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

School: John Humbird Elementary School   **Principal: Heather M. Morgan**

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I.   INTEGRATED EDUCATIONAL FRAMEWORK

   A.   VISION, MISSION, AND CORE VALUE

Mission Statement

John Humbird Elementary School seeks to create an environment where high expectations are set and meets 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 for 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 Welcoming 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 work hard to improve academically, socially, and personally. Students are treated equitably to make every student successful every day.

Welcoming – 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.

B. **SCHOOL CLIMATE AND CULTURE**

Climate

John Humbird Elementary School promotes a safe, structured, and supportive environment by fostering positive relationships between students, staff, and school community.   All students have full access to an education that supports social, emotional, intellectual, and ethical learning in a climate that embraces diversity and is free from discrimination. Positive behavioral interventions and supports are in place to encourage the expectation that students are safe, responsible, respectful, and ready to learn.

Culture

Faculty members work collaboratively to engage all learners using educational best practice.   Academic successes are celebrated both in the classroom and as a school.   Numerous activities are in place to boost faculty morale and create a positive working environment that will foster relationships and improve the school environment. Staff members are vested in the John Humbird community. This is reflected in the service years staff have dedicated to the John Humbird community. Time is invested into students through needs whether personal or academic to eliminate barriers and maximize instruction.

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II.   SCHOOL DEMOGRAPHICS   **Number of years the principal has been in the building? 9**

   A. Staff Demographic   **B. Student Demographics**

Table 2	
SUBGROUP DATA	**2023-2024 COUNT**
American Indian/Alaskan Native	**<10**
Hawaiian/Pacific Islander	**na**
African American	**37**
White	**173**
Asian	**na**
Two or More Races	**43**
Special Education	**52**
LEP	**na**
Males	**119**

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Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers	2	21	23
Itinerant staff	8	0	8
Paraprofessionals	1	10	11
Support Staff	1	3	4
Other	9	10	19
Total Staff	21	46	67

Females	**135**
Gender X	**na**
Total Enrollment	**254**
FARMS Rate (2022-2023)	**100%**

Special Education Data 2023-2024 School Year

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

Table 3					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	4	06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	4	14 Autism	6
04 Speech/Language Impaired	19	09 Specific Learning Disability	4	15 Developmental Delay	15
05 Visual Impairment		10 Multiple Disabilities		**TOTAL COUNT**	52

III.   ATTENDANCE

Table 4a	2022-2023
Grade Level – School Level	**Attendance Rate**
All (Excluding PreK & K)	89.1
Grade 1, 6, or 9	88.1
Grade 2, 7, or 10	86.6
Grade 3, 8, or 11	89.6
Grade 4 or 12	90.6
Grade 5	90.9

Table 4b: Subgroup Attendance Rate	2022-2023
All Students	**88.0**

Hispanic/Latino of any race	85.3
American Indian or Alaska Native	86.1
Asian	0
Black or African American	90.0
Native Hawaiian or Other Pacific Islander	0
White	87.7
Two or more races	87.8
Male	88.1
Female	87.8
EL	96.2
Special Education	86.2
Free/Reduced Meals (FARMS)	87.5

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

There are several attendance challenges in grade level bands at John Humbird Elementary School. Unfortunately, we did not have any grade levels that met the AMO goal of 94%. When looking at the school subgroup population, Hispanic/Latino, American/ Indian or Alaska Native, Black/African-American students, White, Special Education students, FARMS, Two or more races, Males, and Females did not meet the AMO goal.

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

- Social Emotional Coach and School Counselor will make daily phone calls to touch base with parents/guardians with excessive attendance concerns. Families of tardy students will also be targeted with earlier phone calls checking in on student absences before the Board of Education phone calls go out.
- Principal recognizes attendance by individual students, classes, and grades on the announcements.
- Classroom teachers create monthly incentives/rewards to encourage consistent attendance within each grade level.
- PBIS team monitors attendance at monthly meetings while examining and targeting students and families with excessive attendance issues.
- Safety Patrol members are required to have good attendance in order to participate in the program.
- Attendance information is shared with families in monthly school and PBIS newsletters. The monthly school newsletter will have a designated section discussing attendance and the importance of being in school on time and everyday.
- Messages from *attendanceworks.org* will be shared with the school community through the monthly school and PBIS newsletters, morning announcements, and school Facebook page.
- Community School Coordinator will be holding family involvement opportunities focusing on attendance.
- School nurse will meet with families of students with chronic illness to provide necessary resources.
- School service coordinator, Pupil Personnel Worker, and administrator will send out attendance letters and/or schedule attendance conferences with targeted families for attendance issues. Pupil Services Team (PST) meets weekly to discuss attendance and plan next steps for improvement.

Chronically Absent
Chronically absent is defined as missing 10% or more of days enrolled in a school year.
MD Report Card reports students NOT chronically absent.

Table 5	2019	2022	2023
Not Chronically Absent (percentage)	75.4	34.9	42.19
Not Chronically Absent (student count)			100
Report Card Points Earned	7	1	

Habitually Truant

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

Table 6	2022	2023
Habitually Truant (percentage)	4.99	.99
Habitually Truant (student count)	10	2

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

- Students habitually truant will have personalized plans working with mentors to check in with the students daily for attendance incentive.
- Pupil Service Team meetings are held weekly with the pupil service worker, school service coordinator, community school coordinator, social /emotional coach, guidance counselor, mental health counselor, school psychologist, special education facilitator, and administrators. Attendance concerns are discussed. Personalized plans may include the following:
    - Daily phone calls home
    - Attendance letters
    - Tier II plan (Check in /Check out) with a mentor

- Parent conferences
- Home visits by administration, PPW, or school resource officer
- Agency referrals for additional support
- Administration also makes an effort daily to talk with parents when signing students in tardy to the office and identify a problem if attendance is an issue. Support and resources are offered.
- The school will revisit tier 1 strategies to improve school attendance:
    - Continue to build positive relationships
    - Plan school wide incentives to boost attendance. For example, school wide robotics activity for students who have perfect attendance for an established time period. A Sugo tournament would be planned for grades 2-5 and High 5 Robotics game for K-1. Students could also build a robot to keep in their classroom as an attendance incentive. Other incentives may include a traveling trophy for the best monthly classroom attendance, breakfast or lunch with a special person, and /or special programs like band concerts and plays.

- Attendance data monitored each day and within monthly PBIS Meetings
- Good and improved attendance will be recognized daily within classrooms and on the announcements
- Phone calls home to verify student absences
- Classroom incentives for daily, weekly, and monthly attendance
- Friendly attendance competitions between classes and grades.
- Parent meetings held with students to have early intervention of absenteeism
- Training for staff addressing emotional poverty, growth mindset, attendance
- Key messages from *attendanceworks.org* will be shared with school community through the monthly newsletter and school Facebook page

A. If the chronically absent percent is higher than 20%, state plans or changes to reduce the number. If the chronically absent percent is less than 20%, the state plans to maintain or improve.

a. Coordinated school and inter-agency responses and programs from community partners such as Family Crisis Resource Center, Department of Social Services, and Allegany County Health Department.

b. As a last resort, working within Allegany County Policy and with the Pupil Personnel Worker, the school will seek legal intervention.

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

V.   **SCHOOL SAFETY/ SUSPENSIONS**
    1.   Complete the table.

Table 8: SUSPENSIONS		
	All Students	
Subgroup	2021-2022	2022-2023
Total Referrals	33	42
All Suspensions	0	0
In School	0	0
Out of School	0	0
Sexual Harassment Offenses	0	0
Harassment/Bullying Offenses	0	0

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

The total number of referrals has increased slightly from 33 in the 2021-2022 school year to 42 in 2022-2023. There were 0 suspensions in 2021-2022 or in 2022-2023. 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 school counselor, Ms. Cranford and the Social / Emotional Coach, are continuing to teach classroom lessons focusing on these issues. Monthly newsletters focus on topics such as defining bullying and positive strategies to deal with unsafe situations. Our school Safety Patrol program, now in year five of implementation, consists of fifth-grade students who work with Ms.Cranford, and School Security Employee Mike Wagus, to promote positive behavior. Our Tier 2 behavior team meets weekly to discuss identified students who need additional support. Staff members can request assistance with student behavior by submitting a form to the team. Restorative practices are in place to assist students in developing strategies to work through behavior issues. Mentoring and problem-solving skills are the first steps in this process. John Humbird created a sensory room to provide a safe environment for students to de-escalate. We have created a sensory hallway to provide assistance for students.

