

Allegany County Public Schools
2017 – 2018 School Improvement Plan

Principal: John Humbird

Principal: Heather Morga

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EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

Mission Statement

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

Vision

John Humbird 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; and will respect people of all genres, ages, religions, and ethnic backgrounds.

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Core Values-

John Humbird Elementary School provides a strong foundation for our students, as they become college and career ready. Our mission, vision, and core 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 backgrounds 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.
- Winning – In school and out of school, we display integrity, trustworthy, courtesy, kind, caring, appreciation, fairness, and openness. The diversity of our culture, interests, skills, and backgrounds is an advantage that makes us stronger.
- Students – We have passion for our students. Students come first. We exhibit compassion, respect, and positive expectations for our students to excel.

Signatures of the members of the School Improvement Plan's team. Please include their affiliation/title.

Signature (Print Name and Sign)	Affiliation/Title
Principal	Principal
Assistant Principal	Assistant Principal
Pre-kindergarten teacher	Pre-kindergarten teacher
Kindergarten teacher	Kindergarten teacher
Grade 1 teacher	Grade 1 teacher
Grade 2 teacher	Grade 2 teacher

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Director	Grade 3 teacher
Principal	Grade 4 teacher / SIT chair
Assistant Principal	Grade 5 teacher / after school co-coordinator
BOE	BOE Title I support
Resource	Resource - Media / Technology coordinator
Physical Education	Resource - Physical Education
School Counselor	School Counselor
Special Education	Special Education Facilitator
Family Engagement	Family Engagement Coordinator (FEC)
Community Representative	Community Representative

What is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school community? **It is shared monthly in our school newsletter and embedded in our back to school Title I meeting with families.**

When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur? **The staff was involved 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.**

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ve you adjusted the school’s mission and vision to changing expectations and opportunities for the school and changing needs and s students? If so, why? **We revised the mission and vision statements to better align with our school initiatives when we implemen tive Learning Labs (ALL) in our building.**

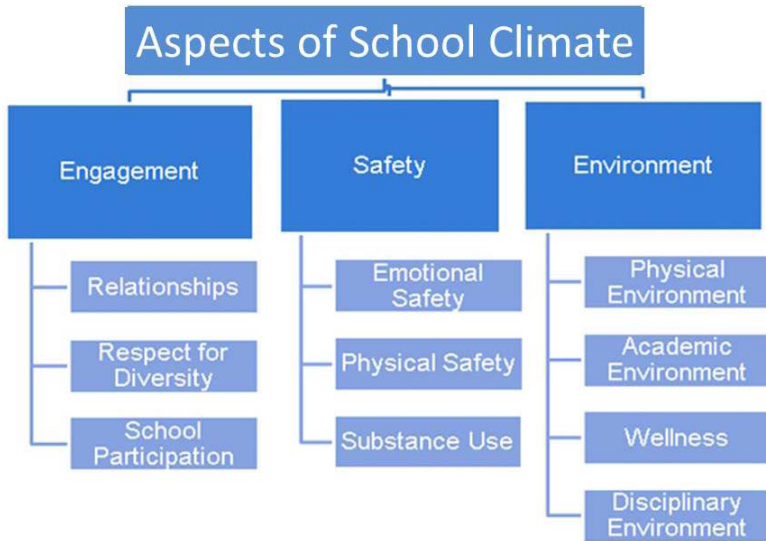
Culture, Climate, and Inclusive Community

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

School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experier school life. School climate refers to a school’s social, physical, and academic environment. How does it make people feel? Safe? W Connected?

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

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

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

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

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In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland's public schools, exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

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

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

How are paraeducators (IAs) utilized in your school?

Work under the direct supervision of a highly qualified teacher

Work in close proximity of a highly qualified teacher

How do IAs provide support for students with and without disabilities?

Provide support to students identified by the classroom teacher

Assist with small groups

Provide interventions

What are IA responsibilities at your school?

- Provide 1:1 assistance for students
- Work with small groups of students to reinforce reading and math skills taught by the classroom teacher
- Assist with cafeteria, playground, hall, and bus duties

Have you created a schedule that allows IA collaboration with teachers? yes

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Are your general and special education teachers able to collaborate and plan together on behalf of the students for whom they have instructional and learning responsibilities? If so, how often and when? If not, what challenges are preventing the collaboration and planning? General and Special Education teachers plan weekly with the daily planning schedule. Also, on Tuesdays when our IEP meetings are held, special education teachers plan with general education teachers when they do not have an IEP meeting to attend. Also, we have co-planning days. This planning happens quarterly with general and special education teachers. Each general education teacher plans a half hour with a special education teacher. Also, there is before and after school times if needed.

Provide an example (s) of how your school engages students of all abilities with each other.

Students of all abilities are fully included within the classroom setting

Collaborative groups with peers of all ability levels

Universal Release of Responsibility model allows for all students to be engaged throughout the lesson

At professional learning and/or training needs, if applicable, do your faculty/staff have regarding making your school a more inclusive environment for students?

We are a MCIE school and we meet with the MCIE leadership team bi-monthly to assess the needs for the school and plan professional development as needed

Co-teaching strategies were a focus and presented to all faculty and instructional assistants

Recently completed a school wide book study using the book, "The Highly Engaged Classroom"

Our focus continues to look at instructional levels and data to ensure instructional matches for all students

I

DEMOGRAPHICS

Staff Demographics

STAFF DATA 2017-2018 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		2	2

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Teachers		19	19
Itinerant staff	6		6
Paraprofessionals	5	5	10
Support Staff	1	3	4
Other	7	6	13
Total Staff	19	35	54

Table 2

Under each year, indicate the percent as indicated of individual in each category.	2014 – 2015 Official Data	2015 – 2016 Official Data	2016 – 2017 Official Data	2017 – 2018 Official Data
Percentage of faculty who are: <ul style="list-style-type: none"> • Certified to teach in assigned area(s) • Not certified to teach in assigned area(s) 	100% certified	100% certified	100% certified	100% certified
For those not certified, list name, grade level course	N/A	N/A	N/A	N/A
Number of years principal has been in the building		1	2	3
Teacher Average Daily Attendance	93.9%	95.8%	94.4%	

Student Demographics

Table 3: SUBGROUP DATA			
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	N/A	≤10	N/A

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African American	24	19	20
White	218	215	218
Asian	N/A	≤10	≤10
Two or More Races	38	31	30
Special Education	45	45	52
LEP	N/A	N/A	≤10
Males	143	142	140
Females	137	138	129
Total Enrollment (Males + Females)	280	270	269
FARMS RATE used for School Year	2015-2016	2016 – 2017	2017-2018
Percentage as of October 31 of Previous School Year	88.96%	91.1%	90.37%

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

Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	≤10	06 Emotional Disturbance	n/a	12 Deaf-Blindness	n/a

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02 Hard of Hearing	n/a	07 Orthopedic Impairment	n/a	13 Traumatic Brain Injury	≤10
03 Deaf	n/a	08 Other Health Impaired	≤10	14 Autism	≤10
04 Speech/Language Impaired	15	09 Specific Learning Disability	≤10	15 Developmental Delay	13
05 Visual Impairment	n/a	10 Multiple Disabilities	≤10		

II

INSTRUMENTAL LEADERSHIP

What is the role of a principal in the School Improvement Process (SIP)? **Our principal is our instructional leader who has a vision that is implemented within the SIP. She sets priorities and leads the team in creating, implementing, and monitoring the plan.**

What is the purpose of your school leadership team in the School Improvement Process (SIP)? **Team members represent grade levels and bring information and ideas in the creation, implementing, and monitoring of the SIP.**

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Does your school leadership team (SIT) represent your entire school community, including parents/guardians? **yes**
What opportunities exist for everyone in your school community to meaningfully participate in school decision-making processes? **We have a collaborative culture in which everyone is encouraged to provide input. Weekly staff meetings, monthly full SIT meetings, team planning, PST, and MCIE include open discourse.**

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

L SLO 1

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
The content focus is English Language Arts - Writing. The student subgroup that is being identified are students in grades 1-4.

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

Grade level writing progressions, end of the year benchmarks, and PARCC data indicated a need for further support.

How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
Due to the increased focus on writing and the importance of writing through all content areas, students in grades 1 - 4 will increase and narrative writing proficiency. By improving writing skills, we are hoping for an increase in the amount of students scoring proficient on PARCC.

Describe what evidence will be used to determine student growth for the SLO.
The evidence point would be the amount of students scoring proficient on PARCC would increase. For grade levels not taking the PARCC assessment would be students in grades 1-2 will show growth on the pre-writing test to the post writing test using the 6+1 rubric of Ideas and Organization and Grade 3 and Grade 4 students will show growth using the PARCC rubric. Classroom writing process will be monitored monthly for growth and support when determining flex groupings. Monthly class writing samples will be evaluated during team meetings.

