains Title I bulletin board to be eye-catching and parent-friendly. There are no EL students at JD.</p>	<p>ongoing Monthly, ongoing</p>	<p>Heather Morgan, prin Edy Whitehead, Famil Engagement</p>
<p>Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to</p>	<p>All staff work to enable all parents/families to participate. FEC reaches out to underserved families by phone. We are also providing transportation for</p>	<p>ongoing</p>	<p>All Staff, Edy Whitehe Family Engagement Coordinator</p>

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<p>fully participate in parent/family engagement opportunities.</p>	<p>families for some events.</p>		
<p>Review the Effectiveness The effectiveness of the school's parental/family engagement activities will be reviewed.</p>	<p>Parent evaluations are provided and summarized for all parent/family events. Information is used to improve future events. Activities are reviewed during the spring meeting with parent representatives from all grades.</p>	<p>Ongoing, May 30, 2018</p>	<p>Heather Morgan, principal Melissa Morgan, assistant principal</p>
<p>Joyce Epstein's Third Type of Parent Involvement Volunteering</p>	<p>John Humbird provides many opportunities for parents to volunteer including: 5th grade Outdoor School, weekly workshops, book fairs, PTO and special events such as chaperoning field trips, assisting with Santa Secret Shop, picture day helper, homeroom helper during class activities and parties.</p>	<p>ongoing</p>	<p>Heather Morgan, principal Melissa Moran, assistant principal, Edy Whitehead, family engagement coordinator, teachers</p>

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n XIV.

Professional Community for Teachers and Staff- Standard 7

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

Professional Learning Title: Mindfulness using the book, " Mindfulness for Teachers: Simple skills for peace and productivity in the classroom - A Series on the Social Neuroscience of Education"

Date (s): October 2nd, October 16th, October 30th, November 13th, November 27th, December 11th, January 8th, and January 22nd

Location and Time: John Humbird Elementary School 3:30pm - 5:30pm

Intended Audience: Classroom teachers and support staff

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

This book study is an introduction for teachers to brain-based mindfulness skills that can be used in the classroom to promote self-regulation techniques and Tier I behaviors.

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

Teachers will learn about the research behind mindfulness and the basic foundations of the practice. They will learn practical strategies for their personal development and to incorporate in their classrooms with students.

How will you measure the implementation of the the knowledge and skills in the classroom?

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Teachers will provide feedback on how the strategies are working / not working in their classrooms. The school psychologist will help providing recommendations for implementing the strategies and with adjusting them to fit individual classrooms.

Professional Learning Title: Reading and Writing strategies books by Jennifer Serravallo

Date (s): June 2018 - December 2018 Writing focus

January 2019 - June 2019 Reading focus

Location and Time: John Humbird Elementary School Time: on-going (weekly team meetings and monthly meetings with reading specialist and coach)

Intended Audience: Kindergarten through grade 5 teachers and special education teachers (intermediate and primary)

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

- By using the reading strategies book, teachers will use mini lessons to focus on specific skills and give strategies to teach the Whole group and small group lessons will be developed. This will provide teachers with another strategy to teach a skill. The strategies are short, concise, and clear. The writing strategies book accompanies the 6+1 Crate Trait Resource that teachers been using.

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

- Teachers will attain a large bank of strategies to meet whole group and small group instruction. The strategies are research b

How will you measure the implementation of the the knowledge and skills in the classroom?

- Observations of teachers using the strategies
- Anchor charts visual with the strategies as a reference

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- Students will apply strategies to effectively demonstrate the skills

Professional Learning Title: Principles to Actions: Ensuring Mathematical Success for All and The Common Core Mathematics Companion: The Standards Decoded, Grades 3-5 and Grades k-2

Date (s): January 2019 - June 2019 / on-going

Location and Time: John Humbird Elementary School Time: on-going (weekly team meetings and monthly meetings with math specialist)

Intended Audience: Kindergarten - Grade 5 teachers and special education teachers

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

- Stronger research based mathematical teaching practices
- Maintain a school wide culture with high expectations and a growth mindset
- Teachers will be able to plan and implement effective instruction

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

- 8 research based essential mathematics teaching practices
- Unproductive and productive beliefs, obstacles, and key actions that must be understood, acknowledged, and addressed
- Strategies for teachers to engage students in mathematical thinking, reasoning, and deeper understanding to strengthen teaching and learning

How will you measure the implementation of the the knowledge and skills in the classroom?

- Observations of teachers using the strategies
- Anchor charts visual with the strategies as a reference
- Math meetings with administration and county math specialist across the grade levels recording needs and growth
- Math assessments will show and increase in proficiency levels

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1 XV.

Improvement Plan

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

The plan will be first shared with the School Improvement Team (SIT) at which time action chairs and grade level teams will have a chance to discuss their plans for implementing their particular roles. Action teams will meet to discuss what forms of data they will need to collect and analyze this year. Faculty meetings will be used to share school data. Striving reading grant days will also be used to review the ELA portion of the plan and monitor data collections. Individual teachers can access the plan on the school website. Grade level teams will also review the plan during team data meetings with grant coach, county specialist and administration.

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

The SIT has been divided into reading and math teams. These teams will review the reading and math activities and milestones monthly to assess and update what is in the plan. The PBIS Committee will review the attendance activities and goals monthly and the Partnership Action Team will review and assess the objectives to parents at PAC and SIT meetings. Data will be monitored and analyzed by the SIT chairperson and administration. Grade level data sheets have been implemented for 3 years. These sheets have all grade level data recorded on an individual basis. These data sheets are available to SIT. Trend data is analyzed and instructional practices are modified for student needs. Documentation from all meetings will be stored in the Title I binder.

