

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

School: Mt. Savage Elementary

Principal: Martin E Crump

Section	Table of Contents	Pag
	Title Page	
I	Integrated Educational Framework	1-9
II	School Demographics	10-12
III	Attendance	12-14
IV	Habitual Truancy	14
V	Graduation and Dropout Rates	NA
VI	School Safety/ Suspensions	15
VII	Early Learning	16-18
VIII	Academic Progress	18-61
IX	Administrative Leadership	61-62
X	Multi-tiered System of Support	62
XI	Positive Behavioral Intervention & Supports or Behavior Management Systems	63
XII	Family and Community Engagement; Non-Title I	NA
XIII	Family and Community Engagement; Title I	64-71
XIV	Professional Community for Teachers and Staff	71-72
XV	Management Plan	73
XVI	Title I Components (Title I Schools Only) – Separate Document	
XVII	Title I Evaluation (Title I Schools Only) – Separate Document	

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

INTEGRATED EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

Mission Statement

At Mount Savage School, we are committed to upholding an environment that fosters mutual respect among members of our learning community, which includes students, parents, teachers, administrators, and other stakeholders.

Our mission is to provide engaging instruction in a safe environment, where students and teachers feel secure in taking instructional and personal risks in order to promote learning to a higher level.

As the facilitators of learning, we are prepared to collaborate with colleagues, administration, students, and parents to promote high level achievement. We believe that all students can learn and therefore will be held to high expectations.

Vision/Goals

Curriculum

Mt. Savage staff will provide engaging, transdisciplinary, student-centered instruction that is challenging, authentic, and meets the needs of all types of learners.

Goal 1: Reading

Students will use key details from informational text and stem activities when writing conclusions. (Science)

Goal 2: Math

Implement the Interactive Notebook(Math)

Utilize the resource "Ready Common Core" to access all grade/ability levels (Math)

Use Common Core vocabulary with coherence across all grade levels (Math)

Goal 3: Other Subjects

Allegany County Public Schools
2018 – 2019 School Improvement Plan

Use same key terms that the math department has adopted when using math in the science curriculum. (Science)
The teachers within the Creative Arts Team will design and teach lessons that focus on the vocabulary used in Common Core such as analyze, compare and contrast, infer, draw a conclusion, cite details, evaluate, and develop. Students will be exposed to the vocabulary within different disciplines. (Creative Arts)
The hands on nature of the Creative Arts will address a variety of learning styles. (Creative Arts)

Staff

An atmosphere of acceptance will be fostered by staff members that will function collaboratively in both grade-level or vertical teams in order to improve instruction, student learning, discipline, and school wide communication that will benefit all students.

1. A math vertical team grades 3-8 will be established and meet at least quarterly during the 2018-19 school year. (A)
2. An ELA vertical team grades 3-8 will be established and meet at least quarterly during the 2018-19 school year. (A)
3. Input from staff will be considered when developing special schedules. (Testing, programs, etc.)
Administration

The administration will serve as the school's instructional leaders and work collaboratively with staff in order to improve instruction and student learning. Administration will maintain regular communication with staff via emails and meetings regarding educational issues, discipline issues, and extra-curricular activities. Administrative roles regarding duties and disciplinary referrals will be clearly established.

1. A schedule of instructional team meetings will be established for elementary and secondary staff (A)

School Climate

The administration and staff will collaborate with one another to establish and maintain high morale which is based on mutual respect and professional demeanor. Behavior expectations will be defined for different situations. In all settings, respect, safety, and maturity will be exhibited. The administration and staff will plan and participate in educational and social activities to build a cohesive community and boost morale. The teachers and students will work together in an atmosphere of mutual respect and consideration, to promote a positive environment.

1. A progressive discipline policy will be developed and implemented (A)
2. Student behavior expectations for the middle and elementary school hallways and cafeteria will be developed and modeled by the administration (A&T)

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

Standards and Expectations

High standards in behavior, citizenship, and academics will promote a safe, nurturing environment where students and staff take risks and experiment with learning. This will lead to higher engagement, greater investment in learning, and deeper independent thinking. Instruction, while driven by the standards, will focus on meeting students where they are and promoting individual growth.

1. The administration will work with staff to assist in increasing the rigor of SLO's.(A&T)
2. Staff will implement the four E model of instruction when designing lessons. (A&T)
3. Elementary Team Meetings will focus on improving instruction, with a specific focus on planning and writing. (A&T)

Community

Parents, visitors, and substitute teachers will feel welcomed and at ease when in our school. Supportive programs and activities are scheduled throughout the year to engage parents, students, staff, and community. All staff will be good-will ambassadors to promote and disseminate positive attitudes both inside the school building and out in the school community.

1. Parent input will be sought to investigate ideas to increase parent and community involvement (A)
2. Two parent information events will be scheduled during the school year (A)
3. School staff will make two positive phone contacts each month (A&T)

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

1. What is the role of the principal in the School Improvement Process at your school?
 - Analyzes and interprets data to prepare for SIP activity development.
 - Coordinates and leads meetings with the SIT co-chairs.
 - Leads vertical academic team meetings.
 - Writes portions of the plan that address instruction.
 - Leads SIT meetings.
 - Develops and leads professional development activities that address the SIP.