    A. PBIS Team and staff will revisit Tier 1 strategies to set positive behavior expectations including:
- Reteach positive expectations consistently with uniformed lesson plans
- Provide refresher training to staff and new employees on in-service days
- Reward positive behavior with daily incentives such as PAWs coupons and class dojo points.

Provide Tier 2 strategies for students not meeting Tier 1 expectations, such as:
- Check In/Out Program
- Mentors
- Social Skills Groups
- Behavior contracts with students needing extra support

- Peer Tutoring
- Students can take structured breaks and visit the "sensory room" where they can spend 10-15 minutes perform activities and strategies to calm down.
- Restorative circles and reflection sheets
- Tool box lessons
- Second step lessons
- Peer social groups
- Small groups
- Lunch groups
- Project Yes Jr.
- Safety Patrol
- Pulse for students in grades 3-5
- Sensory hallway opportunities
- Behavior Specialist available for strategies and classroom observations
- Threat risk assessment team
- Referrals to mental health specialist
- PST Referrals

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

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

Table 9		
Kindergarten Readiness Assessment		
	2021-2022	**2022-2023**
	Percent Demonstrated	Percent Demonstrated
Language & Literature	13.64%	43.59%
Mathematics	13.64%	23.08%
Social Foundations	68.18%	25.64%
Physical Development	27.27%	41.03%

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

Strengths

- The percentage of students demonstrating readiness has increased in Language and Literature by 29.95% from 13.64% in 2021-2022 to 43.59% in 2022-2023.
- The percentage of students demonstrating readiness has increased in Mathematics by 9.44% from 13.64% in 2021-2022 to 23.08% in 2022-2023.
- The percentage of students demonstrating readiness has increased in Physical Development by 13.76% from 27.27% in 2021-2022 to 41.03% in 2022-2023.

Needs

- The percentage of students demonstrating readiness has decreased in Social Foundations by 42.54% from 27.27% in 2021-2022 to 25.65% in 2022-2023.

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

- Trend data indicates that Social Foundations and Mathematics scores have either decreased or improved slightly. In an effort to strengthen these domains and ensure that students are 'demonstrating readiness' when entering kindergarten, we have established an early childhood team at John Humbird that meets monthly to discuss classroom management strategies, mathematics objectives and skills across grade levels, and literacy skills. PBIS strategies are taught schoolwide to improve learning behaviors. To improve fine motor skills, early childhood teachers are embedding occupational

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therapy activities such as the use of therapy putty within the learning environment. There is close collaboration between PreK-3, PreK-4 and kindergarten to address deficits or needs of students.

- Prek 3 and Prek 4 teachers have the opportunity to meet and plan monthly with the district early learning coach. Data analysis and instructional strategies are discussed and implemented. Classroom observations also take place to guide planning and differentiated instruction.

- Articulation meetings take place in the spring with Head Start to transition students successfully into our school programs. Information sheets are completed on each student and strengths and needs are identified. School therapy services are embedded in the classrooms and work collaboratively with the teachers. Collaboration occurs between PreK and Head Start, both with informal conversation and formal articulation meetings. School therapy services and special education special education services are provided to students and collaborative planning occurs with the provider and PreK teacher.

4. Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with deficits in specific domain areas. Discuss the evidence based practices your school is implementing to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.
   - Trend data shows moderate growth in Language & Literacy, Mathematics, and Physical Development. There was a significant drop in Social Foundations. Within the Social Foundations Domain, Control Impulses and Behavior, Follows Basic Safety Rules, Holds Scissors and Hold Writing Tool were at a deficit.
   - Of the 4 domains, Language and Literacy showed the most growth. Among the needs in the Language and Literacy Domain were identifying the difference between words and letters, identifying letter sounds, identifying letter names, and story sequencing.

- In Mathematics, the strengths were Count to 20, tell how many, and shape identification. The needs in mathematics were *Name the numeral*, *Identify sets that have the same number* and *Identify sets that have less*.
- To address the achievement gaps found in this year's KRA assessment, students will be provided with flexible small group instruction in reading and math. Materials and instruction will be differentiated according to student needs and daily assessment will be conducted to determine understanding. Classroom assessments, phonemic awareness and math benchmarks will be given quarterly. DIBELS data will be used to determine reading intervention groups and progress monitoring will be one to determine instruction and flexible groupings.
- PBIS strategies will be used to teach appropriate behaviors and expectations.
- Parent workshops also occur for PreK families to learn various literacy strategies to use at home. This creates a mutually beneficial partnership between PreK families and the school.

VII.   **ACADEMIC PROGRESS**

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

                                                          to reduce the 2017 non-pass rate by 50% by the year 2030
                                      Short Term Goal: to increase proficiency rates and to close or reduce achievement gaps
                                                          between subgroups and their counterparts

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

* indicates no students or fewer than 10 students in category

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TABLE 10a ELA Grade 3	2022				2023				2022 to 2023
		Level 1	Level 2	Proficient Level 3 or 4		Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
	Total Test Takers	%	%	%	Total Test Takers	%	%	%	+ or - %
Maryland Results	62843	12	43	45	63702	9	43	**48**	**+3**
ACPS Results	563	13	46	41	597	5	46	**49**	**+8**
All school students	28	14	64	21	36	14	40	**46**	**+25**
American Indian or Alaska Native	0	0	0	0	0	0	0	**0**	**0**
Asian	0	0	0	0	0	0	0	**0**	**0**
Black or African American	<10	*	*	*	15	13	47	**40**	*****
Hispanic/Latino of any race	0	0	0	0	<10	*	*	*****	*****
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	**0**	**0**
White	19	16	53	32	31	10	39	**51**	**+19**
Two or more races	<10	*	*	*	12	0	42	**58**	*****
Special Education	<10	*	*	*	<10	*	*	*****	*****
Limited English Proficient (LEP)	0	0	0	0	0	0	0	**0**	**0**
Free/Reduced Meals (FARMS)	22	14	68	18	35	14	40	**46**	**+28**
Female	12	0	67	33	13	23	31	**46**	**+13**
Male	16	25	63	13	22	9	45	**46**	**+33**

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* indicates no students or fewer than 10 students in category

TABLE 10b ELA Grade 4	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	63284	13	41	46	63938	11	40	49	+3
ACPS Results	603	9	41	50	567	10	41	49	-1
All school students	36	17	56	28	31	26	39	35	+7
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Black or African American	<10	*	*	*	11	27	46	27	*
Hispanic/Latino of any race	<10	*	*	*	<10	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
White	21	24	48	29	25	32	36	32	+3
Two or more races	<10	*	*	*	<10	*	*	*	*
Special Education	<10	*	*	*	<10	*	*	*	*
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	30	20	53	27	31	26	39	35	+8
Female	18	11	50	39	17	12	35	53	+14

Male	18	22	61	17	14	43	43	**14**	**-3**

* indicates no students or fewer than 10 students in category

TABLE 10c ELA Grade 5	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	64583	15	44	41	64144	14	44	**42**	**+1**
ACPS Results	592	10	37	53	611	8	49	**43**	**-10**
All school students	41	29	34	37	32	19	59	**22**	**-15**
American Indian or Alaska Native	0	0	0	0	0	0	0	**0**	**0**
Asian	0	0	0	0	0	0	0	**0**	**0**
Black or African American	<10	*	*	*	12	17	58	**25**	*****
Hispanic/Latino of any race	<10	*	*	*	<10	*	*	*****	*****
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	**0**	**0**
White	32	28	31	41	26	23	58	**19**	**-22**
Two or more races	<10	*	*	*	<10	*	*	*****	*****
Special Education	<10	*	*	*	<10	*	*	*****	*****
Limited English Proficient (LEP)	0	0	0	0	0	0	0	**0**	**0**

Free/Reduced Meals (FARMS)	28	39	29	32	32	19	59	**22**	**-10**
Female	17	29	29	41	16	19	50	**31**	**-10**
Male	24	29	38	33	16	19	69	**12**	**-21**

Table 11a:	Cohort Growth (Elementary Cohort 2031)		
ELA Percent Proficient	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
All Students	21	35	+14
Economically Disadvantaged	21	35	+14
Special Education	<10	<10	*
Male	13	14	+1
Female	33	53	+20
Other subgroup			