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

The data will be compiled at grade level team meetings using DIBELS assessment scores, progress monitoring reports, and reading/math/science benchmarks. Reading/math/science data and reading inventory data will be reviewed after each benchmark to identify areas of growth and target areas where improvement is needed. This data will be analyzed by the appropriate action teams and reading/math specialists. The final evaluations of this data will be discussed and milestones revised at monthly action team meetings, grade level meetings, monthly SIT meetings, and at weekly faculty meetings when relevant. Data will drive individual SLOs and will be analyzed. The data will be used to improve instruction and to differentiate instruction.

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

Through daily planning, teachers should refer to the strategies embedded in the school improvement plan. Teachers will participate in the planning and implementation of the parent involvement activities referenced in the plan. Monthly data meetings with county specialists will enhance resources and strategies to be implemented in the classroom that have been identified in the plan. The county specialists and grant coach have served an active role with disaggregating our school data and collaboratively looking at lesson plans to meet the student needs.

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

The School Improvement Plan was initially shared at the Title I Parent Meeting where the data from the previous year's data was presented. Activities will be reviewed by the action team chairpersons at their monthly meetings, which community team members will be invited to attend. Statements will be placed in monthly school newsletters to welcome parents and community members to view and provide feedback to our school improvement plan. Our school improvement plan is available for preview at anytime. We have sign in sheet for parents to sign and provide any feedback or suggestions.

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

Activities will be reviewed by the action team chairpersons at their monthly meetings, which community team members will be invited to attend. Notifications of changes will be made, if necessary and posted on the John Humbird website and in the monthly newsletter. Faculty and staff will be presented revisions as they occur by the Action Team Chairs at Friday morning faculty meetings when necessary and through grade level SIT representatives at team meetings. The School Improvement Plan will be placed on the school website for parents and community members to view.

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

Central Office staff will be invited to all School Improvement Team meetings and will be given a copy of the minutes for all meetings in which School Improvement Plan monitoring will occur. Title I support specialist and instructional specialists, Jayme Golliday and Mandi Schall will provide resources and support. Grant coach, Janel Shoemaker will provide resources and support as well.

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

<i>Month</i>	<i>School Improvement Team</i>	<i>CAT / PBIS</i>	<i>Family Involvement</i>	<i>UDL</i>	<i>Math Leadership Team</i>	<i>ELA Leadership Grant Team</i>
September	-Construct the SIP, Home/School Compact Revisions	Reviewed data and revisited consistent school procedures	facilitate, monitor and implement the partnership and parent involvement sections of the plan		Review standards / long range planning Reflection of 17-18 scores Data drive with current students and identify needs	Teachers in grades will dissect past and current PARCC data identify instructional strength and weaknesses. Teach will use the data to identify instructional needs to target throughout the 2018-2019 school year.
October	Update, Discuss parent STEM Day and schedule family activities based on the parent survey results	Monitor attendance and discipline, schedule booster activities Discuss results of SRSS internal and external	facilitate, monitor and implement the partnership and parent involvement sections of the plan	Team will present information from MCIE	Team members will meet with grade level teammates and discuss math tasks and math small groups	Teachers in grades 2-5 create and teach targeted instructional lessons to identify the meanings of unknown words based on context clues. Teachers in grade 1 will evaluate writing standards resources and needs. Teachers will create an action plan to implement rigorous writing instruction throughout the 2018-2019 school year. Kindergarten teachers evaluate the KRA data identify instructional needs Teachers will focus on phonemic awareness instruction to provide a

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						stronger foundation in 1 hierarchy of reading sk
November	SIP Update and SIP planning day	Monitor attendance and discipline	facilitate, monitor and implement the partnership and parent involvement sections of the plan	Focus on Engagement principle of UDL Provide lesson strategies	Team members will observe grade level teammates leading a math lesson. Team members will provide feedback. Disaggregate PARCC data with standards and Imagine math grade level data	Teachers in grades create and teach targeted instructional lessons to identify th meanings of unknow words based on con clues. Teachers in grade 1 evaluate writing standards, resource and needs. Teacher will create an action to implement rigorou writing instruction throughout the 2018 2019 school year. Kindergarten teache will evaluate the KR data and identify instructional needs. Teachers will focus phonemic awarenes instruction to provid stronger foundation the hierarchy of reac skills.
December	Discuss milestone data sources for SIP	Monitor attendance, bus referrals and discipline	facilitate, monitor and implement the partnership and parent involvement sections of the plan		Discuss student tasks and disaggregate benchmark data and task results. Plan math night with family engagement team	Teachers in vertical tea (grade 4/5, 2/3, K/1) wi dissect and evaluate F ELA benchmark data. Teachers will identify strengths and weaknes Teachers may begin creating focused lesso based on instructional needs.
January	Update SIP	Monitor	facilitate, monitor	review and	Professional book	Teachers in vertical teams (grade 4/5, 2/

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

	information	attendance and discipline	and implement the partnership and parent involvement sections of the plan	evaluate implementation of school wide goal	study with math specialist. Team will plan with specialist to organize the book study.	K/1) will create and teach targeted instructional lessons meet the needs bas on data.
February	Collect milestone data for Title I report and SIP revisions	Monitor attendance and discipline Discuss results of SRSS internal and external	facilitate, monitor and implement the partnership and parent involvement sections of the plan		Team will observe grade level teammates leading a student task. Plan parent PARCC day.	Teachers in grade 2-5 vertical teams will dissect and evaluate benchmark data. Teachers will use to identify instructional strengths and weaknesses. Teachers may begin creating focused lessons based on instructional needs. Teachers in K & 1 will dissect and evaluate benchmark data. Teachers will use data to identify instructional strengths & weaknesses. Teachers begin creating focused lessons based on instructional needs.
March	Review implementation of activities outlined in SIP	Monitor attendance and discipline	facilitate, monitor and implement the partnership and parent involvement sections of the plan		Discuss progress and look at providing additional PD on modeling and reasoning and student tasks.	Teachers in grade 2-5 vertical teams will dissect and evaluate benchmark data. Teachers will use to identify instructional strengths and weaknesses. Teachers may begin creating focused lessons based on instructional needs. Teachers in K & 1 will evaluate writing goals & earlier this school year plan accordingly.
April	Focus on SIP	Monitor	facilitate, monitor		Review materials /	Teachers in grade 2-5 dissect and evaluate