Allegany County Public Schools
2018 – 2019 School Improvement Plan

2. What is the purpose of your school leadership team in the School Improvement Process?
 - The school leadership team consists of all classroom teachers and meets on a monthly basis to review data and plan instructional strategies, and to conduct root cause analysis and goal setting.
3. Does your school improvement team (SIT) represent your entire school community, including parents/guardians?
 - Yes
4. What additional opportunities exist for everyone in your school community to meaningfully participate in decision-making processes?
 - PTA
 - Partnership, Climate, and Student Achievement teams
 - PBIS committee
 - ICT Team
 - Social Committee
5. What is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school and community?
 - Staff meetings and professional development that discuss the mission/vision
 - Spring and Fall parent meetings
 - Back to School Night
6. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur?
 - Spring 2018
7. Have you adjusted the school's mission and vision to changing expectations and opportunities for the school and changing needs and situations of students? If so, why?
 - Yes. Last revision was five years ago and the decision was made at that time to revisit and review mission/vision

Allegany County Public Schools 2018 – 2019 School Improvement Plan

B. Culture, Climate, and Inclusive Community

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

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

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

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

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

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

- A. Safe (Students with mobility limitations will report to the safe room during emergency procedures.)
- B. Appropriate for academic achievement; and
- C. Free from any form of harassment.

Allegany County Public Schools 2018 – 2019 School Improvement Plan

Mt. Savage School provides an intimate setting for students, parents, and teachers in a friendly community environment. Community members are welcomed to the school by a friendly and helpful office staff that works to meet the needs of individual entering the school. The school administration works to make community members feel welcomed and that their needs and concerns are treated with the highest priority. Teachers work to maintain contact with parents via phone calls and are updating the online grade system on a regular basis.

Students are active in the school community through numerous opportunities offered by the school. Student Council, and other organizations are among the opportunities many students take advantage of at the school. Students are also very generous and enthusiastically support many causes that assist disadvantaged folks in the school community.

Parents are provided opportunities to be involved through PTA, chaperoning school trips, assisting with fundraising activities, and volunteering through the title I office. Community organizations sponsor signs in the gymnasium that raise funds for the program.

Staff at Mt. Savage work to provide a safe and secure learning environment for students and teachers. Safety drills are performed on a regular basis and evaluated for effectiveness. The guidance department conducts presentations on drug and tobacco use, bullying, and run, hide, fight scenarios. Teachers are visible in the hallways and monitor less visible areas such as stairwells and restrooms. The guidance office is quick to intervene with students having serious emotional difficulties and is active in assisting students with social emotional problems related to school and home life. The pupil service team meets weekly to discuss and review students in need of assistance.

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

C. Student and/or Staff Engagement Action Plan

Staff Engagement Action Plan

<p>Key areas of needed improvement: What is/are the issue (s) that needs addressed?</p>	<p>Communication within the building</p>
<p>Activities: What steps will be taken to obtain the desired outcome(s).</p>	<p>Make staff aware of school calendar locations on the web and within the office Administration will meet with team leaders on Fridays to provide information on student concerns and critical announcements</p>

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

<p>ve leader and team: Who is responsible and involved in the work?</p>	<p>Administration</p>
<p>Resources: What investments (people, money, time, etc) will be needed to support the initiative(s) (strategies/activities) to achieve the desired outcome(s)?</p>	<p>None at this time</p>
<p>Milestones: What are the major events or accomplishments for this?</p>	<p>Awareness activities - August 22 Team Meetings - Weekly</p>
<p>Performance Metrics: What will you use to gauge progress on your steps and to determine if the identified goal has been met?</p>	<p>Review of team leader logs for meeting dates Presence of calendar of events on web and in office</p>

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

ne: Include dates for
mentation of action steps.

Awareness activities - August 22
Team Meetings - Weekly

SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers	5	13	18
Itinerant staff	5		5
Paraprofessionals	1	5	6
Support Staff	1	4	5
Other	4	14	18
Total Staff	16	38	54

Table 2					
Under each year, indicate the percent as indicated of individual in each category.	2014 – 2015 Official	2015 – 2016 Official	2016 – 2017 Official	2017 – 2018 Official	2018 – 2019 Official

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

	Data	Data	Data	Data	
Percentage of faculty who are: <ul style="list-style-type: none"> ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s) 	100% 0	100% 0	100% 0	100% 0	94% 6%
For those not certified, list name, grade level course					Shar Art I
Number of years principal has been in the building	2	3	4	5	6
Teacher Average Daily Attendance	95.2%	91.7%	96.3%	95.2%	

B. Student Demographics

Table 3				
SUBGROUP DATA				
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL	2018-2019 TOTAL
American Indian/Alaskan Native	N/A	N/A	N/A	N/A
Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A
African American	N/A	N/A	≤10	≤10
White	208	181	200	186
Asian	N/A	N/A	≤10	≤10
Two or More Races	N/A	≤10	≤10	N/A

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

Special Education	33	30	32	29
LEP	N/A	N/A	N/A	N/A
Males	103	91	97	93
Females	105	100	103	93
Total Enrollment (Males + Females)	208	191	200	186
Farms (Oct 31 data)	59.8%	63.05%	56.02%	n/a

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

Table 4					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability		06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	1
03 Deaf		08 Other Health Impaired	7	14 Autism	1
04 Speech/Language Impaired	10	09 Specific Learning Disability	6	15 Developmental Delay	2
05 Visual Impairment		10 Multiple Disabilities			

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

ATTENDANCE

Table 5	2017-2018	
School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	95.3	Y
Grade 1	93.8	N
Grade 2	96.7	Y
Grade 3	95.2	Y
Grade 4	95.6	Y
Grade 5	95.4	Y

Complete the table and then calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2017. Represent as + or - based on increase or decrease of data.