INCIPAL SLO 2

1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
The content focus is Math. The student subgroup identified are students in grades 3-5.

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

Math (previously Think Through Math) baseline data scores indicate students are performing grade levels below the current level. Students scored at the far below basic, below basic, and basic levels. This shows significant need in Grades 3 - 5 for math. 2016-2017 PARCC scores indicate a need for students to achieve proficient or advanced scores.

Data for	Grade 3	Level 1-3	2015	83.6%	2016	75%	2017	69.7%
		Level 4-5	2015	16.3%	2016	25%	2017	30.4%
	Grade 4	Level 1-3	2015	90%	2016	75%	2017	64%
		Level 4 -5	2015	9.5%	2016	25%	2017	35.9%
	Grade 5	Level 1-3	2015	64.3%	2016	69.4%	2017	76.5%
		Level 4 -5	2015	35.7%	2016	30.6%	2017	23.5%

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

Increase in math proficiency and performance in Grades 3-5 and an increase in students scoring proficient on PARCC ;
als we are trying to meet.

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

Imagine math is one of the assessments that will be used. Evidence of growth will be measured by 100Q growth over
ar. If the score falls in the proficiency range, that score will increase or be maintained. The data results will be recorded ;
will track BOY, MOY, and EOY scores. Another evidence point would be the amount of students scoring proficient on PARCC

V

C PROGRESS

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

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your analysis of ELA 3-5; 6-8; 10 for FARMS, SE and subgroup data, please address the following for students in your school.

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

What do you believe are the Root Cause (s) (Deepest underlying cause(s) of negative symptoms) for your achievement gap? Lack of exposure to critical vocabulary and higher level thinking opportunities, not making independent reading purposeful, and inadequate purposeful small groups based on the needs of the students.

Describe the ACPS Goal Planning Process

- **What is the Issue? A weakness in reading literature.**
- **What data support the need for a resolution to the identified issue? PARCC scores indicate our lowest performing area. Grade level data revealed this area to be a major weakness. We are below the state and county average.**
- **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 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? Lack of exposure or background knowledge and vocabulary, not facilitating purpose for independent reading, need for alternative evidence-based strategies for group instruction and the analyzation of literary text versus informational text.**
- **What outcome(s) will determine the identified goal has been met? Data meetings information such as: selection tests, assessments, and county benchmark tests will show an increase in students achieving 70% or higher. Spring 2018 from PARCC will show an increase in the percentage of students meeting and exceeding the expectations.**
- **What resources are needed to meet the identified goal? Staff needs to build background knowledge, implement evidence-based vocabulary instruction, facilitate purpose for independent reading, and use evidence-based strategies in small groups and provide PARCC-like practice opportunities to students monthly.**
- **What resources are currently available to meet the identified goal? Treasures anthologies and leveled readers, Reading and classroom libraries**
- **What resources are not currently available to meet the identified goal? Lower lexile chapter books for intermediate level, high-interest books for boys, different lexile books for primary classroom libraries, professional resources for teachers to gain information on evidence-based strategies for teaching vocabulary, and increased computer based instruction such as Type to Learn and Kami implementation of after school PARCC tutoring.**

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- What steps will be taken to fully implement the plan in the effort to reach the identified goal? **Purposeful school-wide meetings will be held to monitor progress. ELA specialist will conduct professional development as needed. Teachers will participate in a professional learning community focusing on vocabulary instruction. Monthly tasks will be assigned to students and results will be analyzed to determine deficiencies. Teacher/student conferences will be held to provide feedback and set goals.**
- How will implementation be monitored to reach the identified goal? **Implementation will be monitored in team meetings, monthly data meetings with county ELA specialist, administration walk-throughs, and teachers' daily lesson plans. Feedback from students given during teacher/student conferences will also be used to review progress.**

3. To Be Completed when 2018 PARCC data is available

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

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

Principle/Mode	Representation – Process
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Ways of Representation: <i>Providing the learner various ways of acquiring information and knowledge.</i>	Hard copies of documents using various fonts, sizes, background color as well as lap tops to acquire information. Digital materials, media, and manipulatives to provide more auditory and visual opportunities for all students. Multiple lexile levels of texts.
Ways for Expressions: <i>Providing the learner various opportunities for demonstrating knowledge and skills (they know).</i>	Expression/Action- Product Model various strategies for writing and allow student choice for media and materials. Group discussions and partner talk will be utilized. Assessment / project choice given to students to have the opportunity to demonstrate what has been learned.
Ways for Engagement: <i>Tap into learners interests, engage them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement Options to use technology to complete tasks (Word, Powerpoint, etc) Allow assessments / project choices for all students opportunities for ownership over the assessment / project and the opportunity to practice self-regulation. Multiple lexile levels of texts. High interest books for boys..

3. Reading/ELA Data Overview

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

Short Term Goal: To reduce the gap for FARMS, Special Education and lowest performing subgroup students.

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

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

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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	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
Students	49	33	67.4	≤10	12.2	≤10	20.4	40	21	52.5	≤10	12.5	14	35.0	33	15	45.4	≤10	12.1	14	
Native American or Alaska Native	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	
Hispanic or Latino	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	
Black or African American	≤10	≤10	≤10	n/a	n/a	≤10	≤10	≤10	n/a	n/a	n/a	n/a	≤10	≤10	≤10	n/a	n/a	≤10	100	n/a	
White	≤10	≤10	≤10	n/a	n/a	≤10	≤10	≤10	n/a	n/a	n/a	n/a	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	
Asian or Pacific Islander	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	
Two or more races	29	20	69	≤10	10.3	≤10	20.7	36	18	50	5	13.9	13	36.1	24	11	45.8	≤10	≤10	11	
Other races	11	≤10	54.6	≤10	27.3	≤10	18.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	50	≤10	12.5	≤10	
Dropout rate	13	≤10	69.2	≤10	23.1	≤10	7.7	≤10	≤10	≤10	n/a	n/a	n/a	n/a	≤10	≤10	100	n/a	n/a	n/a	

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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
Reduced Meals	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
	24	14	58.3	≤10	16.7	≤10	25.0	21	≤10	42.9	≤10	4.8	11	52.4	15	≤10	40	≤10	6.7	≤10
	25	19	76	2	8.0	≤10	16.0	19	12	63.2	≤10	21.1	≤10	15.8	18	≤10	50	≤10	16.7	≤10

	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	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
Hispanic	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	
Indian or Alaska Native	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	
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	n/a	n/a	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Asian or Pacific Islander	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	60.0	≤10	40.0	n/a	
Latino of Mexican or Puerto Rican	≤10	n/a	n/a	n/a	n/a	≤10	≤10	≤10	n/a	n/a	≤10	≤10	n/a	n/a	≤10	n/a	n/a	n/a	n/a	≤10	

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rain or ic	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
	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
re races	≤10	≤10	≤10	n/a	n/a	≤10	≤10	≤10	n/a	n/a	≤10	≤10	n/a	n/a	≤10	≤10	66.7	n/a	n/a	≤
cation	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	90.0	n/a	n/a	≤
lish 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
ed Meals	37	24	64.8	10	27.0	≤10	8.1	40	11	27.5	19	47.5	≤10	25.0	37	18	48.6	≤10	18.9	12
	20	13	65	≤10	25.0	≤10	10.0	19	≤10	26.3	≤10	47.4	≤10	26.3	22	≤10	36.4	≤10	18.2	≤
	22	12	54.6	≤10	27.3	≤10	18.1	22	≤10	31.8	≤10	45.5	≤10	22.7	20	11	55	≤10	15.0	≤

	2015							2016							2017					
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5 #
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	
s	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

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Indian or Alaska Native	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	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	≤10	n/a	n/a	n/a	n/a
African American	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	28.6	≤10	57.1	≤10
Latino of Hispanic or Latino	≤10	n/a	n/a	≤10	≤10	n/a	n/a	≤10	n/a	n/a	n/a	n/a	≤10	≤10	≤10	n/a	n/a	n/a	n/a	≤10
Asian or Pacific Islander	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
	31	13	42	13	41.9	≤10	16.1	28	11	39.3	10	35.7	≤10	25.0	20	≤10	20.0	≤10	35.0	≤10
Other races	≤10	n/a	n/a	≤10	≤10	n/a	n/a	≤10	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	20.0	≤10	40.0	≤10
English Language Learners (ELL)	≤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
Students with Special Needs (SW)	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
	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
	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

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	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
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our analysis of Math 3-5; 6-8; Alg I for FARMS, SE, and subgroup data, please address the following for students in you

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

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

Limited foundational skills and a discrepancy in applying content knowledge in daily mathematical activities.