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	implementation	attendance and discipline	and implement the partnership and parent involvement sections of the plan		resources needed for grade levels to improve and student tasks.	benchmark data. Teachers will use data to identify instructional strengths & weaknesses. Teachers begin creating focused lessons based on instructional needs. Teachers in K & 1 will evaluate instructional pacing and writing goal & 1 teachers will begin look at end of kindergarten and beginning of grade expectations.
May	Collect milestone data	Monitor attendance and discipline Discuss results of SRSS internal and external	facilitate, monitor and implement the partnership and parent involvement sections of the plan		Monitor student achievement	Teachers in grade 2-5 dissect and evaluate benchmark data. Teachers will use data to identify instructional strengths & weaknesses. Teachers begin creating focused lessons based on instructional needs. Teachers in K & 1 will evaluate instructional pacing and writing goal & 1 teachers will begin look at end of kindergarten and beginning of grade expectations.
June				Evaluate implementation of goals and begin setting goals for next year	Disaggregate PARCC data, Imagine math EOY data and make connections to standards, and future goal planning	Disaggregate PARCC data, make connections to standards, and future goal planning

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Use this page to identify the members of the School Improvement Plan’s team. Please include their affiliation/title.

(Print and Sign)	Affiliation/Title
Mr. M. Morgan	Principal
Ma Moran	Assistant Principal
Mr. Z	Kindergarten teacher
Howard	Pre-kindergarten teacher
Gay Blank	Grade 1 teacher
Farrell	Grade 2 teacher
Hipp	Grade 3 teacher
Mr. Cook	Grade 4 teacher / SIT chair
Mr. Myer	Grade 5 teacher
Mr. Kutcher	Special Education SEF
Janie Schurg	Intermediate Special Education
Watson	Resource teacher
Whitehead	Family Engagement Coordinator

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e Jackson	School Counselor
hoemaker	ELA Grant Coach
Michael	Title I Support from Central Office
a Hammond	Community member
Dunaway	Parent
ullet	Grandparent
r Schall	Math Specialist
Rollins (Golliday)	ELA Specialist

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Title I Schools – Four Components

Our Components section is an elaboration of the School Improvement Plan.

Component 1 – COMPREHENSIVE NEEDS ASSESSMENT

There is a heavy emphasis on completing a comprehensive Needs Assessment since this will be the basis for utilization of Title I by the school. 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 the standards.

Component 2 – SCHOOLWIDE REFORM STRATEGIES

Describe the 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

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

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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

an is developed with the involvement of parents and other members of the community to be served and individuals who w
out the plan including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the
feasible, tribes and tribal organizations present in the community and if appropriate, specialized instructional support
nel, technical assistance providers, and school staff.

Component 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

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

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

ropriate and applicable, identify programs such as violence prevention, nutrition, housing, Head Start, adult education, car
chnical education programs developed in coordination with other Federal, State and local services, resources and progra
e utilized in your school.

**Allegany County Public Schools
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**ALLEGANY COUNTY PUBLIC SCHOOLS
WEST VIRGINIA STUDENT SUCCEEDS ACT**

**COMPONENT ONE
COMPREHENSIVE NEEDS ASSESSMENT**

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

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

Consider:

- What types of qualitative and quantitative data are being collected? (culture/climate, demographics, student performance, student attendance, behavior and family and community involvement) Consider using interviews, focus groups or survey
- What are the strengths of students, teachers, school and community? What are their needs?
- What are the contributing factors to academic strengths and needs?
- How is the data being used by administration, teachers and parents to guide decisions and instruction?
- How is data being reviewed in a disaggregated format to look at progress and needs of all student groups?
- How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?

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

ELA Needs Assessment pages 17-26

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Math Needs Assessment	pages 27-37
Science Needs Assessment	pages NA
MTSS Practice Profile	pages 39-41
Early Learning	pages 14-16
Attendance Needs Assessment	pages 10-11

ALLEGANY COUNTY PUBLIC SCHOOLS
THE STUDENT SUCCEEDS ACT

COMPONENT TWO
SCHOOLWIDE REFORM STRATEGIES

Wide reform strategies are implemented in order to:

1. Provide opportunities for all children, including each of the subgroups of students as defined in 1111c(2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);
2. 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)
3. Address the need of all children in the school, but particularly the needs of those at risk of not meeting the challenging academic standards. (1114(b)(7)(A)(iii)

Consider the following:

- How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies?
- How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc?
- What evidence is being collected to demonstrate the effectiveness of reforms?

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and's College and Career Ready Standards for ELA is utilized for ELA instruction. In Fall 2010, the 2011 *Treasure Series* by Pearson Education, Inc. was implemented as the core reading program during the 120 minute language arts block. Research based best practices and best practices are the foundation of the instructional program. Include reading intervention programs such as ERW, Reading Naturally, SRA, Foundations, Wilson Reading, etc. on the chart. ELA benchmark tests, *DIBELS Next* and the *Scholastic Reading Inventory* are available to use as assessment tools.