Table 6					
Attendance Rate					
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017	2017-2018	Percent of Change
All Students	≥95.0%	≥95.0%	≥95.0%	≥95.0%	0%
Hispanic/Latino of any race	N/A	≥95.0%	≥95.0%	≥95.0%	0%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	n/A	N/A
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	≥95.0%	94.7%	≥95.0%	94.8%	-.02%
Two or more races	N/A	≥95.0%	≥95.0%	≥95.0%	0%
Special Education	≥95.0%	94.5%	93.8%	92.7%	-1.2

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

Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A
Free/Reduced Meals (FARMS)	≥95.0%	93.9%	94.8%	94.1%	-.07

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.

The switch to the new automated calling system has produced a lack of personal contact with parents of students who are chronically/persistently absent from school.

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

Formation of a school attendance team consisting of the AP, PPW, and school counselors will schedule meetings with parents of students with excessive absences. Weekly

The school secretary will make personal calls to all parents of students who are absent more than 5 days. As needed throughout the year.

HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is an habitual truant if (a) the student is unexcusedly 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. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 to 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

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

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

many students were identified as habitual truants? 0

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

SCHOOL SAFETY/ SUSPENSIONS

Suspension – In school and out of school suspensions

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

Complete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses bullying/ harassment. Calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2016-2017. Represent as + or - based on increase or decrease of data. ██████████

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

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

Total Referrals	53	48	36	-25%
All Suspensions	1	2	1	-50%
In School	0	1	0	-100%
Out of School	1	1	1	0%
Sexual Harassment Offenses	0	0	0	0%
Harassment/Bullying Offenses	0	0	0	0%

Comment on the number of suspensions for your school related to these incidents and provide a plan to reduce that number if applicable.

Continue with current programs of PBIS and restorative discipline.

EARLY LEARNING

A. Complete the chart with KRA results.

LO

ergarten Readiness Assessment

	2015-2016	2016-2017	2017-2018	2018-2019
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**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated
Language & Literature	16	57	12	50	11	39	6	30
Mathematics	19	68	8	33	11	39	6	30
Foundations	23	82	14	58	20	71	12	60
Personal Development	16	57	13	54	17	61	10	50

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

L1
Composite Score Results

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

	2015-2016		2016-2017		2017-2018		2018-2019		Change in %
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
strated	19	68	12	50	14	50	8	40	-10%
aching	9	32	9	38	10	36	5	25	-11%
ing	0	0	3	12	4	14	7	35	21%

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

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

For the 2018-2019 school year, the KRA scores indicate that 40% of students scored at Demonstrating Readiness, 40% of students scored Approaching Readiness, and 35% of students scored Emerging Readiness. However, the lowest scores on the KRA assessment was in mathematics and physical development areas (234 score). We implement the KRA results to help determine whole and small group instruction by identifying students’ strengths and weaknesses in areas, and students’ school readiness before entering kindergarten. We will include the following instructional activities to help address the achievement gaps in kindergarten. Reading: Monitoring DIBELS scores, implementing reading interventions in small group instructional work (teacher table and independent groups), extra instructional teaching during the morning (3x a week), monitoring the ELA Benchmark: Phonemic Awareness Skills Assessment, Handwriting Without Tears instruction, fine motor skills instruction/activities, and MacMillan/McGraw-Hill Treasures instruction. Math: In

Allegany County Public Schools
2018 – 2019 School Improvement Plan

Envision math instruction, number talks, small group instruction, Math Benchmark Assessments, SLO instruction, reads, Box Cars and One-Eyed Jacks instruction, and fine motor skills instruction work in math.

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

Pre-K teacher is trained in administration of the KRA in order to familiarize herself with expectations for kindergarten. Articulation meetings are held between K and Pre K teachers to discuss student academics and behaviors, as well as expectations for kindergarten. Quarterly planning meetings are held between the teachers. A few students participate in the Pre-K program housed at MT. Savage School. The Pre-K teacher meets with the head start staff at the end of the year to discuss the students.

ACADEMIC PROGRESS

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

A. ENGLISH LANGUAGE ARTS

1. Reading/ELA Data Overview

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

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

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

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

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

Grade	2015								2016								2017								2018			
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3	Level 4 or 5		
		#	#	%	#	%	#		%	#	%	#	%	#		%	#	%	#	%	#		%	#			%	#
All Students	30	5	16.6	14	46.7	10	33.3	35	14	40	12	34.3	9	25.7	24	4	16.7	5	20.8	15	62.5	30	5	16.7	15			
Indian or Native American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Hispanic/Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Latino of Mexican or Puerto Rican descent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Other Races	27	5	18.5	12	44.0	10	37.0	35	14	40.0	12	34.3	9	25.7	24	4	16.7	5	20.8	15	62.5	28	5	17.8	13			
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	0	0	≤10		
Education Level	≤10	≤10	40.0	≤10	60.0	≤10	0.0	≤10	≤10	66.6	≤10	0.0	≤10	33.3	≤10	≤10	25.0	≤10	25.0	≤10	50.0	<10	<10	40	<10			
English Language Learners (LEP)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Adjusted RMS	18	4	22.2	9	50.0	5	27.8	21	9	42.9	8	38.1	4	19.0	13	3	23.1	4	30.8	6	46.2	21	4	19.1	11			