ie the ACPS Goal Planning Process

- What is the Issue? **A weakness in mathematical application.**
- What data support the need for a resolution to the identified issue? **PARCC scores indicated low performance in mathematics. Grade level data indicated this is a major weakness. Grade level data and Imagine Math (grade data revealed this area to be a major weakness. We are below the state and county averages.**
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align? **Yes, our goal is to increase percentage of students who meet or exceed the expectations in math. This aligns with the ACPS goal of increasing percentage of students who meet or exceed the expectations on PARCC.**
- What is currently preventing the identified goal from being attained? **Lack of exposure to foundational skills, inability to carry over and retain previously taught skills and lack of confidence and risk taking abilities.**
- What outcome(s) will determine the identified goal has been met? **County benchmark tests will show an increase in students achieving 70% or higher. Spring 2018 data from PARCC will show an increase in the percentage in students meeting or exceeding the expectations. Imagine Math benchmarks will show improvements from the beginning of the year to middle of the year to end of the year.**
- What resources are needed to meet the identified goal? **Provide PARCC like tasks monthly to apply math skills and math vocabulary. County math specialist and teachers will disaggregate students responses and then have time to work with students.**
- What resources are currently available to meet the identified goal? **Imagine Math, IXL, Box Cars and One Eyed Jacks Math Solution and Number Talk books, Common Core Standard Practice Workbook and PARCC released math items.**
- What resources are not currently available to meet the identified goal? **Universal math screener for all grade levels, math like task bank with rubrics, county math specialist to model lessons with students, and long range planning with**

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specialist, increased computer based instruction such as Type to Learn and Kami, implementation of after school PARCC tutoring.

- What steps will be taken to fully implement the plan in the effort to reach the identified goal? **Purposeful school-wide meetings will be held to monitor progress. Math specialist will conduct professional development as needed. Math tasks will be given to students and results will be analyzed to determine deficiencies. Teacher/student conferences will be held to provide feedback and set goals.**
- How will implementation be monitored to reach the identified goal? **Implementation will be monitored in team meetings, monthly data meetings with county math specialist, administration walk-throughs, 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 year Imagine Math data will be analyzed for student growth.**

Completed when 2018 PARCC data is available

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

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

Principle/Mode	Representation – Process
Principle of Representation: <i>Providing the learner various options of acquiring information and knowledge.</i>	Hard copies of documents using various fonts, sizes, background color as well as lap tops to acquire information. Digital materials, media, and manipulatives to provide more auditory and visual opportunities for all students. Low-tech and high-tech lessons will be incorporated to better meet the needs of all learners.
Principle for Expressions: <i>Providing the learner various options for demonstrating knowledge and skills (they know).</i>	Expression/Action- Product Model various strategies to solve problems and allow student choice when solving problems. Group discussion and partner talk will be utilized. Assessment / project choice given to students to have the opportunity to demonstrate what has been learned. Practice skills through a variety of learning activities.
Principle for Engagement: <i>Providing the learner various options to tap into their interests, engage them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement Options to use technology to complete tasks (Word, Powerpoint, etc) Allow assessments / choice of strategy and math tools to give all students opportunities for ownership over the assessment / project and the opportunity to practice self-regulation. Student interests will be incorporated into the lessons and tasks. Allow struggling readers the option of text-to-speech to reduce barriers with math.

Mathematics Data Overview

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

Short Term Goal: To reduce the gap for FARMS, Special Education and lowest performing subgroup students.

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

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

	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
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	
American or Alaska Native	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	
Hispanic or Latino	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	
African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	≤10	n/a	n/a	n/a	
White or Caucasian	≤10	≤10	≤10	n/a	n/a	≤10	≤10	≤10	n/a	n/a	n/a	n/a	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	
Asian or Pacific Islander	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	
Two or more races	29	15	51.7	≤10	≤10	≤10	≤10	36	18	50.0	≤10	≤10	≤10	≤10	24	≤10	≤10	≤10	≤10	≤10	
Other races	11	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	n/a	

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ation	13	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤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
ed Meals	47	25	53.2	15	31.9	≤10	≤10	34	21	61.8	≤10	≤10	≤10	≤10	32	16	50.0	≤10	≤10	≤10
	24	11	45.9	≤10	≤10	≤10	≤10	21	≤10	≤10	≤10	≤10	≤10	≤10	15	≤10	≤10	≤10	≤10	≤10
	25	15	60.0	≤10	≤10	≤10	≤10	19	11	57.9	≤10	≤10	≤10	≤10	18	≤10	≤10	≤10	≤10	≤10

	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
s	42	25	59.5	13	31.0	≤10	≤10	40	21	52.5	≤10	≤10	≤10	≤10	42	21	50.0	≤10	≤10	14	
ndian or ve	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	
	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	n/a	n/a	n/a	n/a	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n	
frican	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	≤10	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤'	

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Latino of	≤10	n/a	n/a	n/a	n/a	≤10	≤10	≤10	n/a	n/a	≤10	≤10	n/a	n/a	≤10	n/a	n/a	n/a	n/a	≤10
Latino or	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
	28	15	53.5	≤10	≤10	≤10	≤10	32	15	46.9	≤10	≤10	≤10	≤10	33	16	48.5	≤10	≤10	≤10
re races	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	≤10	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	n/a
cation	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
lish (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
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
	20	11	55.0	≤10	≤10	n/a	n/a	18	≤10	≤10	≤10	≤10	≤10	≤10	22	11	50.0	≤10	≤10	≤10
	22	11	55.0	≤10	≤10	n/a	n/a	22	12	54.6	≤10	≤10	≤10	≤10	20	≤10	≤10	≤10	≤10	≤10

	2015							2016							2017						
	Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5		
	Total #	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #

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s	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
ndian or ve	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
	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	≤10	n/a	n/a	≤10	≤10	≤10
rican	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n
itino of	≤10	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	≤10	n/a	n/a	≤10	≤10	n
railian or ic	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
	30	13	43.3	≤10	≤10	≤10	≤10	28	14	50.0	≤10	≤10	≤10	≤10	20	≤10	≤10	≤10	≤10	≤10
re races	≤10	n/a	n/a	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10
cation	≤10	≤10	≤10	≤10	≤10	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n
glish (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
ed Meals	37	13	35.1	12	32.4	12	32.4	32	18	50.0	≤10	≤10	11	30.6	32	16	50.1	≤10	≤10	≤10

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	21	≤10	≤10	≤10	≤10	≤10	≤10	16	≤10	≤10	≤10	≤10	≤10	≤10	20	≤10	≤10	≤10	≤10	≤10
	21	≤10	≤10	≤10	≤10	≤10	≤10	20	≤10	≤10	≤10	≤10	≤10	≤10	15	≤10	≤10	≤10	≤10	≤10

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

V

TIERED SYSTEM OF SUPPORT

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

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

We are doing an extension of our plan from last year adding Tier II and Tier III to our behavior focus. After completing the plan last year and disaggregating the data, we found that we made appropriate changes to meet the needs of the students and growth was indicated in ELA and Math. However, data has indicated the need for the focus to be on Tier II and Tier III interventions to gain progress in ELA and Math.

- i. How will the priority/ priorities be addressed? **Monthly meetings, disaggregation of data of students in the yellow and red zones, and continue using an universal behavior screener. We also will be creating a Tier II team that will unfold from PST and PBIS. The SWPBIS Tiered Fidelity Inventory indicated this to be a need.**
- ii. What district support is needed to address your priority/priorities? **Kathy Eirich has been a MTSS / MCIE / PBIS support to our school and continues to be involved with our MCIE leadership team. Mrs. Morgan and Dr. Jackson are members of the**

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county behavior intervention committee. Jayme Golliday and Mandy Schall county reading and math specialists provide school based support to staff and administration.

VI

LEARNING

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

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

- **Of the 43 students who participated in the KRA at the beginning of kindergarten, 11 students were at an emerging level and less than 10 students were approaching level. There were no glaring disparities with regard to strengths and weaknesses in the areas of either reading or math. Both reading and math show levels of emergent readiness regarding grade level skills necessary to begin kindergarten. To address the weaknesses, students' progress will be monitored throughout the school year using both formal and informal assessments. Formal assessments include benchmarks, DIBELS, and quarterly grade level testing. To address daily progress, formative assessment and practice such as exit tickets in math, weekly unit assessments in reading, daily group-related work, and teacher observation will dictate and drive instruction to improve students' abilities and success in the classroom. Daily and weekly**

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differentiated flexible groupings will aid in addressing student needs. Students will be placed and moved from intervention based on DIBEL scores and teacher input.