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

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
ARMS, Special Ed.	UDL- Digital Resources for Leveled Texts and Multimedia Scholastic news, newsela.com, freckle.com, litdiet.org, readingrockets.com	PARCC Assessments	Computer Cart = \$1,575.00 17 laptops = \$12,461.00
Advancing Kindergarten Students	Small Group Learning (Hattie effect size 0.49)	Pre/Post Assessments	Kindergarten to Grade 1 Summer Program, Materials \$100.00, Planning for Teachers = \$91.84, Teaching Rate

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2018 – 2019 School Improvement Plan**

			\$583.20 FEC Materials to support instruction and volunteer workshops = \$280.31
PARMS/Special Ed.	Growth Mindsets Strategies	PARCC	N/A
PARMS/Special Ed.	Jen Seravallo Reading Strategies (Hattie effect size for explicit teaching strategies = .57)	PARCC	See P.D. chart
PARMS/Special Ed.	Parent/Family Engagement Activities (Hattie effect size = .50)	PARCC	Annual Title I Meeting Stipends = \$1,102.08 Refreshments = \$312.89 Home School Connection Newsletter Subscription = \$228.00 Colored paper for newsletter announcements, and invitations = \$1,185.94 Materials for Parent Event \$1,698.83 Cabs for Parents = \$100.00

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

Identified Students	Reading Interventions	DIBELS and Progress Monitoring	N/A
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The *Florida's College and Career Ready Standards for Math* is utilized for math instruction. The 2012 *enVISION* series by Pearson is used as the core program and is based on the NCTM Standards. Teachers utilize this math resource to implement the math program. Math benchmarks are available for use in grades PreK-5 three times during the year. PreK and Kindergarten also administer a year benchmark. PARCC-like tasks created by the math specialists are available for students to use on a monthly basis. The Learning Benchmark tests are administered throughout the year. Please complete the following chart to include the page number of the SIP where the program or practice can be found.

Strategies to meet the needs of the targeted subgroups(s) and the identified factors hindering student performance are found on pages 27-37. Please complete the chart with additional best practices and strategies that support math achievement.

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
PARMS/Special Ed. Grades 3-5	Use of technology to access quality online resources and programs such as Imagine Math Learning, google classroom, IXL, Pearson, Xtramath (Evidence	Imagine Math Assessments, PARCC	Computer Cart = \$1,575.00 17 laptops = \$12,461.00

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

	for ESAA = Strong)		
PARMS/Special Ed.	Small Group Learning (Hattie effect size 0.49)	Pre/Post Assessments	Kindergarten to Grade 1 Summer Program, Materials \$100.00, Planning for Teachers = \$91.84, Teaching Rate \$583.20 FEC Materials to support instruction and volunteer workshops = \$280.31
PARMS/Special Ed.	Professional Development/Book Studies for Standards Based Teaching (Hattie effect size = .41)	PARCC	See P.D. chart
PARMS/Special Ed.	Parent/Family Engagement Activities (Hattie effect size = .50)	PARCC	Annual Title I Meeting Stipends = \$1,102.08 Refreshments = \$312.89 Home School Connection Newsletter Subscription : \$228.00 Colored paper for newsletter announcements, and invitations = \$1,185.94 Materials for Parent Event \$1,698.83

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

			Cabs for Parents = \$100.00
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ATTENDANCE NEEDS OF STUDENTS

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Pre-K, 3, 4, 5	Attendance Incentives, Parent Contacts through Phone Calls and Home Visits	Attendance Data	N/A

BEHAVIORAL SERVICES

Page 42 for data and strategies that will be implemented for behavioral support.

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Referrals by location (2 highest- classroom / bus)	Restorative social groups Restorative practices PBIS Program/ Character tea	Monitor referral data at the 2 highest locations	N/A

**Allegany County Public Schools
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als by behavior (respect)		Review beginning, middle, end of year data	
successful with Tier I supports	Check-In/Check-Out	Monitor referral data from the Tier 2 and discipline data weekly and monthly	N/A
Increase of referrals	Tier 2	Data evaluated weekly	N/A

Y INTERVENTION

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

ification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
ancing Kindergarten Students	Small Group Learning (Hattie effect size 0.49)	Pre/Post Assessments	Kindergarten to Grade 1 Summer Program, Material \$100.00, Planning for Teachers = \$91.84, Teaching Rate \$583.20

PROFESSIONAL DEVELOPMENT

Professional development is an ongoing commitment. Supervisors provide county staff development related to the state curriculum, teaching practices, and differentiated instruction. School level teams continue these professional development initiatives at all levels. In addition, specific high quality professional development activities identified in the needs assessment process are

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

ed in the School Improvement Plan. ELA and math benchmark assessments, *DIBELS Next*, Imagine Learning, Scholastic ng Inventory and unit tests are analyzed to monitor student progress and drive instructional changes. The goal of professi pment is to provide teachers with effective instructional strategies that will increase achievement for the identified subgro

Please see School Improvement Plan:

ELA pages 17-26 / 50-52
Math pages 27-37/ 50-52
Science pages NA

table below are additional Professional Development activities that will support the implementation of the plan, but are no in the plan due to the narrow focus on subgroup performance.

Professional Development Calendar/Funding Table

Activity	SIP Alignment	What / How Content/Process	Date(s)	Presenters	Funding Source
ation gs, grades 1-	ELA/Math	Transition meetings discussing academic data, social/emotional growth, and attendance	Spring	Teachers	Title I, \$930.00 (10 teachers x \$93 for subs)
School Data gs	ELA/Math	Teachers review data, standards, and lesson plan with specialists	On-going	ELA/Math Specialists	Title I, \$390.32 (17 teachers x 1 hour x \$22.96)
eravallo, ng Strategies	ELA	Teachers will attain a large bank of strategies to meet whole group and small group instruction	January 2019	ELA Specialist	Title I, \$720.00 (18 copies x \$40.00)

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

Illness for ers: Simple or peace and ctivity in the oom	ELA/MATH	Teachers will learn about the research behind mindfulness and practical strategies for personal development and to incorporate into the classroom	Oct. 2018-on- going	School psychologist	None
<u>ables to Action</u>	Math	Teaching practices, key questions, and strategies	January 2019	Math Specialist	Title I, \$540.00 (18 copies x \$30)
<u>Companion inciples to</u>	Math	to engage students in mathematical thinking, reasoning, and deep understanding to strengthen teaching/learning	January 2019	Math Specialist	Title I, 3 ebooks, \$19.68
<u>ion Core Math panion 3-5</u>	Math	Strategies for teachers and common core connection to standards	January 2019	Math Specialist	Title I, \$156.00 (6 books x \$26)
<u>ion Core Math panion K-2</u>	Math	Strategies for teachers and common core connection to standards	January 2019	Math Specialist	Title I, \$208.00 (8 books x \$26)
Education	FARMS/Spe cial Education	Teachers received training on how to use LEGO kids on simple machines in order to increase collaboration, communication, creativity and critical thinking.	October 23-25, 2018	LEGO Education	Title I Districtwide Initiative