Allegany County Public Schools 2018 – 2019 School Improvement Plan

17	3	17.7	8	47.1	6	35.3	12	4	33.3	3	25.0	5	41.7	15	3	20.0	2	13.3	10	66.6	15	2	13.4	6
13	3	23.1	6	46.2	4	30.8	23	10	43.4	9	39.1	4	17.4	≤10	≤10	11.1	≤10	33.3	≤10	55.5	15	3	20	9

	2015								2016								2017								2018			
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Le #			
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%		#	%	#
7	34	10	29.4	9	26.5	15	44.1	32	2	6.3	3	9.4	27	84.4	36	4	11.1	12	33.3	20	55.5	33	4	12.1	9			
Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Ethnicity of Non-Hispanic American Indian or Alaska Native	≤10	≤10	0.0	≤10	100	≤10	0.0	≤10	≤10	0.0	≤10	100	≤10	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<10	≤10	0.0	<10		
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Other races	31	8	25.8	8	25.8	15	48.4	31	4	12.9	5	16.1	22	70.9	35	4	11.5	12	34.3	19	54.3	32	4	12.5	8			
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	≤10	0.0	≤10	0.0	≤10	100	N/A	N/A	N/A	N/A				
African American	≤10	≤10	50.0	≤10	33.3	≤10	16.7	≤10	≤10	0.0	≤10	57.1	≤10	42.9	≤10	≤10	28.6	≤10	28.6	≤10	42.9	≤10	≤10	20	≤10			
Asian (including Native Hawaiian and Other Pacific Islander)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			

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

ed Meals	21	7	33.3	7	33.3	7	33.3	19	2	10.5	2	10.5	15	78.9	20	3	15.0	9	45.0	8	40.0	20	3	15	6
	15	4	26.7	4	26.7	7	46.7	19	1	5.3	1	5.3	17	89.5	13	2	15.4	1	7.7	10	76.9	20	3	15	5
	19	6	31.6	5	26.3	8	42.1	13	1	7.7	2	15.4	10	76.9	23	2	8.7	11	47.8	10	43.4	13	1	7.7	4

	2015								2016								2017								2018			
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Le #			
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%		#	%	
is	30	10	33.3	8	26.7	12	40.0	35	7	20.0	12	34.3	16	45.7	31	2	6.5	12	38.7	17	54.8	40	14	35	14			
ndian or ive	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
rican	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
atino of	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	≤10	0.0	≤10	100	≤10	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
aiian or c Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
	29	9	31.0	8	27.6	12	41.4	34	7	20.0	12	34.3	16	45.7	30	1	3.3	12	40.0	17	56.7	38	13	24.2	14			
re races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	≤10	100	≤10	0.0	≤10	0.0	≤10	≤10	50.0	≤10				
ication	≤10	≤10	75.0	≤10	0.0	≤10	25.0	≤10	≤10	37.5	≤10	25.0	≤10	37.5	≤10	≤10	16.7	≤10	66.7	≤10	16.7	≤10	≤10	75.0	≤10			

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

English (LEP)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Reduced Meals	15	5	33.3	6	40.0	4	26.7	20	4	20.0	8	40.0	8	40.0	14	1	7.1	7	50.0	6	42.9	25	13	52	9
	12	3	25.0	3	25.0	6	50.0	16	2	12.5	8	50.0	6	37.5	17	2	11.8	6	35.3	9	52.9	15	4	26.7	5
	18	7	38.9	5	27.8	6	33.3	19	5	26.3	4	21.1	10	52.6	14	0	0.0	6	42.9	8	57.1	25	10	40	9

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

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

Grade 3 Goals were not met in any of the areas
Grade 4 Goals were not met in any of the areas
Grade 5 goals were not met in any of the areas

Describe the gains made in focus areas.

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

Define Domain Specific Vocabulary
Use Cooperative Learning

- b. Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps. Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.

Allegany County Public Schools
2018 – 2019 School Improvement Plan

Implement data from the DMRS in the Goal Planning Process.

Use the ACPS Goal Planning Process

Please include the following:

- What is the issue?
- What data support the need for a resolution to the identified issue?
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
- What is currently preventing the identified goal from being attained?
- What outcome(s) will determine the identified goal has been met?
- What resources are not currently available to meet the identified goal?
- What steps will be taken to fully implement the plan in the effort to reach the identified goal
- How will implementation be monitored to reach the identified goal?

ROOT CAUSES

Grade 3 -

FARMS - Classroom teachers need to design instruction that provides supports to those students needing intervention
SPECIAL EDUCATION - Classroom teachers need to provide more opportunities for students to work in a cooperative group setting

Grade 4 -

FARMS - Students do not recognize important information to summarize or explain proficiently.

Grade 5 -

FARMS - Students need more opportunities to locate pertinent information that supports or expands their responses to informational text questions.

IEP - Students need adequate practice when asked to provide an explanation of ideas or concepts from a historical, scientific, or technical text.

MALE - Students need adequate practice when asked to provide an explanation of ideas or concepts from a historical, scientific, or technical text.