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

- **The principal is a member of the Early Childhood Advisory Council and any information shared will be discussed with kindergarten staff. Kindergarten staff will share concerns with the principal to be shared with the Council. Articulation will take place in the Spring with Head Start and our Pre-kindergarten teacher. At this time, teachers share information about strengths and challenges as well as parent involvement. This helps to create a positive transition as the students move from the prekindergarten and kindergarten programs. The Judy Center sends flyers to school about different events parents can participate in and encourages attendance. The Judy Center also provides vision screenings to prekindergarten students to identify vision discrepancies early in order to be proactive and prevent learning difficulties that could be caused due to vision trouble.**

VII
NCE

Table 12: 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 01	93.9	N
Grade 02	94.9	Y
Grade 03	92.0	N
Grade 04	93.2	N
Grade 05	93.7	N

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Table 13: Attendance Rate			
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017
All Students	94.7	94.1	92.9
Hispanic/Latino of any race	n/a	n/a	94.4
American Indian or Alaska Native	n/a	n/a	n/a
Asian	n/a	n/a	97.8
Black or African American	≥95.0	93.9	91.1
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a
White	94.4	94.3	93.2
Two or more races	≥95.0	93.0	91.4
Special Education	94.4	94.1	91.8
Limited English Proficient (LEP)	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	94.5	94.0	92.6

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

Several attendance challenges in grade level bands at John Humbird Elementary School. Grades 1, 2 and 3, and 5 did not meet the AYP. Looking at the school population, African-American students, Special Education students, FARMS, and Two or more races did not meet the AYP.

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

AP Coordinator will make daily phone calls to touch base with parents/ guardians with excessive attendance.

Implement programs among the students. Let older students with good attendance regularly assist younger students. Specifically, determine how older students help younger students transition from elementary to middle school and also from middle school to high school.

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sits concerning student absences if parents/guardians cannot be reached by telephone. Explore the possibility of creating flexible school hours to complete home visits.

Make referrals to outside agencies for parent and student support.

Mental health and transportation issues reviewed and a plan in place.

Memoranda for parents/guardians and the students who are chronically absent. Provide suggestions to get students back to school and consequences if they don't return. Make necessary resources available at the meeting to make it effective for parents and guardians; the point is to be educational, not punitive.

Identifying individual student needs- Identifying risks of student disengagement from education needs to happen early so that actions can be taken to avoid these risks. In order to effectively address these risks, schools should work in partnership with the significant adults in the student's life, including families, as well as with community agencies and services.

Adopt and County Guidelines & policies.

We want to continue some of our attendance activities as well as incorporate new attendance activities into our plan. School discussions and phone calls home have led to positive conversations with parents and students often come to school tardy after the phone call has been made.

VIII

TRUANCY

of Maryland Regulations COMAR 13.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for 10 or more days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy is defined as a student who meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership for 91 or less days.

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

- How many students were identified as habitual truants?
- How many students would be identified as habitual truants.

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scribe reasons and specific changes/adjustments in place to reduce the number of habitually truant students.
include health-related illness, homelessness, mental health issues, transportation, and family issues that impacted attendance.

weekly pupil service team meetings with our school pupil service worker, work with the guidance counselor forming attendance home visits, make daily phone calls, participate in the Red Dog program, schedule conferences and attendance letters are sent home. Agency referrals for additional support.

we work with our community partnerships to reward positive attendance each marking period to classrooms and students. Classroom perfect attendances are announced daily on afternoon announcements.

K
SAFETY – SUSPENSIONS

suspension – In school and out of school suspensions
School Safety – Suspension for Sexual Harassment, Harassment, and Bullying
The number of in school and out of school suspensions for the 2015-2016 and 2016-2017 school year. Analyze the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and provide a total number, if applicable.

	In-School Suspensions - Total (ISS)	Out-of-School Suspensions - Total (OSS)	Sexual Harassment OSS/ISS	Harassment OSS/ISS	Bullying OSS/ISS
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16	0	≤10	0	0	0
17	0	13	0	0	0

er of out- of- school suspensions increased from the 2015-2016 school year to the 2016-2017 school year. Six of the thirteen total is from the 2016-2017 school year were for one student. The school has worked with the child’s family to assist him with receiving counseling during 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 sexual harassment, harassment, or bullying. As a school, we are continuing to address harassment and bullying. Our counselor, Dr. Jackson, is continuing to teach lessons focusing on these issues. We also have a parent workshop planned to address this issue. The 2017-2018 school year will be the fifth year that we are holding this event. Our school resource officer, Chris Fraley, co-ordinator and presents information at the parent workshop. Our school is also collaborating with community school sponsors such as the Allegany County Sheriff’s Office. This business is providing a bully awareness workshop to provide parents and students with various skill sets to prevent bullying, and victimization. Monthly newsletters focus on defining bullying to positive strategies to deal with unsafe situations. A school resource officer has been created with Grade 5 students to promote positive behavior in the school building.

I
BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

- Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
 - 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 at your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.
- We describe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral support. Our school community has incorporated for many years the Positive Behavior Intervention Support (PBIS) program as well as the Multi-Tiered System of Supports (MTSS) to cultivate school climate and culture as positive, supportive, encouraging, and proactive. Our staff invests in maintaining positive relationships with students and families in order to foster an environment that is optimal for learning. The school teaches social expectations such as the “PAWS” Rule:

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Respectful, Be Responsible, and Be Ready.” The PBIS team analyzes discipline data monthly, brainstorms solutions to school issues, and implements when possible. In this climate, students feel safe, because they are made aware of expectations and routines that are established for safety climate.

Principals and classroom teachers discuss acceptable behavior and expectations for each rule in every school setting throughout the year. These procedures promote school-wide consistency and safety. Celebrations to reward positive behavior are held at the end of each marking period. These celebrations include participation in a Hayride, a Pajama/Movie afternoon, a Disco Dance, and Field Day. “Positive Paw” coupons are given to students who demonstrate positive behavior daily. Then, they are given the opportunity to spend their coupons at the school store monthly. Weekly guidance lessons for each grade are led by the school counselor which are based on student surveys completed at the end of the previous school year.

Woodford School participates in character education. The school counselor delivers character lessons each month to all grade levels in addition to school-wide promoting character education such as the “Character Tea.” Bi-monthly, students in the classrooms nominate a student that exhibits the specific character trait of the month. The students write about the student that displays the character trait, and the class chooses the best written nomination. The nominator and the student who wrote the nomination are recognized in a school-wide assembly. Parents and students are invited to celebrate student success in character education.

To build a positive relationship with the school bus drivers, the bus drivers will recognize the positive behaviors of the students. They will give yellow “Bus Star” coupons to students following the school bus procedures. A yellow coupon will then be pulled every Friday and a “Bus Star” will be recognized during morning announcements. The “Bus Star” will have their picture posted and earn a prize. A school safety patrol team has been created with Grade 5 students to promote positive behavior in the school building. Dr. Jackson is the staff member overseeing the program with student safety patrols.

XIII

COMMUNITY/FAMILY ENGAGEMENT

Community Engagement Needs

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

We strive to engage parents and other family members in many ways. In 2016-2017, we held our annual Back to School Night, Title I Night,

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al on Monday, August 22nd, Family STEM Day on Tuesday, November 18th (31 adults attended), Assessment Day on Friday, February 10th (23 adults attended), Earth Day Celebration and Parent Training on Helping Students Read Nonfiction on Friday, April 21st (23 adults attended), Title I Meeting on Wednesday, May 2nd-4th (38 parents attended), and Summer Learning Kick-Off/Meet Next Grade Teachers/Art & Music Showcase on Wednesday, May 10th (38 parents attended), many “welcoming” events such as: Grandparents’ Day, Veterans Day Program, Holiday Program, Character Teas, and more were held. These events were well-attended and will be continued this year. More people attended during the school day when events were coordinated with the school day, special activities with students, and in coordination with celebratory activities. In addition to these activities, we will also offer evening events to support to parents and families on helping their students with behaviors at home and summer reading tutoring with a parent component. These events were chosen as a result of the Title I Parent Interest Survey given in the spring.

Our Back to School Carnival/Annual Title I Meeting for this year was held on August 29th. 105 adults attended. 32 veterans attended a meeting on Wednesday, November 8, 2017, and 156 adults attended our Grandparents’ Breakfasts/Lunches in October.

Our weekly volunteer workshop will continue to be held every Tuesday, and we will further our work to recruit and include more volunteers in our initiative in arranging homeroom parents. At this time, 7-8 people attend each workshop. This is an increase from last year. Our family support coordinator will be at our school every day for a half day this year which will allow for more support for teachers in the area of parent engagement.

We will also be sending home principal’s newsletter, “The Bulldog Buzz” and “Math & Science Connection” newsletter each month. We will also continue our partnerships with Emmanuel Bethel Church, University of Maryland Extension, The Cumberland Theater, Frostburg State University, and The Backpack Program.