**Allegany County Public Schools
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rs and One Jacks	FARMS/Special Education	Teachers received a book of games to use in math using foldable rulers, dice, etc. to increase opportunities for differentiation for small groups.	October 25, 2018	Title I Staff	Title I Districtwide Initiative
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TEGIES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS

PROGRAM	DATE/TIMELINE
gs with Head Start and PreK Teachers	May
ion reports provided by Head Start for entering Kindergarten students	May
and Kindergarten Parent interviews	August
creening	August/September
etings	ongoing
and Kindergarten Orientation Meetings	Spring 2018 and August 2018
the Bus Program	Fall 2018
gistration with Head Start and Pre-K	May
ortation between Head Start and Pre-K	ongoing
house	August 29, 2018
ation meetings between Pre-K and K	May

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ation meetings between K and Grade 1	May
ation meetings between Grades 1-5	May
ation meetings with middle school staff	May
analysis meetings	ongoing
5 middle school visitation	May
l Title I Meeting	August 29, 2018

**ALLEGANY COUNTY PUBLIC SCHOOLS
EACH STUDENT SUCCEEDS ACT**

**COMPONENT 3 A
PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT**

Involvement of parents, families, community members and stakeholders is an important factor in providing for the success of students. (2)

Following persons were involved in planning the parent and family program for the 2018-2019 school year. Representatives should include parents/family members; teachers; paraprofessionals; special educator; school staff; administrators; tribal representatives, if applicable; community members; stakeholders; LEA representative; and technical assistance providers.

Name	Role
Heather Morgan	Principal
Caren Kurtz	Assistant Principal 2017-2018
Melissa Moran	Assistant Principal 2018-2019
Edith Whitehead	Family Engagement Coordinator
Joshua Johnson	Parent, Pre-K

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Susanne Dunaway	Parent, Pre-K & 1st Grade, PTO President
Laura Michael	Title I Specialist
Roberta Hammond	Community Member
Stephanie Schurg	Special Educator
Mary Kay Blank	Partnership/Parent & Family Team Chair
Dawn Hipp	Teacher
Krista Keggs	Teacher

**GANY COUNTY PUBLIC SCHOOLS
Y STUDENT SUCCEEDS ACT**

**COMPONENT
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 critical component toward enhancing student performance. The Allegany County Public Schools' Parent/Family Engagement Policy is published and distributed in September 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 their parent resource centers. Each school, in conjunction with the Title I Parent Committee, develops its own parent/family engagement plan. This plan is posted and also distributed to parents.

The Family Engagement Coordinator is on-site daily at John Humbird Elementary School for 11.5 hours/week. In this position, the Family Engagement Coordinator reaches out to parents to build positive relationships between the home and school through individual communication, works with school administrators to help build a strong parent program, and builds enthusiasm for parent/family 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 build parents' capacity to be involved in school. Strategies designed to ensure the implementation of these requirements are outlined in the school's Parent/Family Engagement Plan. Please include strategies for how to reach parents/families which are hard to reach.

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

Consider the following:

Parent School Compact

How will parents, families and community members be involved in developing the schoolwide plan?

How will teachers, principals and other school staff be involved in developing the schoolwide plan?

Refer to the Parent/Family Engagement section on pages 43-49 for a description of the implementation of these standards.

**ALLEGANY COUNTY PUBLIC SCHOOLS
WHERE EVERY STUDENT SUCCEEDS ACT**

**COMPONENT 4
COORDINATION AND INTEGRATION OF
FEDERAL, STATE, AND LOCAL SERVICES AND PROGRAMS**

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

Service	Service Provider	Explanation of Service
After School Program	ACPS	The after school program will begin January 7, 2019. Activities revolve around ELA and Math and includes field trips, STEM and community service activities.
Reading Readers Grant	ACPS	Reading coaches assist teachers in analyzing data, planning, and making instructional and grouping decisions.

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Health care	ACPS	School nurse provides health support to students and their families.
Head Start Program	Head Start	Transition meetings are held.
Character, personal, or academic support	School Counselor	Character lessons are done, and students are recognized at monthly tea parties including parents.
Additional learning time for struggling students with low academic achievement	Kindergarten Teacher	Summer sessions are held to support advancing kindergarten students. Integrated lessons are taught and parents are involved.
Differentiated instruction	Teachers	Teachers provide differentiated instruction using UDL.
Small group instruction	Teachers	Instructional assistants and the special education teacher support classroom instruction by facilitating small flex groups along with the classroom teacher.
Support in general education classes	Special Educator and Teachers	Instructional assistants and the special education teacher collaborate with the regular education teacher to provide support for students in the classroom.
Additional learning time for identified special education students	District Staff	Summer school program is offered for students with IEPs.
Access to families on identified needs	Pupil Services Team	Pupil Services Team meets monthly.
Dental screening	Allegany County Health Department	Students are provided with a dental screening and sealants.
Vision screening	Lions Club	Lions Club provides vision screenings and glasses for students in need.
Mental and emotional support	Mental Health Counselors	Mental health counselors provide additional support as needed.