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

Grade 3 FARMS

ISSUE and DATA	<p>On the PARCC test, there was a gap between FARMS and Non-FARMS students in the ELA category.</p> <p>Non-FARMS – 81.8 scored 4 or 5 on PARCC</p> <p>FARMS – 46.2 scored 4 or 5 on PARCC</p>
GOAL	<p>The goal is to close the GAP between FARMS and Non FARMS students. This is an initiative Allegany County Public Schools.</p>
ANALYSIS and Barriers to Attainment	<p>Classroom teachers need to design instruction that provides supports to those students needing intervention</p>

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

RESOURCES	Use of the Read Works program with every student in grade three.
IMPLEMENTATION, Dates, Monitoring	Students will participate in the Read Works program on a weekly basis – All Year Tech coordinator will develop a schedule for regular use of computers – August 2018 Mr. Crump and teachers will monitor Read Works usage reports – All Year
EVALUATION	County created Engrade benchmarks will show and increase throughout the year. PARCC assessment scores will show an increase in the number of FARMS students scoring a 5.

Grade 3 Special Education

ISSUE and DATA	On the PARCC test, there was a slight gap between Special Education and Non Special Education students in the ELA category. Special Education 20% Non-Special Education 36%
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**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

GOAL	The goal is to further close the GAP between Special Education and Non Non-Special Education students. This is an initiative of Allegany County Public Schools.
ANALYSIS and Barriers to Attainment	Classroom teachers need to provide more opportunities for students to work in a cooperative group setting
RESOURCES	Use of the Read Works program with Special Education students in grade three.
IMPLEMENTATION, Dates, Monitoring	Special Education students will participate in the Read Works program on a weekly basis – All Year Tech coordinator will develop a schedule for regular use of computers – August 2018 Mr. Crump and teachers will monitor Read Works usage reports – All Year
EVALUATION	County created Engrade benchmarks will show and increase throughout the year. PARCC assessment scores will show an increase in the number of Special Education students scoring a 3-5.

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

GRADE 4 FARMS-ELA

ISSUE and DATA	There is a gap between the FARMS students and the non-FARMS students on the PARCC assessment. 69.2% of non-FARMS students scored a 4 or above on the PARCC assessment, while only 55.0% of FARMS students scored a 4 or above. This is a gap of 14.2 %.
GOAL	To increase the number of FARMS students scoring a 3 or above. This is an initiative of the ACPS.
ANALYSIS and Barriers to Attainment	According to the data analysis, students require more practice in summarizing PARCC like texts. Additional PARCC like resources are required.
RESOURCES	The Reading Specialist will provide graphic organizers, and PARCC like questions and examples. Websites such as Readworks.org and Achievethecore.org will be utilized. Weekly reading stories will be summarized. Interactive notebooks will be used. PARCC practice tests will be administered.

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

IMPLEMENTATION, Dates, Monitoring	<p>Summarization practice will occur weekly throughout the school year.</p> <p>Weekly summaries will be collected and examined by the teacher and Reading Specialist.</p>
EVALUATION	

Grade 5 FARMS - ELA, FARMS, and MALE

ISSUE and DATA	<p>According to the School Evidence Statement, students are not being successful on the PARCC assessment in the area of:</p> <p>*RI 5.3 Provides an explanation of ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>Fifth Grade 2017 – 2018:</p> <p>32% of the FARMS population met or exceeded Level 4 (8 out of 25 FARMS students)</p> <p>73.3% of Non FARMS population met or exceeded Level 4 (11 out of 15)</p> <p>Gap is 41.3%</p>
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**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

GOAL	<p>Increase the percentage of FARMS students Scoring higher on this grade specific standard on the PARCC ELA assessment in the area of Informational Text 5.3. This is an initiative of ACPS to improve the achievement level of all students, including FARMS students.</p>
ANALYSIS and Barriers to Achievement	<p>According to the School Evidence Statement Analysis, students need adequate practice when asked to provide an explanation of ideas or concepts from a historical, scientific, or technical text. Students also need to practice being specific, when answering such questions as, “What happened?” and “Why?” based on pertinent information in the text.</p>
RESOURCES	<p>The reading specialist will provide organizers and resources that will allow students to focus on necessary information. These resources correlate directly with the following UDL principles:</p> <p>UDLPI.3.4: Maximize transfer and generalization UDLPPII 4.1: Vary the methods for response and navigation UDLPPII 6.3: Facilitate managing information and resources.</p>
IMPLEMENTATION, Dates, Monitoring	<p>Teachers will use the new Foss Science kits, which will give students many opportunities to locate text evidence. The DBQ Project in Social Studies will also be used to focus on getting the students to explain their ideas, including what happened and why, based on specific information in the text. The DBQ also teaches the students a writing strategy based on collecting information into “buckets” and categorizing information into a graphic organizer, which will enable them to develop an informational essay.</p>
EVALUATION	<p>Attainment of this goal will be assessed when the PARCC data is available.</p>

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

c. To Be Completed when 2019 PARCC data is available

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

3. Universal Design for Learning for ELA.

Will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies used in last year's performance and determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategies for each UDL principle/mode that will be consistently used during instruction to reduce barriers to learning and provide positive academic outcomes for all students.