Parent Advisory/ Title I Parent Committee 2017 – 2018

Name	Grade Level Representation	Position
Laurie Soulsby - McMahon	Kindergarten	PAC Representative
Susan Dunaway	Prek	PAC Alternate
Brenda Crites	Grade 1	Grandparent
Terry Bullet	Grade 5	Grandparent / Uncle

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Krista and James Kegg	Grade 3	Parent / Teacher
Melanie Resh	Grade 2	Parent
Ashley Pomeroy	Grade 4	Parent
Roberta Hammond		Community Member
Edy Whitehead		Family Engagement Coordinator

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

**John Humbird’s PARENT/FAMILY ENGAGEMENT PLAN
Expectations**

John Humbird’s Parent/Engagement Plan meets and exceeds the requirements of the Title I, Part A Section 1111b of the Elementary and Secondary Education Act (ESSA).

John Humbird recognizes the importance of forming a strong partnership with parents and community members in order to positively impact student learning. To promote effective parent involvement, the staff at John Humbird welcomes and encourages parents and community members identified in the Action Plan as follows:

- Shared decision-making opportunities

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- Annual meeting to explain the schoolwide Title I program
 - Opportunities to build and increase understanding, communication, and support between home and school
 - Formal and informal evaluation of the effectiveness of parent/family engagement activities
 - Opportunities to increase awareness of the available resources offered by Mid Atlantic Equity Consortium, Inc. (IAEC)
 - Activities that promote a positive environment of high expectations shared by home and school
- Our school accepts the Allegany County Public Schools’ School-Family-Community Policy and has aligned its school level Parent Involvement Plan.
- Offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in using skills to support academics at home, the school will meet all goals on PARCC 2017-2018.

Action Plan

Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
Shared Decision Making The School Improvement Plan (SIP) is developed with input from parents	Parent representatives on SIT and other decision-making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.	Monthly SIT meeting	Heather Morgan, Catherine Kurtz, Josh
The SIP is available for parent review and input at any time	A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the	Snapshot of SIP will be included in principal newsletter along with	Heather

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	<p>opportunity to review and comment on the plan at any time.</p>	<p>invitation for parents to review and comment (February 2018).</p> <p>Spring Meeting will be held in 2018.</p>	Morgan
<p>The Parent/Family Engagement Plan 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 September, parent of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.</p>	<p>A snapshot of the PIP will be shared in a principal newsletter (February 2018).</p> <p>Spring Meeting 2018</p>	Heather Morgan, Ca Kurtz
<p>The Parent/Family Engagement Plan is distributed to all parents.</p>	<p>A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.</p>		
<p>With parents, develop a written School-Parent Compact(s) supporting instruction that is signed by teachers, parents, and students.</p>	<p>A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year's School-Parent Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide</p>		Heather Morgan

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	feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval.		Heather Morgan, Ca Kurtz
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.	The annual Title I meeting was held and information including: the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental/family engagement were shared in the powerpoint presentation.	Tuesday, August 29, 2017	Heather Morgan, Ca Kurtz

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<p>Building Parental Capacity Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.</p> <p>Provide materials and parent trainings/workshops to help parent improve their children's academic achievement.</p> <p>Educate school personnel on how to work with parents as equal partners in their child's education.</p> <p>Coordinate and integrate programs to increase parent involvement such as the Judy</p>	<p>Parent Conference Days</p> <p><i>Parents Guides to Student Success</i> were sent home to all parents.</p> <p>District-Wide Title I Family Literacy Game Night Assessment Days</p> <p>Technology Day, STEM Days, Behavior Support Event, Earth Day Literacy Event, Summer Reading Tutoring with Parents and Students, and Advancing Grade Informative Event</p> <p>Title I Mid-Year Survey Title I Parent Interest Survey Parent Evaluations are summarized after each event, and informative is shared at SIT and/or faculty meetings.</p> <p>Church provides backpacks filled with school supplies at Back to School Carnival/Annual Title I Meeting.</p> <p>21st Century After-School Program is held every Monday-Thursday.</p> <p>Health Department holds dental sealant clinic.</p> <p>University of Maryland Extension Office</p>	<p>October 3, 2017 & February 15, 2018 October 3, 2017</p> <p>Tuesday, October 10, 2017 TBD TBD</p> <p>Jan. 2018 March 2018</p> <p>August 29, 2017</p> <p>October-May</p>	<p>Heather Morgan, Ca Kurtz</p> <p>Heather Morgan, Ca Kurtz</p> <p>Title I Office</p> <p>Heather Morgan, Ca Kurtz, Teac</p> <p>Heather Morgan, Ca Kurtz, Teac</p> <p>Title I Office</p>
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<p>Center and other community resources like the Health Dept., Library, 21st Century After-School Program, Head Start, etc.</p> <p>Ensure information is presented in a format and/or language parents can understand.</p> <p>Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.</p>	<p>Principal's <i>Bulldog's Buzz</i> monthly newsletter, <i>Math & Science Connection</i> newsletter, communicator folders, assignment notebooks, memos, Facebook page, ASPEN</p> <p>The family engagement coordinator reaches out to underserved families. The administrators and all staff works to ensure all parents can participate.</p>	<p>Daily, weekly, monthly, ongoing</p> <p>ongoing</p>	<p>Heather Mo Caren Kurtz, Teachers</p> <p>Kelly Oyer Heather Mo Caren Kurtz, Teachers</p> <p>Edy Whiteh Heather Mo Caren Kurtz, Teachers, st:</p>
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Review the Effectiveness The effectiveness of the school's parental/family engagement activities will be reviewed.	The SIT reflects on the parent and family engagement activities following each event and the faculty discusses the effectiveness of the parent involvement plan at the end of the year to prepare for the next school year.	Ongoing, June 2018	Josh Cook, Heather Morgan, Ca Kurtz, teach
Mid Atlantic Equity Consortium, (MAEC) The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org	MAEC information is shared on the powerpoint presentation during the annual meeting. It is also posted on the Title I bulletin board and shared in principal newsletter.	August 29 2017, ongoing	Heather Morgan, Ca Kurtz, Edy Whitehead
Dr. Joyce Epstein's Third Type of Parent Involvement Volunteering	<ul style="list-style-type: none"> ● Weekly workshop ● 5th Grade Outdoor School ● Ag in the Classroom ● STEM Day ● Earth Day ● Field Day 	Ongoing TBD	Heather Morgan, Ca Kurtz, Edy Whitehead

IV. Professional Community for Teachers and Staff- Standard 7

Comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a critical component of the school improvement effort. What school based professional learning will be/has been coordinated this year to address our school's achievement gaps?

Professional Learning Title: Reading and Writing Strategies **"The Reading Strategies Book" and "The Writing Strategies Book" by Jen Serravallo**

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te (s): Spring 2018 and Fall 2018

cation and Time: John Humbird This PD will be held after school and stipends will be paid out of Title I budget which has been approved

ended Audience: Kindergarten - Grade 5 and 2 special education teachers

What changes are expected to occur in the classroom as a result of this professional learning?
Strategic reading strategies (300) and 13 goals identified strategies linked to skills

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
Knowledge of developing goals for all readers, give students step-by step strategies, guide readers with prompts aligned to the strategies, to meet individual needs. These books will help implement goal directed, differentiated instruction for individual, small groups, and whole

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

Improvement on ELA benchmarks and writing prompts, during walkthroughs and observations will see strategies utilized in meeting discussions with Jayme Golliday will further extend strategy discussion. A plan will be in place similar to the task analysis.

V.

POLICY STRUCTURE AND PRACTICE

Does your school's mission and vision support the district's mission and vision? **By being a MCIE school and inclusive school, our school's mission is aligned with the district's mission and vision. Our school has been involved with the GRR model since the initial implementation of Learning Labs (ALL).**

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ome ways your school and district can jointly establish buy in with teachers for the GRR and UDL? **We feel that our school has buy school wide staff development. All grade level teachers have implemented GRR and UDL in their daily plans and continue to find at instructional framework.**

tional professional learning, if any, is needed at your school to support GRR and UDL within the classroom? **Teachers who are stor as, we would like to encourage other staff to observe their teaching in order to strengthen grade level practices. Possibly have r on and sharing of ideas during staff meetings and team meetings.**

**I
ent Plan**

will the plan be shared with the faculty and staff?

plan will be first shared with the School Improvement Team (SIT) at which time action chairs will have a chance to discuss their s for implementing their particular roles. Action teams will meet next to discuss what forms of data they will need to collect and /ze this year. Faculty meetings will be used to share school data. Individual teachers can access the plan on the school website. e level teams will also review the plan during team data meetings.