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rior and academic rt	LAP Coordinator	Learning Assistance Program supports identified students with academics and behaviors.
rior support	All Staff, PBIS Team	PBIS Program recognizes positive behaviors and celebrates regularly.
on support	Western Maryland Food Bank	Weekend Backpack Program supplies designated families with food for Saturdays and Sundays.
ng	Social Services	Safe and Snug Program by Allegany County Social Services provides coats, gloves and scarves to identified students.
il supplies	Emmanuel Bethel Church	Schools, through local funding, provide basic school supplies to students. Church partner offers free filled backpacks and clothing at Back to School Night.
tunities to discuss ss of child	Teachers	Parent Conferences are held October 2, 2018 and March 4, 2019.
ng intervention ms	Reading Intervention Teachers	Students may participate in Phonemic awareness, Foundations, Read Naturally, SRA, Wilson.
ication of student of need	Kindergarten Teachers	KRA is administered to all kindergarten students.
r and Technical tion Programs	School Counselor	Career Day is held, and students hear presentations from multiple workers.
tunity to address t educational needs	ICT Teams, Teachers, Specialist	ICT and data analysis meetings are held to monitor student progress and adjust groupings and/or instructional strategies.
awareness	School Resource Officer	D.A.R.E. Program is offered to all 5th graders.
ntervention program	Teachers, Math Specialist	Imagine Math, a computer based math program, evaluates student concept attainment and plans a pathway for each child.

**Allegany County Public Schools
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ance to families of children	Judy Center, Infants and Toddlers	Judy Center and the Infants and Toddlers Programs provide monthly literacy programs.
ources to support less students	Title I Office	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.
ce Prevention Programs	School Administrators, School Resource Officer	Safety drills are held on a regular basis. School Resource Officers are assigned to schools on a daily basis.

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

Annually, 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 program and budget updates as well as professional development activities.

Elementary schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support the program. In addition, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 19.

FY 19 Coordination of Funding Sources

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

Activity	Title I Funds	Title II Funds	Local Funds	Judy Center	Other Funding Source
Professional Development	\$2,964				Striving Readers Grant
Summer/After School Program	\$675.04		\$50,000		
Materials of Instruction	\$14,416.31		\$17,481		
Salaries / Fixed					
Transportation / Family Support	\$3,128.91				
Utilities			\$3,000		
Supplies			\$1,200		
Travel			\$4,356		

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

		\$2,493		
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Title I Budget 2018 – 2019

Instructional Program: \$15,091.35 (includes FEC)

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2018 – 2019 School Improvement Plan**

Materials (includes “equipment” under \$3,000)

\$ 14,136.00

ction	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
\ / TH	Computer Cart	1	\$1,575.00	FARMS / SPED
\ / TH	Lenovo Yoga Multi-touch windows10	17 x \$733	\$12,461.00	FARMS / SPED
\ / TH	Kindergarten to grade 1 summer transition program	\$100.00	\$100.00	ALL students FARMS / SPED

FEC Materials

\$280.31

ction	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
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**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

ATH	Materials to support instruction and volunteer workshops	\$280.31	\$280.31	FARMS / SPED
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Tutoring

\$ 675.04

ction	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
A	Summer Tutoring for K to 1 planning rate	2 teachers x \$22.96 x 2	\$91.84	ALL students FARMS / SPED
A	Summer Tutoring for K to 1 teaching rate	2 teachers x 24.30 x 24 hours	\$583.20	ALL students FARMS / SPED

Professional Development: \$2,964

Stipends / Substitutes

\$1,320.32

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

ction	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
v/ TH	Articulation meetings grades 1-5	10 teachers x \$93.00	\$930.00	FARMS/SPED
v/ TH	After school data meetings	17 teachers x 1 hour x 22.96	\$390.32	FARMS/ SPED

Stipends: Teaching- \$24.30

Teaching- \$22.96 Substitutes: 4 Year- \$93.00 2 Year - \$78.00

Materials

\$1,643.68

ction	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
A	Jen Servallo Reading Strategies Books	18 x \$40.00	\$720.00	FARMS/ SPED
TH	Principles to Action	18 x \$30.00	\$540.00	FARMS/ SPED

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TH	Ebook Companion to Principles to Action	3 ebooks \$19.68	\$19.68	FARMS / SPED
TH	Common Core Math Companion 3-5	6 x \$26.00	\$156.00	FARMS/ SPED
TH	Common Core Math Companion k-2	8 x \$26.00	\$208.00	FARMS/ SPED

Parent/Family Engagement: \$3,128.91

Stipends

\$ 1, 102.08

Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent/Family Engagement	Annual Title I meeting / Back to School Night	24 teachers x \$22.96 x 2 hours	\$1,102.08	Build Parent Capacity

Stipends: Teaching- \$24.30

Non-Teaching- \$22.96

Materials

\$1,698.83

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***Food Allowance – 10% = \$312.89 (Per person: Light snack-\$2-\$3, Breakfast-\$3-\$5, Lunch-\$5-\$8, Dinner-\$8-\$11 or less)**

Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent/Family Engagement	Refreshments for Parent Sessions	\$312.89	\$312.89	Build Parent Capacity
Title I Parent/Family Engagement	Colored paper for newsletters, announcements and invitations	20 reams at \$10.00	\$200.00	Build Parent Capacity
Title I Parent/Family Engagement	Materials for parent activities Fall – Behavior / Mindset Winter – ELA / MATH Spring – Preventing summer slide and STEM/Science	3 sessions x \$395.31	\$1,185.94	Build Parent Capacity

Subscriptions

\$228.00

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Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent/Family Engagement	Home School Connection Newsletter	\$228.00	\$228.00	Build Parent Capacity

Contracted Services

\$100.00

Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent/Family Engagement	Cab transportation to family events	\$100.00	\$100.00	Build Parent Capacity

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Title I Evaluation 2017-2018 School Improvement Plan Evaluation for Title I schools

Review of Annual Evaluation

Contents of this Annual Evaluation should act as a catalyst for discussion of whether the School Improvement Plan/Four Components evidence-based strategies were implemented as identified in the school’s plan, as well as whether those strategies were effective in addressing that the school identified in its needs assessment.