Table 11b:	Cohort Growth (Elementary Cohort 2030)

ELA Percent Proficient	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
All Students	28	22	-6
Economically Disadvantaged	28	22	-6
Special Education	<10	<10	*
Male	17	12	-5
Female	39	31	-8
Other subgroup			

2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Grade 5 ELA proficiency
Focus Area Goal	According to Spring MCAP 2023 data, Grade 5 showed a deficit in ELA proficiency rate. The focus area will be all grade 5 students to show an increase of ELA proficiency by 10% from 22% to 32% proficient.
Root Cause(s):	Grade 5 students' performance on MCAP ELA shows a need for improvement. Why? Poor attendance rates Why? Missed instruction in foundational reading skills Why? Remedial small groups and interventions focused on decoding and not comprehension Why? Lack of foundational reading skills inhibited comprehension including vocabulary comprehension Why? Lack of complex reading comprehension skills including comparing and contrasting different texts
Focus Content Standard(s):	RI5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling

	when writing.
	L5.3 Use knowledge of language and its conventions when writing,speaking, reading, or listening.
	W5.1 Opinion writing- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	W5.2 Explanatory /Informative writing- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	W5.3 Narrative writing- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Barriers:	Attendance, inexperienced teachers 0-3 years (non-tenured and new to grade level), transient student population in and out of the county
Needed Resources:	Attendance incentives, MCAP ELA practice book and MCAP writing practice book, MCAP rubric, and CKLA rubric
Strategies and/or evidence-based interventions:	- Incorporate daily convention practice tasks as warm-ups in ELA lessons. - Provide opportunities for students to engage in written tasks comparing two texts specifically written for CKLA units by reading coach. - Incorporate small group instruction 4-5 days per week to support students in learning and mastering reading and writing skills based on unit instruction and identified skill deficits. - Writing conferences with meaningful feedback using the MCAP/CKLA rubrics provided to students on a consistent basis. - Consistently incorporate structures that require students to respond to text dependent and inference-based questions. Hold students accountable for going back into the text to locate answers and/or evidence to support responses. - Utilize a system of universal screening, data analysis, and collaborative planning to provide targeted Tier 2 and Tier 3 reading interventions for identified students. Incorporate progress monitoring to measure growth.
How will it be funded?	Title I (books for all students related to author visit to practice writing strategies, materials to support core reading program, supplies to create materials of instruction for differentiation in volunteer workshop, laminating machine), Concentration of Poverty grant, and instructional funds from Board of Education
Steps towards full implementation with timeline:	Bi-Weekly: MCAP tasks completed bi-weekly. Reading Coach will model applying the rubric to writing pieces and select anchor papers. Students will have an opportunity to modify their writing tasks. Monthly: The reading coach will provide monthly writing tasks comparing two texts with CKLA units Ongoing: The literacy lab structure. The new structure targets reading deficits in identified students and provides enrichment opportunities for targeted students.

	Ongoing: District Literacy Vision and Strategy will be introduced to staff. Learning walks and professional development opportunities will be aligned throughout the remainder of the year.
Monitoring Procedure:	Attendance - monitor days present, tardy, absent Student conferences providing meaningful feedback Team meetings including range finding and collaborative scoring School wide writing SLO Formative Assessments - consistent use to form small groups and remediate Tutoring After School Program

ELA FOCUS AREA 2:	Written Expression and Conventions
Focus Area Goal	According to Spring MCAP 2023 evidence statement analysis, students in grades 3-5 scored at or below the district and state averages in writing. The focus area goal is for students in grades 3-5 to maintain or show an increase of 10% in proficiency in both written expression and conventions. Grade 3: Conventions proficiency will increase from 54% to 64% and Written Expression proficiency will maintain at 52% (above state and district average). Grade 4: Conventions proficiency will increase from 39% to 49% and Written Expression proficiency will increase from 42% to 52%. Grade 5: Conventions proficiency will increase from 28% to 38% and Written Expression proficiency will increase from 22% to 32%.
Root Cause(s):	Students' performance on MCAP writing shows a need for improvement in both written expression and conventions. Why? Poor attendance rates Why? Missed instruction and lack of background knowledge in writing due to poor attendance Why? Students have not built stamina for writing tasks Why? Lack of foundational skills in writing due to missed instruction in primary grades Why? Lack of proficiency in written expression and conventions
Focus Content Standard(s):	L3.1, L3.2, L3.3, L4.1, 4.2, L4.3, L5.1, L5.2, L5.3 Writing Conventions- ● Demonstrate command of the conventions of standard English grammar and usage when writing or

	speaking.
	● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	● Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	W3.1, W4.1, W5.1 Opinion writing- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	W3.2, W4.2, W5.2 Explanatory /Informative writing- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	W3.3, W4.3, W5.3 Narrative writing- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Barriers:	Attendance, inexperienced teachers 0-3 years (non-tenured and new to grade level), transient student population in and out of the county, insufficient time spent on writing foundational skills
Needed Resources:	MCAP ELA practice book and MCAP writing practice book, MCAP rubric, and CKLA rubric, graphic organizers
Strategies and/or evidence-based interventions:	● Incorporate daily convention practice tasks as warm-ups in ELA lessons. ● Incorporate small group instruction 4-5 days per week to support students in learning and mastering reading and writing skills based on unit instruction and identified skill deficits. ● Writing conferences with anchor papers/meaningful feedback using the MCAP/CKLA rubrics provided to students on a consistent basis. ● Consistently incorporate structures that require students to respond to text dependent and inference-based questions. Hold students accountable for going back into the text to locate answers and/or evidence to support responses. ● Utilize a system of universal screening, data analysis, and collaborative planning to provide targeted Tier 2 and Tier 3 reading interventions for identified students. Incorporate progress monitoring to measure growth. ● School wide implementation of a writing SLO which will have BOY, MOY, and EOY checkpoints ● Full implementation of Superkids writing component in primary grades K-2.
How will it be funded?	Title I (books for all students related to author visit to practice writing strategies, materials to support core reading program, supplies to create materials of instruction for differentiation in volunteer workshop, laminating machine), Concentration of Poverty grant, and instructional funds from Board of Education

Steps towards full implementation with timeline:	Ongoing: The literacy lab structure. The new structure targets reading deficits in identified students and provides enrichment opportunities for targeted students. Ongoing: District Literacy Vision and Strategy will be introduced to staff. Learning walks and professional development opportunities will be aligned throughout the remainder of the year. Quarterly: Writing tasks will be collected and scored collaboratively in team meetings. Year Round: School-wide writing SLO for all grade levels Monthly: Grade level team data meetings to discuss reading and writing data Biweekly: MCAP task completion in grades 3-5 with Reading Specialist follow-up
Monitoring Procedure:	Student conferences providing meaningful feedback Team meetings including range finding and collaborative scoring School wide writing SLO Formative Assessments - consistent use to form small groups and remediate Tutoring After School Program

Universal Design for Learning for ELA.

Table 12	
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	Expose students to hard copies of documents using various fonts, sizes, background color as well as laptops to acquire information. Include digital materials, media, and manipulatives to provide more auditory and visual opportunities for all students. Include multiple lexile levels of texts, clarify vocabulary/syntax/structure, activate/provide background knowledge. Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge. Provide checklists, organizers, and sticky notes in order for learners to generalize and transfer learning to new contexts. Remove unnecessary distractions unless they are essential to the learning goal. Provide students with different examples/strategies to solve problems, model/encourage use of graphic organizers, allow use of technology tools (text-to-speech, highlighter, focus box, etc.).
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.**
	Model various strategies for writing and allow student choice for media and materials. Group discussions and partner talk will be utilized. Assessment / project choice given to students to have the opportunity to demonstrate what has been learned, include material that students can interact with at their own pace.
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	Provide options to use technology to complete tasks (Word, Powerpoint,etc). Allow assessments/project choices to give all students opportunities for ownership over the assessment or project and the opportunity to practice self regulation. Provide multiple lexile levels of texts for student/classroom use. Increase the number of high interest books for boys. Use graphic organizers to help students read with intent/purpose and provide formative feedback. Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants.