Table 13	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation: Providing the learner with various ways of acquiring information and knowledge.</i>	<p>Teachers will utilize multiple methods (e.g. graphic organizers, demonstration, visual, manipulatives, think-alouds, guided notes, technology, etc.)</p> <p>Teacher communicates content purposes, language purposes, and social purposes to students displaying them in the classroom, verbal discourse, and in written form in interactive ELA Notebooks.</p> <p>Verbal discourse occurs between teacher and students.</p>
Means for Expressions: Providing the learner with alternatives for demonstrating their knowledge and skills (what they know).	Expression/Action- This is how the student will demonstrate their knowledge.
	<p>Students are given opportunities to elaborate, (applying new knowledge, solving problems, making decisions, performing new related tasks, resolving conflicts, planning and carrying out new projects, asking new questions, seeking further clarification, etc.)</p> <p>Technology is used by students. (ReadWorks, Scholastic News)</p>

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

	<p>Students are given opportunities to explain what they know. (Clarifying understanding, forming generalizations, reflecting, and employing various modes for explanation, including writing, drawing, physical activity, etc.)</p>
<p>Means for Engagement: <i>Connect into learners interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p> <p>High expectations are evident. (When challenged by their work, students are encouraged to demonstrate perseverance and effort.</p> <p>Students collaborate in flexible groupings.</p> <p>A positive learning environment is evident.</p>

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

	27	6	22.2	11	40.7	10	37.0	35	11	31.5	14	40.0	10	28.6	24	4	16.7	2	8.3	18	75	28	6	21.5	
re races	≤10	≤10	100	≤10	0.0	≤10	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	≤10	0.0
ication	≤10	≤10	60.0	≤10	20.0	≤10	20.0	≤10	≤10	11.4	≤10	22.2	≤10	33.3	24	4	16.7	2	8.3	18	75.0	≤10	≤10	60.0	
glish (LEP)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ced Meals																									
	18	8	44.4	5	27.8	5	27.8	21	9	42.8	9	42.8	3	14.3	13	4	30.8	1	7.7	8	61.5	21	5	23.8	
	17	5	29.4	7	41.2	5	29.4	12	2	16.7	6	50.0	4	33.3	15	3	20.0	2	13.3	10	66.7	15	2	13.3	
	13	4	30.8	4	30.8	5	38.5	23	9	39.1	8	34.8	6	26.1	≤10	≤10	11.1	≤10	0.0	≤10	88.9	15	4	26.7	

	2015							2016							2017							2018		
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%			
	34	15	45.1	8	23.5	11	32.4	32	4	12.5	6	18.8	22	68.7	36	7	19.5	16	44.4	13	36.1	33	5	15.2
dian or e	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
can	≤10	≤10	100	≤10	0.0	≤10	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

ino of	≤10	≤10	100	≤10	0.0	≤10	0.0	≤10	≤10	0.0	≤10	100	≤10	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	≤10	0.0	≤
ian or c Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	31	12	38.7	8	25.8	11	35.5	31	4	12.9	5	16.1	22	70.9	35	7	20.0	16	45.7	12	34.3	32	5	15.6	1
3 races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	≤10	0.0	≤10	0.0	≤10	100	N/A	N/A	N/A	N/A
ication	≤10	≤10	66.7	≤10	0.0	≤10	33.3	≤10	≤10	0.0	≤10	57.1	≤10	42.9	≤10	≤10	42.9	≤10	42.9	≤10	14.3	≤10	≤10	20.0	<
ish EP)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ed Meals																									
	21	10	47.7	5	23.8	6	28.6	19	3	15.8	5	26.3	11	57.9	20	6	30.0	11	55.0	3	15.0	20	4	20.0	1
	15	8	53.4	4	26.7	3	20.0	19	2	10.5	5	26.3	12	63.2	13	3	23.1	4	30.8	5	46.2	20	4	20.0	8
	19	7	36.8	4	21.1	8	42.1	13	2	15.4	1	7.7	10	76.9	23	4	17.4	12	52.2	7	30.4	13	1	7.7	6

	2015								2016								2017								2018			
	Total		Level 1 or 2		Level 3		Level 4 or 5		Total		Level 1 or 2		Level 3		Level 4 or 5		Total		Level 1 or 2		Level 3		Level 4 or 5		Total		Level 1 or 2	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
3	30	9	30.0	12	40.0	9	30.0	35	10	28.6	15	42.9	10	28.6	31	5	16.2	12	38.7	14	45.1	40	14	35	1			
idian or ve	≤10	≤10	100	≤10	0.0	≤10	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
ican	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			

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

Grade 3 Goals were not met in any of the areas

Grade 4 Goals were not met in any of the areas

Grade 5 goals were not met in any of the areas

Describe the gains made in focus areas.

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

Provide templates/organizers

Use think alouds

Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps. Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports. Implement data from the DMRS in the Goal Planning Process.

Use the ACPS Goal Planning Process

Please include the following:

- : Because Farm students are interacting with computerized text, they are getting lost in the help option. What is th
- What data support the need for a resolution to the identified issue?
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
- What is currently preventing the identified goal from being attained?
- What outcome(s) will determine the identified goal has been met?
- What resources are not currently available to meet the identified goal?
- What steps will be taken to fully implement the plan in the effort to reach the identified goal
- How will implementation be monitored to reach the identified goal?

t Causes:

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

3 -

MS and Special Education - FARM and Special Ed. students have difficulty interacting between written work and
uter

4 -

al Education and FARMS - Students need more opportunities to solve real-world, multi-step PARCC like problems
ughly typing an explanation rich in math vocabulary.