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

SIT has been divided into reading and math. These teams will review the reading and math activities and milestones monthly to is and update that which is proposed. The PBIS Committee will review the attendance activities and goals monthly and the

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ership Action Team will review and assess the objectives to parents at PAC and SIT meetings. Data will be monitored and yzed by the SIT chairperson and administration. Documentation from all meetings will be stored in the Title I binder.

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

milestone data will be compiled at grade level team meetings using DIBELS assessment scores, progress monitoring reports, and ing/math/science benchmarks. This data will be analyzed by the appropriate action teams and reading/math specialists. The final ations of this data will be discussed and milestones revised at monthly action team meetings, grade level meetings, monthly SIT ings, and at weekly faculty meetings when relevant. Data will drive individual SLOs and will be analyzed. The data will be used prove instruction.

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

ugh daily planning, teachers should refer to the strategies embedded in the school improvement plan. Teachers will participate e planning and implementation of the parent involvement activities referenced in the plan.

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

chool Improvement Plan was initially shared at the Title I Parent Meeting where the data from the previous year's data was also ented. Activities will be reviewed by the action team chairpersons at their monthly meetings, which community team members e invited to attend. Statements will be placed in monthly school newsletters to welcome parents and community members to and provide feedback to our school improvement plan.

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

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

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

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ral Office staff will be invited to all School Improvement Team meetings and will be given a copy of the minutes for all meetings in h School Improvement Plan monitoring will occur. Title I support specialist and instructional specialists, Jayme Golliday and dy Schall will provide resources and support.

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

Month	School Improvement Team	CAT / PBIS	Family Involvement	UDL	Math Leadership Team
tember	1, 20-Construct the SIP, Home/School Compact Revisions	13-Reviewed data and revisited consistent school procedures	28-facilitate, monitor and implement the partnership and parent involvement sections of the plan		standards / long range planning
ober	18-SIP Update, Discuss parent STEM Day and schedule family activities based on the parent survey results	10-Monitor attendance and discipline, schedule booster activities	19-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 number talks.
ember	20-SIP Update and SIP planning day	15-Monitor attendance and discipline	7- 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 number talk. Team members will provide feedback.

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					Disaggregate PARCC data with standards and Think Through Math grade level data
ember	20-Discuss milestone data sources for SIP	13-Monitor attendance and discipline	1- facilitate, monitor and implement the partnership and parent involvement sections of the plan		Discuss student tasks.
uary	5-Finalize SIP	10-Monitor attendance and discipline	9- facilitate, monitor and implement the partnership and parent involvement sections of the plan	-review and evaluate implementation of school wide goal	Team will model student tasks to grade level teammates.
ruary	1-Collect milestone data for Title I report and SIP revisions	7-Monitor attendance and discipline	2- facilitate, monitor and implement the partnership and parent involvement sections of the plan		Team will observe grade level teammates leading a student task.
rch	21 -Review implementation of activities outlined in SIP	7-Monitor attendance and discipline	2- facilitate, monitor and implement the partnership and parent involvement sections of the plan		Discuss progress and look at providing additional PD on number talks and student tasks.

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il	4-Focus on SIP implementation	18-Monitor attendance and discipline	6- facilitate, monitor and implement the partnership and parent involvement sections of the plan		Review materials needed for grade levels to improve number talks and student tasks.
y	23-Collect milestone data	16 -Monitor attendance and discipline	4- facilitate, monitor and implement the partnership and parent involvement sections of the plan		Monitor student achievement
e				Evaluate implementation of goals and begin setting goals for next year	Evaluate number talks and student tasks.

O: An opportunity identified by the team in order to achieve their vision.

E: A purposefully selected intervention or collection of activities that leads to the accomplishment of the

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IDENTIFYING THE PRACTICE Why/What?	INSTALLATION Where/How?	INITIAL IMPLEMENTATION How are we learning?	FULL IMPLEMENTATION How are we sustaining?
Identify Practice Options	Prepare People and Systems	Try Out the Practice	Student and System Outcomes Show the Practice Works
Choose Practice	Train	Reflect and Recommend Improvements in Practice and System	Competent, Organized, Well Led System for Practice

- ☞ know what options (practices) exist for this priority.
- ☞ agree on which practice we want to implement.
- ☞ have people and systems prepared to implement this practice.
- ☞ have well-trained people who will be trying-out this practice.
- ☞ have tried out this practice.
- ☞ have reflected and recommended improvements in the practice and systems that support it.
- ☞ have student and system outcomes that show this practice is working.

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we have a competent, organized, well led system for this practice

Universal Screener - Tier II and Tier III Interventions Behavior Screening Tool - SWPBIS Tiered Fidelity Inventory
 Use the data from Behavior Screening Tool - SWPBIS Tiered Fidelity Inventory to increase academic achievement and reduce behavior.

Action Step	Who	By When	Status Update / Next Step
FOUNDATION			
for staff	Admin PBIS team Faculty and staff	BOY - August MOY - February EOY -June Ongoing	Completion of the screener in December, and May Student needs will determine additional
II team -	Admin - 2 School counselor - Krissy Jackson and LAP - Beth DeShong, Susan Howard - primary, Jensen Mullan - Special Educator	Team will meet monthly or as needed based on the needs of the students and screener data SWPBIS inventory Fall and Spring	Initial screener results indicated a need for Tier III interventions and team Initial screener results indicated Tier I support strong and in place which was our priority on our MTSS profile.

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Implementation			
Screening scale (SRSS) and student behavior screening scale (SIBSS)	Grade level	3 times a year (BOY, MOY, and EOY)	Analyze data, plan, and implement appropriate interventions for identified students
Administration participating on Behavior Intervention Team	Heather Morgan and Krissy Jackson	Monthly and as needed or scheduled	Information shared at the district team meeting. Data will be shared with Tier II team and utilized to meet the needs of our students

SCHOOLWIDE IMPLEMENTATION

Results with PBIS, PST, and MCIE	staff	Monthly / ongoing	Monitor of data consistently and make changes
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meetings, grade level team idance planning		3 times a year (BOY, MOY, and EOY) screener data	data indicates
o refine the process and explore ns to meet student needs	district Behavior Intervention Team	ongoing	Monitor of data consistently and make cl data indicates

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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 instructor 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

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

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 reaching hard-to-reach parents/families should be included.

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

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

omprehensive Needs Assessment of the entire school takes into account information of the academic achievement of children 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)]

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

- Consider:
- What types of data are being collected? How is the data being used by administration, teachers and parents?
 - What evidence is being collected to demonstrate academic achievement?
 - How is data being reviewed to focus on subgroup performance?
 - How is disaggregated data used to guide instruction? Are the strategies successful? What changes need to be implemented?
 - What are the needs of the students, teachers, school and community?
 - What are the contributing factors for the needs?
 - How were members of the school community involved in the data analysis?

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

ELA Needs Assessment	pages 13-20
Math Needs Assessment	pages 20-26
Science Needs Assessment	Waived for 2017-2018
MTSS Practice Profile	pages 27
Early Learning	pages 28
Attendance Needs Assessment	pages 29-30

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.

consider the following:

Do the strategies increase the quality and quantity of instruction using evidence based methods and strategies?

Are the reform strategies aligned with the findings in the needs assessment?

Does the strategy require the use of Title I funded personnel?

Do the strategies address the needs of all low achieving student groups (FARMS, Special Education, ELL, gender)?

Do the strategies need to include implementation of a schoolwide tiered model to prevent and address behavioral concerns, early intervention services, or activities that coordinate with IDEA?

Do the strategies need to include professional development for teachers, paraprofessionals, other school personnel or families to improve instruction and the use of data from academic assessments?

How do teams of teachers, administrators and parents participate in the decisions regarding the use of reform strategies?

Strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs and students transitioning to middle school?

Does the school need counseling, school-based mental health programs, specialized instructional support services, mentoring or other strategies to improve students' skills outside the academic subject?