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

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

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

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

TABLE 13a Math Grade 3	2022				2023				2022 to 2023
		Level 1	Level 2	Proficient Level 3 or 4		Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
	Total Test Takers	%	%	%	Total Test Takers	%	%	%	+ or - %
Maryland Results	63262	28	35	37	64274	26	34	**40**	**+3**
ACPS Results	563	26	41	33	596	20	39	**41**	**+8**
All school students	28	36	39	25	35	29	37	**34**	**+9**
American Indian or Alaska Native	0	0	0	0	0	0	0	**0**	**0**
Asian	0	0	0	0	0	0	0	**0**	**0**
Black or African American	<10	*	*	*	15	27	40	**33**	*
Hispanic/Latino of any race	0	0	0	0	<10	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	**0**	**0**
White	19	32	42	26	31	26	36	**38**	**+12**
Two or more races	<10	*	*	*	12	17	33	**50**	*
Special Education	<10	*	*	*	<10	*	*	*	*
Limited English Proficient (LEP)	0	0	0	0	0	0	0	**0**	**0**

Free/Reduced Meals (FARMS)	22	36	46	18	35	29	37	**34**	**+16**
Female	12	17	50	33	13	46	39	**15**	**-18**
Male	16	50	31	19	22	18	36	**46**	**+27**

* indicates no students or fewer than 10 students in category

TABLE 13b Math Grade 4	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	63749	27	45	28	64520	25	43	**32**	**+4**
ACPS Results	602	18	47	35	566	17	47	**36**	**+1**
All school students	37	19	54	27	31	19	65	**16**	**-11**
American Indian or Alaska Native	0	0	0	0	0	0	0	**0**	**0**
Asian	0	0	0	0	0	0	0	**0**	**0**
Black or African American	<10	*	*	*	11	27	64	**9**	*****
Hispanic/Latino of any race	<10	*	*	*	<10	*	*	*****	*****
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	**0**	**0**
White	22	23	55	23	25	24	60	**16**	**-7**
Two or more races	<10	*	*	*	<10	*	*	*****	*****
Special Education	<10	*	*	*	<10	*	*	*****	*****

Limited English Proficient (LEP)	0	0	0	0	0	0	0	**0**	**0**
Free/Reduced Meals (FARMS)	31	23	58	19	31	19	65	**16**	**-3**
Female	19	21	42	37	17	12	70	**18**	**-19**
Male	18	17	67	17	14	29	57	**14**	**-3**

* indicates no students or fewer than 10 students in category

TABLE 13c **Math Grade 5**	**2022**				**2023**				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	64989	26	49	25	64666	22	51	**27**	**+2**
ACPS Results	590	19	49	32	611	14	54	**32**	**0**
All school students	40	33	38	31	32	25	63	**12**	**-19**
American Indian or Alaska Native	0	0	0	0	0	0	0	**0**	**0**
Asian	0	0	0	0	0	0	0	**0**	**0**
Black or African American	<10	*	*	*	12	42	33	**25**	*
Hispanic/Latino of any race	<10	*	*	*	<10	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	**0**	**0**

White	31	36	36	29	26	27	65	**8**	**-21**
Two or more races	<10	*	*	*	<10	*	*	*	*
Special Education	<10	*	*	*	<10	*	*	*	*
Limited English Proficient (LEP)	0	0	0	0	0	0	0	**0**	**0**
Free/Reduced Meals (FARMS)	27	41	33	26	32	25	63	**12**	**-14**
Female	16	44	31	25	16	25	56	**19**	**-6**
Male	24	25	42	29	16	25	69	**6**	**-23**

Table 14a:	Cohort Growth (Elementary Cohort 2027)		
MATH Percent Proficient	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
All Students	25	16	-9
Economically Disadvantaged	25	16	-9
Special Education	<10	0	*
Male	19	14	-5
Female	33	18	-15
Other subgroup	0	0	0

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Table 14b:	Cohort Growth (Elementary Cohort 2030)		
MATH Percent Proficient	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
All Students	27	12	-15
Economically Disadvantaged	27	12	-15
Special Education	<10	<10	*
Male	17	6	-11
Female	37	19	-18
Other subgroup	0	0	0

2. **MATH FOCUS AREAS**

MATH FOCUS AREA 1:	Grade 3, 4, and 5 female math proficiency rates.
Focus Area Goal	The focus area will be grade 3, 4, and 5 females to show an increase in math proficiency by 10% at each grade level on the MCAP 2024 Math assessment.. Females showed a deficit in math proficiency rate at all grade levels and co-horts. Grade 3 females would increase from 15% to 25% passed. Grade 4 females would increase from 18% to 28% passed. Grade 5 females would increase from 19% to 29% passed.
Root Cause(s):	Female performance on MCAP Mathematics shows a need for improvement at each grade level and across cohorts. Why? Lower expectations in mathematics all around Why? Lack of confidence and increased level of difficulty Why? Lack of number sense Why? Missed foundational skills and scaffolding due to excessive absenteeism Why? Lack of engagement, accountability, and perseverance (growth mindset)

Focus Content Standard(s):	All 3-5 grade level Common Core mathematics standards in the following domains: ● Operations and Algebraic Thinking ● Number and Operations in Base Ten ● Number and Operations in Fractions ● Geometry ● Measurement and Data
Barriers:	Attendance, inexperienced teachers 0-3 years (non-tenured and new to grade level), transient student population in and out of the county
Needed Resources:	Attendance incentives, growth mindset activities / lessons, MCAP math practice books, rewards for passing math lessons on individual pathways, and MCAP testing incentives and rewards.
Strategies and/or evidence-based interventions:	● Provide direct, explicit, and systematic math instruction using a gradual release of responsibility from teacher to student. ● Use the iReady Classroom mathematics curriculum with fidelity and utilize Fluency Flight. ● Utilize small groups, number talks, and or spiral reviews daily. ● iReady pathways and pass rates will be monitored and discussed. ● Teachers utilize the 3 Reads in math classrooms. ● Small group instruction targeting females for MCAP practice and review with math specialist. ● School counselor and mental health counselor to form small groups focusing on Toolbox strategies and growth mindset. ● Students will be offered the opportunity to participate in afterschool tutoring and the after school program.
How will it be funded?	Title I (materials to support the core math program, supplies to create materials of instruction for differentiation including small groups, in volunteer workshops, laminating machine), Concentration of Poverty grant, and instructional funds from Board of Education
Steps towards full implementation with timeline:	Weekly: Math Specialist is in classrooms and assisting with small groups. Also, modeling math lessons, number talks, and strategies. Weekly: Targeted students are discussed at weekly Pupil Service Team Meetings to develop strategies for students and families. Weekly: Team planning to plan/create lessons and MCAP practice tasks Ongoing: Teachers participate in school and district PD and data meetings. Ongoing: Grade level parent days/nights to encourage involvement, share grade level expectations, and

	improve student accountability.
	January: start MCAP practice and spiral review with math specialist and classroom teachers.
Monitoring Procedure:	i-Ready diagnostics 3 times a year
	Attendance - monitor days present, tardy, absent
	Formative Assessments - consistent use to form small groups and remediation
	Tutoring
	After School Program

MATH FOCUS AREA 2:	Reasoning and Modeling
Focus Area Goal	The focus area will be reasoning and modeling tasks for students in grades 3, 4, and 5 based on the MCAP 2023 Math Evidence statement analysis that showed an achievement gap between our school and the county and state averages. These tasks will include multiple choice and written reasoning and modeling questions. Students will show an increase in the average percent correct on these types of questions. Grade 3 scored 31% proficient in modeling and 40% proficient in reasoning, Grade 4 scored 16% proficient in modeling and 23% proficient scored in reasoning, Grade 5 scored 13% proficient in modeling and 16% proficient in reasoning and the goal is to increase proficiency rates by 10% in each area.
Root Cause(s):	Why? Students are guessing at the questions
	Why? They give up and shut down without persevering
	Why? Students lack the skills needed to understand, solve, and explain thinking
	Why? They do not comprehend the vocabulary and steps needed to analyze the question
	Why? Students do not have enough exposure to these types of rigorous questions
Focus Content Standard(s):	All 3-5 grade level mathematics reasoning and modeling standards.
	(3.4.5).R.1 - Base reasoning of explanation on a given pictorial representation and explain how the pictorial model represent a mathematical concept, or how it can be used to justify or refute a statement (with or without flaws), or how it can be used to make a generalization
	(3.4.5)R.2 - Identify flawed thinking or reasoning and explain how to correct the thinking or work
	(3.4.5)R.3 - Prove or disprove a statement, conjecture, or generalization, using correct and precise mathematical examples (visual representations, words, symbols, equations, or expressions.)
	(3. R.4 - Reason mathematically to create or analyze a correct and precise solution to a real-world problem and be able to explain why the answer is mathematically correct
	(3.4.5).M. 1-1 Determine the problem that needs to be solved in a real-world situation.
	(34.5).M.1-2 - Determine the information that is needed to solve a problem in a given real-world situation.