5 - Students need more opportunities to locate pertinent information that supports or expands their responses to
national text questions.

FARMS, Males - Teachers will need to locate and create resources and activities involving manipulatives and models utiliz
on, subtraction, multiplication, and division of decimals.

l Planning -

de 3 FARMS

SSUE and DATA	<p>The gap between FARMS and non-farms students is</p> <p>FARMS = 33.3%</p> <p>Non-FARMS = 77.8%</p>
GOAL	<p>The goal is to close the GAP between FARMS and Non FARMS students. This is an initiative of Alleg: County Public Schools.</p>

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

ANALYSIS and Barriers to Attainment	<p>Students who were to interact with computerized text and online teacher were not able to access it correctly.</p> <p>Teacher's role was unclear as to how much help to give students during imagine math time.</p>
RESOURCES	<p>Use of the IMAGINE math program with every student in grade three in addition to the Ready Com Core resource used in conjunction with math specialist for correct implementation.</p>
IMPLEMENTATION, Dates, Monitoring	<p>Students will participate in the imagine math program on a weekly basis – All Year</p> <p>Tech coordinator will develop a schedule for regular use of computers – August 2018</p> <p>Mr. Crump will monitor IMAGINE math usage reports – All Year</p>
EVALUATION	<p>Imagine math scores will show an increase. There is a correlation between IMAGINE math scores and success on the PARCC assessment.</p> <p>There will be a mid and end year benchmark through IMAGINE math</p> <p>PARCC assessment scores will show an increase in the number of FARMS students scoring a 4-5.</p>

Grade 3 Special Education

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

ISSUE and DATA	<p>On the PARCC test, there was a slight gap between Special Education and Non Special Education students in the math category.</p> <p>Special Education 40%</p> <p>Non-Special Education 48%</p>
GOAL	<p>The goal is to further close the GAP between Special Education and Non Non-Special Education students. This is an initiative of Allegany County Public Schools.</p>
ANALYSIS and Barriers to Attainment	<p>Although special education students received intervention, additional intervention strategies are needed. Students need to be taught in smaller segmented times thus integrating various mediums in which to teach. For example, video clips, SMART board, communicators, etc.</p>
RESOURCES	<p>Use of the IMAGINE Math program with every student in grade three with addition to Ready Core. Use of different mediums stated above.</p>
IMPLEMENTATION, Dates, Monitoring	<p>Students will participate in the imagine math program on a weekly basis – All Year</p> <p>Tech coordinator will develop a schedule for regular use of computers – August 2018</p> <p>Mr. Crump will monitor IMAGINE Math usage reports – All Year</p>
EVALUATION	<p>Imagine Math scores will show an increase. There is a correlation between IMAGINE math scores and success on the PARCC assessment.</p> <p>There will be a mid and end year benchmark through IMAGINE math</p> <p>PARCC assessment scores will show an increase in the number of FARMS students scoring a 4-5.</p>

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

Grade 4 Special Education and FARMS

SSUE and DATA	60.00% of Regular Education students scored a 4 or above on the PARCC assessment, while only 39% of Special Education students scored a 4 or above. This is a gap of 21%.
GOAL	To increase the number of students scoring a 3 or above on the PARCC assessment. This is the initiative for the ACPS.
ANALYSIS and Barriers to Attainment	Students require more practice in solving PARCC like multi-step word problems. Exposure to PARCC like type II and III tasks is required.
RESOURCES	The Math Specialist will provide PARCC like problems and monthly county math tasks. PARCC released items and practice test will be completed. Weekly problem of the day.

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

**IMPLEMENTATION,
Dates, Monitoring**

Students will complete monthly county math tasks.
Students will complete weekly problems of the day.
Students will take PARCC practice tests prior to the actual test.

Monthly tasks will be monitored by the Math Specialist.
Weekly problems of the day will be checked by the classroom teacher.

EVALUATION

le 5 – Math IEP, FARMS and Special Education

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

ISSUE and DATA

According to the School Evidence Statement, fifth grade were not successful on the PARCC assessment in the following area:

5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models, drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

- Ability to write numerical expressions or equations to represent the problem and solution
- Ability to reason and explain how the models, pictures, or strategies were used to solve problem

Students need exposure to more hands on manipulatives when solving addition, subtraction, multiplication, and division problems using decimals.

Fifth Grade 2017-2018:

Students with IEP: 0% (0 out of 4 students met or exceeded expectations for Level 4).

Students without IEP: 33.3% (12 out of 36 students met or exceeded expectations for Level 4)

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

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

GOAL	All students will be provided with adequate materials and activities in order to demonstrate a deeper understanding of addition, subtraction, multiplication, and division of decimals. The main goal will be to meet or exceed the district score for 5NBT 7.4 on the PARCC assessment.
ANALYSIS and Barriers to Attainment	Teachers will need to locate and create resources and activities involving manipulatives and models utilizing addition, subtraction, multiplication, and division of decimals. Students will also need opportunities to move from concrete representations to the abstract of standard algorithms.
RESOURCES	Utilization of: base ten blocks, Imagine Math, Spiral Review, PARCC released items, and UDL activities.
IMPLEMENTATION, Dates, Monitoring	Informative and formative assessments and county benchmarks: Benchmark 1 (Units 1&2: O & A , NBT) December 2018 Benchmark 2 (Units 3: NF) March 2019 Benchmark 3 (Units 4 – 6: NBT, M & D, G) May 2019
EVALUATION	Attainment will be assessed at the end of the year utilizing PARCC 2018 – 19 results.