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

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

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
<p>knness in reading literature.</p> <p>'C scores indicate this is our lowest ming ELA area. Grade level data revealed ea to be a major weakness. We are below te and county averages.</p>	<p>Small Group Learning (.49 effect size)</p>	<p>Purposeful school-wide data meetings will be held to monitor progress, monthly tasks will be given to students and results will be analyzed to determine deficiencies. Teacher student conferences will be held to provide feedback and set goals.</p> <p>Monthly data</p>	<p>Materials to support comprehension a phonemic awareness in ELA, 14 teach x \$20 = \$2,800</p> <p>PARCC Tutoring, 2 teachers x 3 hours days x \$24.06 = \$1,154.88</p> <p>Planning for PARCC Tutoring, 2 teach x 1 hour x 2 teachers x \$22.73 = \$45.</p> <p>Kindergarten to grade 1 Summer read tutoring with parents, 27 hours x \$24.0 \$649.62</p> <p>Planning for Summer Tutoring, 2 ho planning x \$22.73 = \$45.46</p> <p>Materials to support teacher parent workshops for instructional material: \$252.26</p>

	Computer Assisted Learning (.37 effect size)	meetings with county ELA specialist	IXL Grades 2-5, \$1,400.00
			Type to Learn, \$250
			KAMI, \$250
	Professional Development (.62 effect size)	Administration walk-throughs and teachers' daily lesson plans.	Articulation Meetings, 9 subs x \$93=\$837.00
			Data Meetings to include county reading and math specialists, 17 teachers x \$22 x 2 hours x 2 sessions = \$1,545.64
			Data Analysis/PARCC standard match/benchmark review with grade 3 teachers and specialists, 8 teachers x 2 hours x \$22.73 = \$545.52
			Web Based PD, Ruby Payne Webinar: <i>How to Increase Student Growth and Raise Teacher Expectations</i> , 2 administrators x \$99.00= \$198.00
	Parental Involvement (.51 effect size)	PARCC Scores	Annual Title I Meeting/Back to School Night, \$22.73 x 25 teachers x 2 hours = \$1,136.50
			Refreshments for Parent Session, \$335

			<p>Colored Paper for Newsletters, Announcements, and Invitations, 20 re: x \$10.00= \$200.00</p> <p>Materials for Fall, Winter, Spring, Summer Parent Events \$1,097.25 + \$366.47 = \$1,463.7</p> <p>Home School Connection Newslette \$219.00</p>
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and'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

d of year benchmark. Please complete the following chart to include the page number of the SIP where the program or practice is found.

ies to meet the needs of the targeted subgroups(s) and the identified factors hindering student performance are found on 20-21. 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
Weakness in mathematical computation. PARCC scores indicated low performance in mathematics. The level data indicated this was a major weakness. Grade 3 data and Imagine Math (grades 3-5) data revealed this to be a major weakness. Scores were below the state and district averages.	Small Group Learning (.49 effect size)	Implementation will be monitored in team meetings, monthly data meetings with county math specialist, administration walkthroughs, and teacher's daily lesson plans. Feedback during teacher student conferences will be used to review progress. Mid-year and end of the year Imagine Math data will be analyzed for student growth.	Materials to Support Model in Math, 14 teachers x \$200 = \$2,800 Materials to Support hands on science, STEM, and 2nd Step 14 x \$200= \$2,800 PARCC Tutoring, 2 teachers 3 hours x 8 days x \$24.06 = \$1,154.88 Planning for PARCC Tutor 2 teachers x 1 hour x 2 teachers x \$22.73 = \$45.46 Materials to support teacher parent workshops for instructional materials, \$252.26 Type to Learn, \$250
	Computer Assisted Learning		

	(.37 effect size)		KAMI, \$250
	Professional Development (.62 effect size)		IXL Grades 2-5, \$1,400.00
			Articulation Meetings, 9 sessions x \$93=\$837.00
			Data Meetings to include county reading and math specialists, 17 teachers x \$22.73 x 2 hours x 2 sessions = \$1,545.64
			Data Analysis/PARCC standard match/benchmark review with grade 3-5 teachers and specialists, 8 teachers x 2 hours x \$22.73 = \$545.52
			Web Based PD, Ruby Pay Webinars, <i>How to Increase Student Growth and Raise Teacher Expectations</i> , 2 administrators x \$99.00=\$198.00
	Parental Involvement (.51 effect size)		Annual Title I Meeting/Budget to School Night, \$22.73 x 50 teachers x 2 hours= \$1,136
			Refreshments for Parent Session, \$335.46

			<p>Colored Paper for Newslett Announcements, and Invitations, 20 reams x \$10.00= \$200.00</p> <p>Materials for Fall, Winte Spring, Summer Parent Eve \$1,097.25 + \$366.47 = \$1,463.7</p> <p>Home School Connectio Newsletter, \$219.00</p>
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ADDITIONAL NON ACADEMIC 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
Number of out-of-school suspensions increased from the 2016 school year to the 2017 school year.	2nd Step Program	PBIS/Discipline Data	Materials to support hands-on Science, STEM, and PBL (2nd Step), 14 teachers x \$200= \$2,800

VIORAL SERVICES

chool utilizes the evidence-based (i.e.PBIS) school wide tiered model to address problem behaviors.
ages 33,47-50 for data and strategies that will be implemented for behavioral support.

Y INTERVENTION

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

Need	Activity	Funding
43 students who took the vere at an emergent level, wer than 10 were at aching level.	Small Group Learning (.49 effect size)	Title I Kindergarten to grade 1 Summer Reading Tutoring with Parents Kindergarten to grade 1 Summer reading tutoring with parents, 27 hours x \$24.06 = \$649.62 Planning for Summer Tutoring, 2 hour planning x \$22.73 = \$45.46

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 the school level. In addition, specific high quality professional development activities identified in the needs assessment process are included in the School Improvement Plan. ELA and math benchmark assessments, *DIBELS Next*, and unit tests are analyzed to monitor student progress and drive instructional changes. The goal of professional development is to provide teachers with effective instructional strategies that will increase achievement for the identified subgroups.

Please see School Improvement Plan:

- ELA pages 13-20
- Math pages 20-26
- Science waived

The table below are additional Professional Development activities that will support the implementation of the plan, but are not included 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
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Professional Development	ELA/Math/Science	Articulation Meetings	TBD	NA	Title I 9 subs x \$93= \$837.00
Professional Development	ELA/Math/Science	Data Meetings to include county reading and math specialists	TBD	NA	Title I 17 teachers x \$22.72 x 2 hours x 2 sessions (Fall and Spring)= \$545.52
Professional Development	ELA/Math/Science	Data Analysis/PARCC standard match/benchmark review with grades 3-5 and specialists	TBD	NA	Title I 8 teachers x 3 hours x \$22.73= \$545.52

STRATEGIES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS

PROGRAM	DATE/TIMELINE
Meetings with Head Start and Pre K Teachers	March / April
Transition reports provided by Head Start for entering Kindergarten students	May 2018
Home visits and Kindergarten Parent interviews	March

Screening	Fall – August
Meetings	Weekly – Tuesdays
and Kindergarten Orientation Meetings	Spring – May
for the Bus Program	Fall
Registration with Head Start and Pre-K	April 5-6, 2018
Coordination between Head Start and Pre-K	Daily AM / PM
House	August
Orientation meetings between Pre-K and K	Spring – April
Orientation meetings between K and Grade 1	Spring – April
Orientation meetings between Grades 1-5	Spring – April
Orientation meetings with middle school staff	Spring – April
Analysis meetings	Monthly / bi-weekly
5 middle school visitation	Spring - May
Final Title I Meeting	Spring - May

volvement of parents, families, community members and stakeholders is an important factor in providing for the success of students. 1114(b)(2)

Following persons were involved in planning the parent and family program for the 2017-2018 school year. Representatives included: 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
Edy Whitehead	Family Engagement Coordinator
Laura Michael	Title I support
Laurie Soulsby-McMahon	Kindergarten Representative
Susan Dunaway	Pre-kindergarten Representative
Brenda Crites	Grade 1 Representative
Terri Bullet	Grade 5 Representative

Krista and James Kegg	Grade 3 Representative parent/teacher
Melanie Resh	Grade 2 Representative
Ashley Pomeroy	Grade 4 Representative
Roberta Hammond	Community Member

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

**COMPONENT
STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

Staff members in the school recognize the importance of the home-school connection. Involving parents/families in the school is a critical factor toward enhancing student performance. The Allegany County Public Schools' School-Family-Community 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 involvement plan. This plan is posted and also distributed to parents.

The Family Engagement Coordinator is on-site at John Humbird School for 11.5 hours per week. In this position, the Family Engagement Coordinator reaches out to parents to build positive relationships between the home and school through individual communication, school administrators to help build a strong parent program, and builds enthusiasm for parent involvement in the school. Parents are encouraged to be involved in the education of their child(ren) in a variety of ways. ESSA identifies six requirements related to parents' capacity to be involved in school. Strategies designed to ensure the implementation of these requirements are included in the school's Parent/Family Engagement Plan. Please include strategies for how to reach parents/families which are hard to reach.

Please consider the following:

Parent School Compact

What is the school's plan for engaging parents/families in the development and dissemination of school parent policies and parent-school compacts?

How are parents/families engaged in the school through orientations, parent nights and other activities?

What evidence based strategies will be used to increase parent/family engagement?
 How does the school involve parents, families, teachers, administrators, staff and the community in the school planning decision making process?
 How do parents/families give input on the expenditure of Title I funds?
 What is the role of school staff in strengthening the partnership between the home and school?
 How do community/business partners support the school to improve student achievement?
 Are the activities aligned with the six components of parental engagement (communicating, parenting, students learning volunteering, school decision making and advocacy, and collaborating with the community?
 What evidence is there that the relationship between the school and the community is improving?