	(3.4.5). M.1-3 - Identify the mathematics that is needed to create a solution path for a real-world situation (3.4.5).M.1-4 - Create a solution path that represents the mathematics needed to solve a real-world situation. (3.4.5)M.1-5 - Evaluate a partial or complete solution to a real-world situation.
Barriers:	Attendance, inexperienced teachers 0-3 years (non-tenured and new to grade level), transient student population in and out of the county, reading comprehension, students lack organization and skill of showing thinking on paper before answering questions
Needed Resources:	Multiple examples of multiple choice and written reasoning and modeling tasks MCAP math practice books and MCAP on-line practice tests
Strategies and/or evidence-based interventions:	• Provide direct, explicit, and systematic math instruction using a gradual release of responsibility from teacher to student. • Teachers utilize the 3 Reads in math classrooms. • Monthly written tasks. • Targeted small group instruction reasoning and modeling questions.
How will it be funded?	Title I (materials to support the core math program, supplies to create materials of instruction for differentiation including small groups, in volunteer workshops, laminating machine), Concentration of Poverty grant, and instructional funds from Board of Education
Steps towards full implementation with timeline:	Weekly: Math Specialist is in classrooms and assisting with small groups. Also, modeling math lessons, number talks, and strategies. Modeling top responses, anchor sets, and slowing transitioning from paper/pencil to typed responses. Weekly: Team planning to create/organize lessons and tasks.
Monitoring Procedure:	Monthly team meetings to analyze task scores

Universal Design for Learning for MATH.

Table 15	
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**

Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	Hard copies of documents using various fonts, sizes, background color as well as laptops to acquire information.Digital materials, media, and manipulatives (Spot the error), and Google Classroom 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. Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge.
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	**Expression/Action- This is how the student will demonstrate their knowledge.**
	Model various strategies to solve problems and allow student choice when solving problems. Group discussions and partner talk will be utilized as a step in the process to become more confident and independent thinkers. Peer modeling of math strategies. Assessment / project choice given to students to have the opportunity to demonstrate what has been learned. Practice skills through a variety of learning activities. Math journals will be utilized for students to share their mathematical thinking and problem solving skills.
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	Options to use technology to complete tasks (Word, Powerpoint,Google Classroom, 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. Individualize Imagine Math pathways to meet student needs. Student interests will be incorporated into the lessons and tasks. Allow struggling readers the option of text-to-speech to reduce barriers with math. Provide tasks that allow for active participation, exploration and experimentation

C. SCIENCE

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

	2022				2023				2022 to 2023
TABLE 16 MISA (SCIENCE)		Level 1	Level 2	Proficient Level 3 or 4		Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
	Total Test Takers	%	%	%	Total Test Takers	%	%	%	+ or - %

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Maryland Results	64716	20	50	30	64543	18	48	**34**	**+4**
ACPS Results	5889	14	55	31	611	13	53	**34**	**+3**
All school students	40	22	50	28	32	28	53	**19**	**-9**
American Indian or Alaska Native	0	0	0	0	0	0	0	**0**	**0**
Asian	0	0	0	0	0	0	0	**0**	**0**
Black or African American	>10	*	*	*	12	25	50	**25**	*
Hispanic/Latino of any race	>10	*	*	*	>10	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	**0**	**0**
White	38	18	53	29	26	35	50	**15**	**-14**
Two or more races	>10	*	*	*	>10	*	*	*	*
Special Education	>10	*	*	*	>10	*	*	*	*
Limited English Proficient (LEP)	0	0	0	0	0	0	0	**0**	**0**
Free/Reduced Meals (FARMS)	40	22	50	28	32	28	53	**19**	**-9**
Female	17	29	41	30	16	31	44	**25**	**-5**
Male	23	17	57	26	16	25	63	**12**	**-14**

2. Focus Areas

FOCUS AREA 1:	Grade 4 and 5 Earth and Space Science

Focus Area Goal	To increase the percentage of students who meet or exceed MISA expectations in grade 5 science by 10%, from 19% to 29% proficient in 2024, by decreasing the gap between state/county and John Humbird grade 5 students in the area of Earth and Space Science.
Root Cause(s):	Why? Less instructional time is spent on Science than other content areas Why? Teachers with less experience in grade 5 Why? Grade 5 students showed a 9% decrease in proficiency from 2022 to 2023 Why? Evidence statement analysis indicates that students need improvement in Earth and Space Sciences Why? Students scored below the county and state on the majority of Earth and Space Science standard test items.
Focus Content Standard(s):	4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. 5-ESS1-1 Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the earth. 5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. 5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. 5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
Barriers:	Attendance, inexperienced teachers 0-3 years (non-tenured and new to grade level), transient student population in and out of the county, less instructional time spend on science content area, tested content is from grades 3 and 4 as well as grade 5
Needed Resources:	Vertical planning time, grade-level science planning time, Discovery Ed professional development, NGSS professional development for inexperienced teachers, MISA practice assessment
Strategies and/or evidence-based interventions:	● Departmentalize science units within grade levels to allow for mastery of content ● Vertical alignment of grade 5 Earth Space Science bundle by classroom teachers ● Additional hands-on science lessons
How will it be funded?	Title I Concentration of Poverty Grant Instructional Funds from the Board of Education

Steps towards full implementation with timeline:	BOY: Meet as a grade level and select units for classroom teachers to specialize in BOY: Plan for instruction using NGSS standards MP1: Disaggregation of MISA Data, grade level planning and vertical alignment of science standards MP2: Meet with grade level teams to co-plan and develop lessons, spiral review of grade 3 and 4 science standards MP3: MISA test prep, complete practice tests, additional planning with grade levels and vertical teams MP4: Reflection with classroom teachers/special education teachers, team planning
Monitoring Procedure:	Formative and summative assessment throughout the year

FOCUS AREA 2:	Grade 3 and 4 Life Science
Focus Area Goal	To increase the percentage of students who meet or exceed MISA expectations in grade 5 science by 10%, from 19% to 29% proficient in 2024, by decreasing the gap between state/county and John Humbird grade 5 students in the area of Life Science.
Root Cause(s):	Why? Less instructional time is spent on Science than other content areas Why? Teachers with less experience in grade 5 Why? Grade 5 students showed a 9% decrease in proficiency from 2022 to 2023 Why? Evidence statement analysis indicates that students need improvement in Life Science Why? Tested Life Science standards are taught in grades 3 and 4
Focus Content Standard(s):	3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. 3-LS2-1 Construct an argument that some animals form groups that help members survive. 3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes

	and the types of plants and animals that live there may change. 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
Barriers:	Attendance, inexperienced teachers 0-3 years (non-tenured and new to grade level), transient student population in and out of the county, less instructional time spend on science content area, tested content from grades 3 and 4
Needed Resources:	Vertical planning time, grade-level science planning time, Discovery Ed professional development, NGSS professional development for inexperienced teachers
Strategies and/or evidence-based interventions:	● Review grades 3 and 4 Life Science standards in grade 5 ● Departmentalize science units within grade levels to allow for mastery of content ● Vertical science planning time in grades 3, 4, 5 ● Additional hands-on science lessons
How will it be funded?	Title I Concentration of Poverty Grant Instructional Funds from the Board of Education
Steps towards full implementation with timeline:	BOY: Meet as a grade level and select units for classroom teachers to specialize in BOY: Plan for instruction using NGSS standards MP1: Disaggregation of MISA Data, grade level planning and vertical alignment of science standards MP2: Meet with grade level teams to co-plan and develop lessons, spiral review of grade 3 and 4 science standards MP3: MISA test prep, complete practice tests, additional planning with grade levels and vertical teams MP4: Reflection with classroom teachers/special education teachers, team planning
Monitoring Procedure:	Formative and summative assessment throughout the year