Findings

ELA		
Evidence-based strategies implemented at the school.	Was the strategy implemented as planned? If not, explain why.	List the data analyzed to determine the effectiveness.
Group Learning	Yes, Flex Groups, Summer Reading Program Yes, PARCC Tutoring was held.	PARCC Data Grade 3 – All students Met or Exceeded Expectations decreased from 42% in 2017 to 35.9% in 2018.
Teacher Assisted Learning	Yes, IXL, Type to Learn, Readworks	FARMS Met or Exceeded Expectations decreased from 44 % in 2017 to 37% in 2018. Special Education Met or Exceeded Expectations remained too few students for reporting requirements in 2017 and in 2018.
	Yes, implemented in all grades	Grade 4 - All students Met or Exceeded Expectations increased from 38.4% in 2017 to 48.4% in 2018. FARMS Met or Exceeded Expectations increased from 32.4% in 2017 to 40% in 2018.

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		<p>Special Education Met or Exceeded Expectations increased from 10% in 2017 to 25% in 2018.</p> <p>Grade 5 - All students Met or Exceeded Expectations increased from 42. in 2017 to 43.9% in 2018.</p> <p>FARMS Met or Exceeded Expectations increased from 37.5% in 2017 to 4 % in 2018.</p> <p>Special Education Met or Exceeded Expectations increased from * (too fe students for reporting requirements) % in 2017 to 22.2 % in 2018.</p>
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MATH		
Evidence-based strategies the school implemented.	Was the strategy implemented as planned? If not, explain why.	List the data analyzed to determine the effectiveness.
Group Learning	Yes, Flex Groups Yes, PARCC Tutoring was held.	PARCC
Computer Assisted Learning	Yes, Imagine Math, IXL, and Type to Learn	Grade 3 – All students Met or Exceeded Expectations increased from 30% in 2017 to 33.3 % in 2018.
	Yes, implemented in all grades	<p>FARMS Met or Exceeded Expectations increased from 28% in 2017 to 31. in 2018.</p> <p>Special Education Met or Exceeded Expectations remained too few students for reporting requirements in 2017 and in 2018.</p> <p>Grade 4 - All students Met or Exceeded Expectations increased from 33. in 2017 to 51.6% in 2018.</p> <p>FARMS Met or Exceeded Expectations increased from 27% in 2017 to 51 in 2018.</p> <p>Special Education Met or Exceeded Expectations increased from 10% in</p>

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		<p>2017 to 25 % in 2018.</p> <p>Grade 5 - All students Met or Exceeded Expectations increased from 25.7 in 2017 to 34.1% in 2018.</p> <p>FARMS Met or Exceeded Expectations increased from 2.9% in 2017 to 31 in 2018.</p> <p>Special Education Met or Exceeded Expectations increased from * (too few students for reporting requirements)% in 2017 to 22.2% in 2018.</p>
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ATTENDANCE		
evidence-based strategies that the school implemented.	Was the strategy implemented as planned? If not, explain why.	List the data analyzed to determine the effectiveness.
Visits	Yes, principal, assistant principal, and/or guidance counselor made home visits if parents/guardians could not be reached by phone. Pupil service worker and school resource officer attempt to reach families through home visits.	All Students Attendance Rate decreased from 93.5% in 2017 to 92.6% in 2018.

PROFESSIONAL DEVELOPMENT		
evidence-based strategies that the school implemented.	Was the strategy implemented as planned? If not, explain why.	List the data analyzed to determine the effectiveness.
Travel books, "The Reading Strategies and "The Writing Strategies Book"	Yes, will continue 2018-2019.	See PARCC data above.
PL	Yes, focused and guided instruction and content, language, and social purposes.	
Data Meetings	Yes, meetings were held.	
Meetings with Specialists	Yes, "Data Meeting/Webinar with Math Specialist, Mandy Schall" was held June 5, 2018. Monthly data meetings reviewing	

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	Imagine Math, benchmark, and task data.	
analysis/PARCC standard /benchmark review with grades 3-5 specialists	Not yet, will be held in summer 2018	

PARENT/FAMILY ENGAGEMENT

Title I Requirements

Discussion

SHARED DECISION MAKING

	The School Improvement Plan is developed with input from parents.	<ul style="list-style-type: none"> ● Parents participated in the Title I Spring meeting during which the SIP was reviewed and input was gathered. ● During the Title I Annual Meeting, on August 29, 2018 parents were invited to review the SIP and give input 105 adults attended the meeting. ● Parents are invited to participate as members of the Leadership Team and other decision making teams. Roberta Hammond is the community representative.
	The School Improvement Plan is available for parent review and input at any time.	<ul style="list-style-type: none"> ● The SIP is available in the school office for review and comment at any time. ● The SIP is posted on the school’s website for review at any time. ● Parents are invited to comment on the SIP in school communications. ● A synopsis of the SIP was distributed to all families in January edition of the “Bulldog Buzz.”
	The Parent Involvement Plan is developed with input from parents.	<ul style="list-style-type: none"> ● Parents participated in the Title I Spring Meeting during which the Parent/Family Engagement Plan was reviewed.

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		<p>and input was gathered.</p> <ul style="list-style-type: none"> ● During the Title I Annual Meeting, parents were invited to review the Parent/Family Engagement Plan and give input. ● Parents are invited to participate as members of the School Improvement Team and other decision making teams. Roberta Hammond is the community representative.
	The Parent Involvement Plan is distributed to all parents.	<ul style="list-style-type: none"> ● A synopsis of the Parent/Family Engagement Plan was distributed to all families in the March edition of the "Bulldog Buzz."
	Parents are involved in decisions regarding the spending of the Parent/Family Engagement funds.	<ul style="list-style-type: none"> ● Parents gave input at the Title I Spring Meeting. ● Parents gave input at the Title I Annual Meeting held August 29, 2017. 105 adults attended..
	The School Parent Compact supporting instruction is developed with parents and signed by teachers, parents and students.	<ul style="list-style-type: none"> ● Parents gave input at the Title I Spring Meeting. ● Parents gave input at the Title I Annual Meeting held August 29, 2017. 105 adults attended.
ANNUAL MEETING		
	The school holds a meeting at least annually to inform parents of the school's role in implementing Title I, the parents' rights, and ways the school will provide for family/parental engagement.	<ul style="list-style-type: none"> ● The school held its Annual Title I Meeting on August 2017 . 105 adults attended. The Title I powerpoint was shared and parents were invited to comment.
BUILDING PARENTAL CAPACITY		
	Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards,	<ul style="list-style-type: none"> ● National PTA Parent Guides to Student Success for grades K-5 were distributed to all families October 3, 2017. ● Parent Conference Day was held on October 3, 2017 139 parents attending.