For more information, please refer to the Parent/Family Engagement section on pages 34-40 for a description of the implementation of standards.

GANNETT COUNTY PUBLIC SCHOOLS THE STUDENT SUCCEEDS ACT	COMPONENT 4 COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RESOURCES AND PROGRAMS
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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
Child care	School Nurse	Our nurse provides health support to students and their families.
Head Start Program	Head Start	Articulation meetings between Head Start and Kindergarten teachers are held in the spring.
Social, personal, or academic support	School Counselor	Our counselor provides social, personal, and/or academic support to individual students, small groups, and classes.
Extended learning time for struggling students with low	21st Century Staff	21st Century Afterschool Program provides a meal, homework support, physical activity, enrichment opportunities, and parent involvement

mic achievement		activities to participating students.
ntiated instruction	Classroom Teachers, Special Educators, Paraprofessionals, Specialists	Teachers provide differentiated instruction through data analysis at team meetings, collaborative planning opportunities, and co-teaching to meet the needs of all learners.
group instruction	Classroom Teachers, Special Educators, Paraprofessionals, Specialists	Instructional assistants and the special education teacher work with the regular classroom teacher to implement small groups.
ion in general tion classes	Staff	Regular education teachers, special education teachers, and instructional assistants work together to include all students.
ded learning time for ied special education nts	Extended School Year	Summer school program is offered to qualified students.
ance to families on identified needs	Pupil Service Team	Pupil Service Team meets weekly to provide assistance to families in need.
l screening	Allegany County Health Department	Students are provided with a dental screening and sealants.
screening	Lions Club	Lions Club provides assistance in acquiring glasses.
and emotional rt	Mental Health Counselors	Counselors provide assistance as needed.
rior and academic rt	Learning Assistance Program	Provides support to students as needed.
rior support	PBIS	PBIS team provides incentives and recognizes positive behavior while providing support as needed.

on support	Breakfast in the Classroom	All students are provided breakfast in the classroom every day through a grant.
ng	Allegany County Social Services	Safe and Snug Program provides coats, gloves and scarves to identified students.
l supplies	Community Donors	School supplies are available to any student in need.
tunities to discuss ss of child	Teachers	Parent Conferences are held twice each year and as requested by parents or teachers.
ng intervention ms	Reading Intervention Teacher	ERI, Foundations, Read Naturally, SRA, Wilson, and other intervention programs are implemented to identified students daily.
ication of student of need	Kindergarten Teachers	All incoming kindergarten students are screened by taking the KRA.
tunity to address t educational needs	Instructional Consultation Team, Grade Level Teams	ICT and data analysis meetings are held to monitor and address students' needs.
awareness	School Resource Officer	D.A.R.E. Program is provided to grade 5 students.
ntervention program	Classroom Teachers, math specialist	Imagine Math, a computer based math program, evaluates student concept attainment and plans a pathway for each child. This program is only provided in Title I schoolwide schools for students in grades 3-5.
rces to support ess students	Administrators	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.

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 matters, 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.

All Title I 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 18.

FY 18 Coordination of Funding Sources

Activity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center	Other Funding Source
Professional Development	\$3,126.16					
Allocated Day of Year	\$25,250 \$1,895.42		\$52,000	\$21,750		
Materials of Instruction	\$10,552.26			\$17,378		
Supplies	\$380,234.40					
Transportation/Family Support	\$3,354.68					
Equipment				\$3,000		

acted ses						
imable				\$4,554		
				\$2,450		
				\$17,185		

Title I Budget 2017 – 2018

Instructional Program: \$12,447.68 (includes FEC)

Materials

\$ 8,400.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Materials to support modeling in Math	14 teachers x \$200	\$2,800	All students, FARMS, Special Education
ELA	Materials to support comprehension and phonemic awareness in ELA	14 teachers x \$200	\$2,800	All students, FARMS, Special Education
Science / PBIS	Materials to support hands-on Science experiences, STEM, and PBIS (2 nd step materials)	14 teachers x \$200	\$2,800	All students, FARMS, Special Education

Tutoring

\$1,895.42

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/MATH/SCIENCE	PARCC Tutoring	2 teachers (Ken and Marion) 3 hours x 8 days x \$24.06 =	\$1,154.88	Students in Grades 3,4,5 FARMS, Special Education

		\$1,154.88 Planning – 2 teachers 1 hour x 2 teachers x \$22.73	\$45.46	
ELA	Kindergarten to grade 1 Summer reading tutoring with parents	27 hours x \$24.06 = \$649.62 2 hours planning x \$22.73 = \$45.46	\$649.62 \$45.46	All students, FARMS, Special Education

FEC Materials

\$252.26

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA / MATH	Materials to support teacher parent workshops for instructional materials	\$252.26	\$252.26	All students, FARMS, Special Education

Web-based**\$ 1,900.00**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/MATH	IXL Grades 2,3,4,5	\$1,400	\$1,400.00	All students, FARMS, Special Education
ELA/MATH	Type to Learn	\$250	\$250.00	All students, FARMS, Special Education
ELA/MATH	KAMI	\$250	\$250.00	All students, FARMS, Special Education

Title I Budget 2017 – 2018**Professional Development: \$3,126.16****Stipends / Substitutes****\$ 2,928.16**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/MATH/SCIENCE	Articulation	9 substitutes x \$93.00	\$837.00	All students, FARMS, Special Education
ELA/MATH/SCIENCE	Data Meetings – to include county reading and math specialists	17 teachers x \$22.73 x 2 hrs x 2 sessions	\$1,545.64	All students, FARMS, Special Education

		(Fall and spring)		
ELA/MATH/SCIENCE	Data Analysis / PARCC standard match / benchmark review with Grade 3-5 teachers and specialists	8 teachers x 3 hours x \$22.73	\$545.52	All students, FARMS, Special Education

Hourly Stipends: Teaching- \$24.06

Non-Teaching- \$2

Substitutes: Certified- \$93.00

Web Based PD

\$198

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Ruby Payne Webinars <i>How to Increase Student Growth and Raise Teacher Expectations</i> - 3 sessions for 2 administrators	2 x \$99	\$198	FARMS Special Education

Title I Budget 2017 – 2018

Parent/Family Engagement: \$3,354.68

Stipends

\$ 1,136.50

SIP 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	\$22.73 x 25 teachers x 2 hours	\$1,136.50	Build Parent Capacity

Hourly Stipends: Teaching- \$24.06

Non-Teaching- \$2

Materials

\$ 1,999.18

***Food Allowance – 10% = \$335.46 (Per person: Light snack-\$2-\$3, Breakfast-\$3-\$5, Lunch-\$5-\$8, Dinner-\$8-\$11 or less)**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent/Family Engagement	Refreshments for parent sessions	\$335.46	\$335.46	Build Parent Capacity
Title I Parent/Family Engagement	Colored paper for newsletters, announcements, and invitations	20 reams x \$10.00	\$200.00	Build Parent Capacity
Title I Parent/Family Engagement	Materials for parent activities – Behavior - Fall ELA- Winter / Science (STEM / Earth day) Spring Summer tutoring with parents	\$365.75 x 3 sessions \$366.47	\$1,097.25 \$366.47	Build Parent Capacity

Subscriptions

\$ 219

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent/Family Engagement	Home School Connection Newsletter	\$219.00	\$219.00	Build Parent Capacity

Allegany County Public Schools
2017 – 2018 School Improvement Plan

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
Heather Morgan <i>Heather Morgan</i>	Principal
Caren Kurtz <i>Caren Kurtz</i>	Assistant Principal
Susan Howard <i>Susan Howard</i>	Pre-kindergarten teacher
Lisa Paz <i>Lisa Paz</i>	Kindergarten teacher
Mary Kay Blank <i>Mary Kay Blank</i>	Grade 1 teacher
Krista Farrell <i>Krista Farrell</i>	Grade 2 teacher
Dawn Hipp <i>Dawn Hipp</i>	Grade 3 teacher
Josh Cook <i>Josh A. Cook</i>	Grade 4 teacher / SIT chair
Kelly Oyer <i>Kelly Oyer</i>	Grade 5 teacher / afterschool co-coordinator
Laura Michael <i>Laura S Michael</i>	BOE Title I support
Shelly Watson <i>Shelly Watson</i>	Resource - Media / Technology coordinator
Kari Brown <i>Kari Brown</i>	Resource - Physical Education
Kristine Jackson <i>Kristine Jackson</i>	School Counselor
Wendy Kutcher <i>Wendy Kutcher</i>	Special Education Facilitator
Edith Whitehead <i>Edith Whitehead</i>	Family Engagement Coordinator (FEC)
Roberta Hammond	Community Representative