FOCUS AREA 3:	Grades 3, 4, and 5 Physics
Focus Area Goal	To increase the percentage of students who meet or exceed MISA expectations in grade 5 science by 10%, from 19% to 29% proficient in 2024, by decreasing the gap between state/county and John Humbird grade 5 students in the area of Physical Science.
Root Cause(s):	Why? Less instructional time is spent on Science than other content areas

	Why? Teachers with less experience in grade 5 Why? Grade 5 students showed a 9% decrease in proficiency from 2022 to 2023 Why? Evidence statement analysis indicates that students need improvement in Physical Science Why? Evidence statement analysis indicates Grade 5 students scored below the state/county average on 11 of the 20 MISA Physical Science test items
Focus Content Standard(s):	3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. 3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. 4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. 5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.
Barriers:	Attendance, inexperienced teachers 0-3 years (non-tenured and new to grade level), transient student population in and out of the county, less instructional time spend on science content area, tested content from grades 3 and 4
Needed Resources:	Vertical planning time, grade-level science planning time, Discovery Ed professional development, NGSS professional development for inexperienced teachers
Strategies and/or evidence-based interventions:	● More hands-on science lessons ● Departmentalize science units within grade levels to allow for mastery of content ● Review grades 3-5 Physics standards prior to MISA ● Vertical planning time in grades 3-5
How will it be funded?	Title I Concentration of Poverty Grant Instructional Funds from the Board of Education
Steps towards full implementation with timeline:	BOY: Meet as a grade level and select units for classroom teachers to specialize in BOY: Plan for instruction using NGSS standards MP1: Disaggregation of MISA Data, grade level planning and vertical alignment of science standards MP2: Meet with grade level teams to co-plan and develop lessons, spiral review of grade 3 and 4 science standards MP3: MISA test prep, complete practice tests, additional planning with grade levels and vertical teams MP4: Reflection with classroom teachers/special education teachers, team planning

Monitoring Procedure:	Formative and summative assessment throughout the year

Universal Design for Learning for SCIENCE.

Table 17	
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: providing the learner various ways of acquiring information and knowledge.	Scholastic magazines, data from textbooks, Discovery Ed, investigations from FOSS science, video clips - Clarify vocabulary, symbols and data Multiple media representation - modeled representation through GRR Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners' experience and prior knowledge.
Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).	**Expression/Action- This is how the student will demonstrate their knowledge.**
	Graphing software - optimize access to tools and assistive technologies PowerPoint / Google slides Charts / Posters, oral reports, and written reports GRR model - graduated levels of support for practice and performance - Flexible groupings
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	Optimize individual choice GRR model - foster collaboration and community - Increase mastery-oriented feedback Journaling - self-assessment and reflection Through focus questions to promote inquiry Supplement class library, readworks articles, collaborate with media specialist Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants. Provide opportunities for hands-on experiments and time for students to test and refine them.

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

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Staff Engagement Action Plan:
2023 MD Report Card Score out of 3 = 2.5
Projected MD Report Card Score (2024) = 2.585

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Primary Area of Need
State the Domain, Topic, and Average Score out of a possible 10.

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Domain: Relationships   Topic: Student-student relationships   Average Score: 6.54

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Topic Description:

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Student - student relationships - describes the degree to which instructional staff feel students are friendly with, care about, get along with, and respect one another

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Strategies:: What steps will be taken in order to obtain the desired outcome..

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Social Emotional Coach peer remediation, Tool Box,targeted social groups, Second Step, Project Yes Jr., and restorative practices

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Initiative leader and team: Who is responsible and involved in the work?

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PBIS team, Social and Emotional coach, Mental Health Counselor, School Counselor

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Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?

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PBIS team, Social and Emotional coach, Mental Health Counselor, School Counselor
Project yes junior groups during lunch groups
Toolbox training with students
PBIS expectations of school wide rules
Second step

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Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?

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Increase in score in the Domain of Relationships and Topic of student -student relationships on the 2024 Maryland Educator Survey
The number of referrals reflecting student conflict will decrease.

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Timeline: Include dates for implementation of action steps.	Beginning of the year implementation and throughout the school year as needed
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain: Safety Topic: Substance Abuse Average Score: 7.02
Topic Description:	Substance Abuse - describes the degree to which the school has adequate resources and supports to address and prevent substance use.
Strategies:: What steps will be taken in order to obtain the desired outcome.	Students participate in the DARE program Health Department vaping lessons Social and Emotional groups Second Step lessons targeting peer pressure
Initiative leader and team: Who is responsible and involved in the work?	Mike Wagus, SSE, Office Beck, SRO, health department staff, social and emotional coach, school counselor, and mental health counselor
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Mike Wagus, SSE, Office Beck, SRO, health department staff, social and emotional coach, school counselor, and mental health counselor Current literature
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Increase in score in the Domain of Safety and Topic of substance abuse on the 2024 Maryland Educator Survey .
Timeline: Include dates for implementation of action steps.	DARE fall 2023 Vaping Lessons Spring 2024 Social and Emotional groups and lesson on-going Second step lessons on-going

Student Engagement Action Plan: ***2023 MD Report Card Score out of 7 = 7.19*** ***Projected MD Report Card Score (2024) out of 7= 5.03***	
Primary Area of Need State the Domain, Topic, and Score	Domain: Environment Topic: Physical Environment Score: 3.89
Topic Description:	Physical Environment: describes the degree to which students feel the school is kept clean, comfortable, and in good repair.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	Administration and custodial walkthroughs of the building inside and outside of the building Bathrooms will be checked throughout the day for cleanliness Repairs needed will be completed in a timely manner Vandalism to the building and playground equipment will be monitored
Initiative leader and team: Who is responsible and involved in the work?	Administration Custodial staff and maintenance School staff
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Daily checks of the building and property Work orders sent in a timely manner and followed up with completion date
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Increase in score in the Domain of Environment and Topic of physical environment on the 2024 Maryland Student Survey
Timeline: Include dates for implementation of action steps.	2023-2024 school year

Secondary Area of Need State the Domain, Topic, and Score	Domain: Safety Topic: Bullying Score: 4.71
Topic Description:	Bullying: describes the degree to which students' feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion, or ability.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	Social Emotional Coach peer remediation, Tool Box,targeted social groups, Safety Patrol team, Second Step, Project Yes Jr., and restorative practices
Initiative leader and team: Who is responsible and involved in the work?	PBIS team, Social and Emotional coach, Mental Health Counselor, School Counselor, SSE
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	PBIS team, Social and Emotional coach, Mental Health Counselor, School Counselor Project yes junior groups during lunch groups Toolbox training with students PBIS expectations of school wide rules Second step Safety Patrol
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Increase in score in the Domain of Safety and Topic of bullying on the 2024 Maryland Student Survey The number of referrals reflecting student conflict will decrease. Zero incidents of bullying/harassment report forms completed. Students have a clear understanding and definition of bullying vs unkind behavior.
Timeline: Include dates for implementation of action steps.	2023-2024 school year

IX.   MULTI-TIERED SYSTEM OF SUPPORT

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

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

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
Faculty Meeting Mentor Training for staff Training for completing SWPBIS inventory in ASPEN	Administration / PBIS team Faculty and staff	BOY - August MOY - February EOY - June On-going training for staff as needed	Completion of the screener in October, February and May Provide support for staff to complete the data collection on-line
INSTALLING			
Selection of Tier II team -	Principal -Heather Morgan AP - Melissa Moran LAP IA - Mrs. Dawson School counselor - Ms. Cranford Social Worker - Mrs. Starr Social Emotional Coach - Mrs. Africa School psychologist - Mrs. Mikula SEF - Wendy Kutcher COP -Julian Gates PPW - Kim Taylor Service Coordinator - Veronica Cosby	Team will meet weekly or as needed based on the needs of the students and screener data SWPBIS inventory	Initial screener results indicated a need for Tier II and Tier III interventions and team. Initial screener results have consistently indicated Tier I supports were strong and in place. Reviewing interventions to make sure they are implemented correctly. Creating plans for students based on the recommendation from the data and Tier II team.
IMPLEMENTING			
Student risk screening scale	Grade levels (k-5)	3 times a year	Analyze data, plan, and implement

(SRSS) and student internal / external behavior screening scale.		(BOY, MOY, EOY)	appropriate interventions for identified students.
Administration participating on district Pillar 4 blueprint committee		As needed or scheduled	Information shared at the district meetings will be shared with Tier II team and utilized to meet the needs of our students
Professional development opportunities identified that are needed for improved implementation		As needed or identified	Professional development planned with appropriate staff and resources
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
Review of data results with PBIS, PST/FST, faculty meetings, grade level team meetings, and guidance planning. Determine how to refine the process and explore more interventions to meet student needs. Next steps to enhance our MTSS plan	staff	Monthly / ongoing 3 times a year (BOY, MOY, and EOY) screener data ongoing	Monitor of data consistently and make changes as data indicates a need Reflection points: How successful were the students who participated in the interventions?