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	State and local academic assessments.	<ul style="list-style-type: none"> ● Parent Conference Day was held on February 14, 2018 with 133 parents attending. ● PARCC and MISA testing information was sent home to parents and was discussed on Family Math and Reading Day held on February 23, 2018. ● The School Parent Compact was signed by administrators, teachers, parents and students.
	Provide materials and parent trainings/workshops to help parents improve their children’s academic achievement.	<ul style="list-style-type: none"> ● Weekly parent/family volunteer workshops were held under the direction of the Family Engagement Coordinator, Edy Whitehead. An average of 4 parents/family members attended weekly. ● Family Math and Reading Day was held on Friday, February 23, 2018. 14 adults attended. ● Family Technology Week was held, and 26 adults attended with their students during their regular meeting time. ● Step Up to STEM for Parents was held Monday, May 14, 2018. 13 adults attended.
	Educate school personnel on how to work with parents as equal partners in their child’s education.	<ul style="list-style-type: none"> ● Parents/family members were invited to become members of school decision making teams. ● Parent evaluations were completed after each activity. Results were summarized and shared with staff. ● The Mid Year Parent/Family Survey was distributed and results were shared with staff. ● The Title I Parent/Family Interest Survey was distributed and results were shared with staff and at the Title I Staff Meeting.
	Coordinate and integrate programs to increase parent and family engagement such as the Judy Center,	<ul style="list-style-type: none"> ● The Allegany County Health Department offers dental sealant clinics, screenings for dental health of students, hearing counseling services for identified students, hearing

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	<p>and other community resources like the Health Department, Library, and 21st Century After School Program, Lion’s Club, etc.</p>	<p>screenings, and provides health nurses at schools.</p> <ul style="list-style-type: none"> ● The 21st Century After School Program provides after school care and activities for identified students. ● The Lions club offers vision screening to PreK and Kindergarten students. ● The Western Maryland Food Bank provided the weekend Food Backpack Program and the Summer L Box program to students. ● Frostburg State University interns assisted classroom teachers. ● Faith-based partnership with Emmanuel United Methodist Church provided backpacks with school supplies/clothing drive and school evacuation site. ● Family Support Services provided information by newsletters. ● Maryland Cooperative Extension Agency provided nutrition information. ● Mobile Science Lab provided Ag in the Classroom.
	<p>Ensure information is presented in a format and or language parents/families can understand.</p>	<ul style="list-style-type: none"> ● ASPEN is a source for parents to get online grades for their children. ● Home School Connection Newsletter, ● Principal monthly newsletters, “Bulldog Buzz” ● Memos, flyers, calendars ● Take Home folders ● School Messenger ● Google Classroom, Class Dojo ● Circle of Friends Newsletter ● School websites ● Facebook page
	<p>Provide full opportunities for</p>	<ul style="list-style-type: none"> ● The Family Engagement Coordinator reaches out to

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	participation of parents/families of students from diverse backgrounds.	underserved families to invite families to attend school meetings, events or workshops.
REVIEW THE EFFECTIVENESS		
	The effectiveness of the school's parent/family engagement activities will be reviewed.	<ul style="list-style-type: none"> ● Parent evaluations of activities were summarized and shared with staff to improve future events. ● The Title I Spring Meeting provides an opportunity for parents/families to share ideas and feelings about school events and information.
	Volunteering	<ul style="list-style-type: none"> ● Parent Volunteer Workshops were held weekly. An average of 4 parents attended. The volunteers assist with making classroom instructional materials and materials for parents to use at home. ● Classroom volunteers assisted with class parties, bulletin boards, field trips, Outdoor School for fifth graders, and other activities.

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

Name (Print and Sign)	Affiliation/Title
Weather M. Morgan <i>Weather M Morgan</i>	Principal
Melissa Moran <i>Melissa Moran</i>	Assistant Principal
Lisa Paz <i>Lisa Paz</i>	Kindergarten teacher
Susan Howard <i>Susan Howard</i>	Pre-kindergarten teacher
Mary Kay Blank <i>Mary Kay Blank</i>	Grade 1 teacher
Kersti Farrell <i>Kersti Farrell</i>	Grade 2 teacher
Dawn Hipp <i>Dawn Hipp</i>	Grade 3 teacher
Yolanda Cook <i>Yolanda Cook</i>	Grade 4 teacher / SIT chair
Kelly Oyer <i>Kelly Oyer</i>	Grade 5 teacher
Wendy Kutcher <i>Wendy Kutcher</i>	Special Education SEF
Aphanie Schurg <i>Aphanie Schurg</i>	Intermediate Special Education
Shelly Watson <i>Shelly Watson</i>	Resource teacher
Edy Whitehead <i>Edy Whitehead</i>	Family Engagement Coordinator
Dr. Kristine Jackson <i>Dr. Kristine Jackson</i>	School Counselor
Janel Shoemaker <i>Janel Shoemaker</i>	ELA Grant Coach
Laura Michael <i>Laura Michael</i>	Title I Support from Central Office
Collette Hammond <i>Collette Hammond</i>	Community member
S. Dunaway <i>S. Dunaway</i>	Parent
Tom Bellott <i>Tom Bellott</i>	Grandparent
Mandy Schall <i>Mandy Schall</i>	Math Specialist
Jayme Rollins (Golliday) <i>Jayme Rollins</i>	ELA Specialist