PRIORITY: Collaborative Planning with classroom and special education teachers

PRACTICE: Plan collaboratively to increase student achievement in special education subgroup and enhance the co-teaching model.

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
Faculty Meetings to discuss TSI identification subgroup and steps to move forward in not be identified by this subgroup Training for staff using the collaborative approach with planning. Guide sheets on responsibilities of the meeting, agenda, and outcomes.	Administration Faculty and staff Administration, special education teachers, classroom teachers, and special education facilitator	Beginning of the year principal PD and on-going throughout the school year Training at the BOY PD to discuss expectations. Planning then will begin once technology schedule is developed and all classrooms have set times for meetings.	Completion of collaborative planning schedule where all classroom teachers have scheduled time to discuss special education caseload and planning with special education teachers. Classroom teachers will meet with special education teachers weekly, bi-weekly, monthly, or monitor status based on the caseload of identified special education students in the class.
INSTALLING			
Creating a collaborative planning schedule	Principal -Heather Morgan AP - Melissa Moran SEF - Wendy Kutcher Special education teachers Stephanie Schurg and Bre Grove Technology teacher -	Collaborative planning will be scheduled weekly, bi-weekly, monthly, or monitor status based on the caseload of identified special education students in the class.	TSI identification for the special education subgroup and changes with the specialized designed instruction format indicated a need.

	Shelly Watson All classroom teachers grades pre-kindergarten 3 - Grade 5		
IMPLEMENTING			
Professional development opportunities identified teachers requested more collaborative planning with special education teachers based on the accommodations and IEP goals set for students in the classrooms.	Grade levels prek3 - grade 5	The collaborative planning schedule will begin in November. Collaborative planning will be scheduled weekly, bi-weekly, monthly, or monitor status based on the caseload of identified special education students in the class.	Information shared at the planning meeting will build a stronger program in promoting student achievement and writing goals for IEPs. Staff will analyze data, plan, and implement appropriate interventions for identified students during the collaborative planning time. . Additional professional development planned with appropriate staff and resources
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
Review data results with staff during faculty meetings and grade level team meetings. Determine how to refine the collaborative / co-teaching process and explore more interventions and strategies to meet student needs.	Classroom and special education teachers	See attached schedule:	Monitor consistency of meeting dates and times. Documentation binder reviewed with information shared. Reflection points: Is 30 minutes enough time to discuss needs of caseload in

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Next steps to enhance our special education program and be removed from being a TSI school.			classrooms and plan collaboratively?

Collaborative Planning Times
Prek 3 - Grade 5

Name	Grade	Time	Frequency
Katie Whetzel	Prek 3	TR -Grove 11:30 - 12:00 M - Schurg 11:30 - 12:00	Bi-weekly
Susan Howard	Prek 4	M - Grove 12:00 - 12:30 and / or nap time	Bi-weekly
Taylor Broadwater	K	TR 1:00 - 1:30	Monthly
Lisa Paz	K	T 1:00 - 1:30	As needed
Krista Kegg	1	TR 2:30 - 3:00	Bi-weekly
Tracy Robinette	1	TR 2:30 - 3:00	Bi-weekly
Krista Farrell	2	TR 1:30 - 2:00	Monthly
Dawn Hartung	2	W 1:00 - 1:30	Bi-weekly
Debbie Thomas	3	TR 2:00 -2:30	Bi-weekly
Dawn Hipp	3	W 1:30-2:00	Monthly
Katie Knippenberg	3	T 1:30 - 2:00	As needed
Kelly Oyer	4	TR 11:00 - 11:30	Bi-weekly
Amanda Jones	4	W 11:00 - 11:30	Monthly

Dana Hardy	5	W 10:00 - 10:30	Monthly
Mayce Sloan	5	TR 10:30 - 11:00	Bi-weekly
Elissa Miller	5	W 10:30 - 11:00	Bi-weekly

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

Priority 1: SWPBIS Tiered Fidelity Inventory that will be given three times a year and completed by the classroom teacher in ASPEN.

Priority 2: Collaborative Planning with classroom and special education teachers.

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

Priority 1:   Individual children's progress is monitored and results are used to make decisions about further instruction and intervention.   The PBIS team will monitor results and plan appropriate booster activities through PBIS protocols. Also, the classroom teachers will increase the amount of time second step lessons and Toolbox lessons are taught in the classroom setting and the school counselor will increase the lessons during small group sessions. The social and emotional coach will monitor student needs through the Pulse program.

Priority 2: Collaborative planning notes and documentation will be reviewed. Additional meeting times will be scheduled if the need arises. Data will be monitored to look for an increase in closing the achievement gap of subgroups identified.

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

Mrs. Kathy Eirich from the Central Office is available for faculty meeting clarification and disaggregation of data.

School staff would like additional professional development on behavior. Working with the district behavior coach will provide strategies for implementation in the classroom setting. Multiple opportunities have been made available

throughout the 2023-2024 school year to attend professional development on this topic. School PD will take place throughout the school year addressing these needs.

X.   **POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**
     PBIS Tier I
     PBIS Tier II
     PBIS Tier III

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

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

1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school.
   - PBIS team shares monthly meeting information with grade level teams and staff
   - Check in Check out fully implemented and data shows majority of students in the intervention had a decrease of problem behaviors and reached goal
   - Booster incentives in between PBIS incentives planned
   - Grade levels have adopted incentives for students to work towards a goal
   - Teachers make phone calls home for attendance in addition to the board of education generated daily call
   - Character trait recognition program, safety patrol, student of the week, resource class of the week
   - Bus of the week or bus student of the week - we would like to implement this due to the increase number of bus issues / referrals
   - Bulldog bucks and incentive program

2. Describe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.
   - Check in check out
   - Re-teach the school rules / lessons with the rules
   - Modeling
   - Social skills groups
   - Attendance bulldog bucks

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

TITLE I PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT

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

- How were parents, families, and community members involved in developing the School Improvement Plan?
  Parents, families, and community members were invited to participate in a Title I Spring Meeting on Friday, May 19, 2023 during which the 2022-2023 Title I Four Components Plan was evaluated and input was gathered for the development of this plan. In addition, input from parents was collected during the Back to School Night/Annual Title I Meeting which was held on Wednesday, August 23, 2023. 77 parents attended and an opportunity to review and provide feedback on key Title I pieces of the plan such as the School-Parent Compact, the school level Parent and Family Engagement Plan, and the Parent and Family Engagement Budget was provided. John Humbird welcomes parent and family engagement and continually works to invite and include parents and family members in decision-making.

- How were teachers, principals, and other school staff involved in developing the School Improvement Plan?
  The plan was shared at numerous staff meetings such as principal PD days and weekly faculty meetings. Parts of the plan were divided among school teams and staff to complete and presented to the entire staff for feedback. Specialists assisted in their area of expertise identifying goals and activities. The components of the plan were completed during team grade level meetings, before and after school.

TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Title I Funded Strategies to Increase Parent and Family Engagement	Date
Stipends and Fixed Charges to Pay Teachers to Present to Parents at the Title I Annual Meeting/Back to School Night	August 23, 2023
Title I Mid-Year Monitoring Meeting with Parents	February 2024
Title I Spring Meeting with Parents	May 2024
Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families.	Weekly / follow-up before activities
Weekly Volunteer Workshops facilitated by the Title I Family Engagement Coordinator	Tuesdays
Planning and Presenting Stipends and Fixed Charges for Grade Level Parent and Family Engagement Activities for Grades K-5	As scheduled
Supplies and materials to give parents and refreshments for grade level parent and family engagement activities for Grades K-5	As scheduled
Coordination between Title I and Concentration of Poverty grants	Ongoing

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

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

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

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

Service	Provider	Explanation of Services
Raising a Reader / Library	Pre-K3, Pre-K4, and Kindergarten Teachers and Dr. Cheri Helmstetter, ACPS Early Learning Program Specialist	Raising a Reader is a reading at home reading program. Bags containing books and activities are provided and rotated weekly. There is also a parent component and special activities are held.
Community Schools	Julian Gates, Community School Coordinator, funded by the Concentration of Poverty Grant	Community schools promote positive, equitable outcomes by providing students and families with the physical and mental health, academic, and extracurricular supports needed to thrive.
Emmanuel United Methodist Church	Roberta Hammond, Church Representative and School Volunteer	The church hosts a back to school clothing drive, provides food in weekly backpacks for identified students, partners with the community school coordinator for monthly food giveaways, provides welcome back bags to teachers, and assists with projects as needed.
ACPS After School Program	Kelly Oyer, Wendy Kutcher, Morgan	After school program teachers provide

	Cranford, Amanda Jones, Brianna Grove, and Stephanie Schurg, John Humbird teachers	activities and support.
ACPS Summer School Program	South Penn Elementary School	John Humbird students in grades Pre-K 3 through grade 5 are invited to attend to receive extended learning time. John Humbird teachers are on the staff.
Western Maryland Extension Office	Mandy Hawkins, SNAP Ed Nutrution Educator and Project Leader	The teacher visits classrooms and provides lessons with tasting of healthy foods and exercise. Text2BHealthy messages are sent to parents.
Western Maryland Food Bank	WMFB and Julian Gates, Community School Coordinator	Food boxes are provided to families monthly, on the third Thursday of each month. Any community or school family can receive a box.
ACPS Outdoor School	Melissa Moran, assistant principal	5th graders attend 5 days and 4 nights of environmental classes and experiential learning at the Western Maryland 4-H Center.
MD Science Center	Heather Morgan, principal, Julian Gates, community school coordinator	The MD Science Center will visit the school and present information on the scientific process called "Let's Science That" Students will explore the scientific process through the world around us. Demonstrations about light, air, and chemistry. The program is aligned with the Maryland State Curriculum and Next

		Generation Science Standards.
Maryland Ag Lab	Melissa Morgan, assistant principal	The MD Ag Lab will visit the school for a full week and present information on "Food, Fiber, and You" for students in grades K-5. This is paid with Title IV funds.
Allegany County Health Department	ACHD and school nurse	The Allegany County Health Department provides flu mist, hearing and vision screenings, counseling, dental clinics, and more.
Career Day	Morgan Cranford, school counselor Julian Gates, Community school coordinator Classroom teachers	Career Day will take place in the spring of the 23-24 school year. This will provide opportunities for students to explore postsecondary education and the workforce. This will be a school wide event.
Judy Center	Julian Gates, Community school coordinator Dan Snyder, Judy Center, South Penn	Summer of 2023 the school partnered with the Judy Center to promote an Early Childhood program in Frostburg. The grant paid for transportation of families and tote bags for the materials that would be available at the event.
Headstart	Headstart staff and Mrs. Whetzel, Prek 3 teacher	Daily communication and collaboration with the headstart staff during drop-off and pick-up times of students in the wrap around program.
TSI identification	Board of Education staff, School	School is identified as a TSI school through

	administration and staff	MSDE. Programs, materials,and consultants have been put in place for improvement. Observations, student, staff, and parent interviews will take place throughout the school year. Funding is supported through the grant.
Community Plays and Events	Classroom teachers and Julian Gates, COP Coordinator	Students have opportunities to attend plays at the Cumberland Theatre and Washington Middle School. FSU theatre department presents a play at school for a school wide assembly.

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

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

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

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

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

Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
1. Title I Funded Articulation Meetings for Kindergarten - Grade 5 Teachers	May 2024	N/A	Student groups will be formed.	Information on individual students to inform groupings and instruction.	Student groups will be in place.
Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom

	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
2. Title I funded School Improvement Data Analysis for Grades 3-5	Quarterly	N/A	Student groups and instruction will be adjusted.	Needs of students will be identified.	DIBELs and iReady Data
Professional Learning Title	**Date(s), Time, and Location**	**Intended Audience**	**Changes to occur as a result of Professional Learning**	**Knowledge and skills the participant will attain**	**Method to measure implementation of knowledge and skills in the classroom**
3. Title I funded book study	TBD	Classroom Teachers			

XIII.   **Management Plan**

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

   The plan will first be shared with the School Improvement Team (SIT) at which time leadership chairs and grade level teams will have a chance to discuss their plans for implementing their particular roles. Leadership teams will meet to discuss what forms of data they will need to collect and analyze this year. Faculty meetings will be used to share school data. Math and ELA data meetings will review the ELA and Math portion of the plan and monitor data collections.   Grade 5 teachers will review the Science section of the plan. Teachers may access the plan on our school website page.

2. How will the plan be shared with parents and community members? Please include approximate dates.
   The plan will be posted on the school web page, and a copy of the plan in its entirety will be available in the school office.
   The School Improvement Plan was initially shared at the Title I Parent Meeting where the data from the previous year's data was also presented. Activities will be reviewed by leadership team chairpersons at their monthly meetings, which community team members will be invited to attend. Parents on our school improvement team will have the opportunity to review the plan and provide feedback and suggestions.   Statements will be placed in monthly school newsletters to welcome parents and community members to view and provide feedback to our school improvement plan.   Our school improvement plan is available for preview at any time. We have a sign in sheet for parents to sign and provide any feedback or suggestions.

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

   Through daily planning, teachers should refer to the strategies embedded in the school improvement plan. Teachers will participate in the planning and implementation of the parent involvement activities referenced in the plan. Monthly data meetings with district specialists will enhance resources and strategies to be implemented in the classroom that have been identified in the plan. The district specialists have served an active role with disaggregating our school data and collaboratively looking at lesson plans to meet the student needs. Focus areas of need will be discussed at the ELA and math monthly data meetings. If additional resources are needed to implement the plan, teachers can seek approval to purchase items.

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

The SIT has been divided into reading and math teams. These teams will review the reading and math activities and milestones monthly to assess and update what is in the plan.   The PBIS Committee will review the attendance activities and goals monthly. The Pupil Service Team (PST) and Family Support Team (FST) will discuss student discipline and attendance. Family and student needs will also be discussed and a plan in place for support.   Data will be monitored and analyzed by the SIT co-chairs and administration. Trend data is analyzed and instructional practices are modified for student needs. Documentation from all meetings will be stored in the Title I binder.

5. How will the administration monitor the plan?

The data will be compiled at grade level team meetings using DIBELs assessment scores, progress monitoring reports, and reading/math/science benchmarks. Writing tasks will be collected, scored, and discussed at grade level meetings.   This data will be analyzed by the appropriate grade band teams and reading/math specialists. The final evaluations of this data will be discussed and milestones revised at monthly leadership team meetings, grade level meetings, monthly SIT meetings, and at weekly faculty meetings when relevant. Data will drive individual SLOs and will be analyzed.   The data will be used to improve instruction and to differentiate instruction.

6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?
The Title I School Support Specialist will assist in including the Title I 4 components in the plan. She will meet with the principal at least monthly to monitor the implementation of the plan and will hold meetings with parents in January to monitor the implementation of the plan and in May to evaluate the plan. Central office provides school improvement funds to develop, monitor, and assess the plan. Central office staff are invited to all school improvement team meetings and ELA and Math data meetings.

Name	Signature	Role
Heather M. Morgan		**Principal**
Melissa Moran		**Assistant principal**
Morgan Cranford		**Other School Leader**
Krista Farrell		**Teacher**
Amanda Jones		**Teacher**
Alyssa Collins		**Instructional Assistant**
Karen Snurr		**ACPS/School Reading Coach or Specialist**
Amanda Boone		**ACPS/School Math Coach or Specialist**
Amy Cianelli		**Reading Interventionist**
Laura Michael		**Title I School Support Specialist**
Samantha Moon		**Title I Family Engagement Coordinator**
Presley Mines		**Parent/Family Member**
Sara Lease		**Parent/Family Member**
Roberta Hammond		**Community Member**
Julian Gates		**Community Coordinator**
Wendy Kutcher		**Other School Staff**

Terri Main		**Parent/Family Member**
Alyssa Sullivan		**Parent/ Family Member**