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

To Be Completed when 2019 PARCC data is available

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

3. Universal Design for Learning for MATH.

How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies last year’s plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategies each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students.

Table 15	
UDL Principle/Mode	Representation –How the teacher presents the information.
<i>Means of Representation: Providing the learner with various ways of acquiring information and knowledge.</i>	<p>Teacher utilizes multiple methods (e.g. demonstration, visuals, manipulatives, and technology)</p> <p>Teacher communicates content purposes, language purposes, and social purposes to students displaying them in the classroom, verbal discourse, and in written form in interactive Math N</p> <p>Verbal discourse is used by the teachers during the lesson.</p>
<i>Means for Expressions: Providing the learner with alternatives for demonstrating their knowledge and skills (what</i>	<p>Expression/Action- How the students demonstrates their knowledge.</p> <p>Students are given opportunities to elaborate, (performing new related tasks, solving problem seeking further clarification).</p> <p>Technology is used by students. (Imagine Math)</p>

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

<i>ey know).</i>	Students add their thinking to the thinking of others. (Math Talks)
Means for Engagement: <i>op into learners interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	Students collaborate in flexible groupings.
	A balance of teacher talk and student talk is evident. (Math Talk, Reasoning/Justification) A positive learning environment is evident.

Administrative Leadership

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

A. Principal SLO 1

1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
Math--This SLO will focus on all Grade 5 students. The area of concentration for this SLO is adding, subtracting, multiplying, and dividing decimals (5.NBT.B.7)

2. Describe the information and/or data that was collected or used to create the SLO.
Students need exposure to more hands on manipulatives when solving addition, subtraction, multiplication, and problems using decimals. Students will be given a pre- and post-test to check growth in this area (50% growth).
Fifth Grade PARCC 2017-2018 percentage passing (score of 4 or 5):
Girls: 40%
Boys: 24%

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

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
This SLO aligns with the Gr. 5 Math root cause analysis and was based on a school-based evidence statement.
4. Describe what evidence will be used to determine student growth for the SLO.
The 50% growth measure will be used to determine successful student growth. Students will complete a pre- and post-test during the timeframe that decimals are taught.

MULTI-TIERED SYSTEM OF SUPPORT

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

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

Implementation of the GRR model of Instruction

Investigate ways for creating grade level team meetings on a weekly basis

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

Follow up professional development as identified by the classroom walkthrough process.

Grade level team meetings are now held bi-weekly which has proven to be effective and meet the needs of the school

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

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

None at this time

POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

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

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

- a. Analyze discipline data at the monthly PBIS meetings.
- b. Use the discipline data to plan booster activities targeting location/actions.
- c. Announce student's names on the morning announcements who have earned "Chief Citizen of the Week" or have continuously displayed positive behavior. Winners for each week are chosen based on students who exceptionally follow the 3 school rules.
- d. Meet monthly to organize/plan upcoming grade level and full-school behavior incentives.

Allegany County Public Schools 2018 – 2019 School Improvement Plan

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

Students requiring Tier II behavioral support conference individually with the guidance counselor and LAP Room in participate in the Check and Connect Program, and receive personal behavior plans/points sheets. The guidance counselor “buddy groups” to work on specific social skills and behavior/character development.

DN XIII; Title I Schools

I PARENT/FAMILY ENGAGEMENT

/Community Engagement Needs

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

Mt. Savage Elementary School has a strong relationship with parents and the community. Parents are an essential partnership for our school. Some of the events for our students that include parent engagement are a Back to School Splash, a variety of holiday activities, fair, family movie nights, Grandparents’ Day, Fall Fun Night, and parent meetings. Mt. Savage School also organizes several parent engagement events to promote family and school relationships, including a back to school open house, holiday and seasonal music performances, quarterly awards assemblies, parent/student/teacher mile run, the Joan Harden Memorial Field Day, and an end of the year PBIS Fair. In addition, the administration and teachers host teacher conferences and parent advisory council meetings.

Last year, 148 and 123 parents attended the two parent conference days, respectively. As a schoolwide Title I school, a variety of activities were provided: 65 parents attended the Annual Title I Meeting; 23 parents and 19 students attended Reading/Math Night for reading and math strategies with parents, and 38 parents and 46 students attended a STEM Night. The Mid Year Title I Survey revealed that parents are interested in learning how to help their children with reading and math, as well as how to improve attitude and behavior at home and/or school.

Mt. Savage incorporates our communities in a variety of venues. In August, the city of Frostburg provides our students, parents, and teachers access to the community pool to facilitate our back to school celebration. In the fall, we implement two community donation drives.

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

Through the Frostburg Seventh Day Adventist Church we are able to provide 30 backpacks of food every Friday to students in need. Additionally, our school sponsors Thanksgiving food baskets which are a collaborative effort between our elementary and middle school students giving back to the community. The students bring in canned or boxed foods, or monetary donations and the Students Helping People (SHOP) students prepare full meal baskets for needy families in our school community. We access many community business members to educate our youth on career possibilities during April’s Career Day. We also provide volunteer and learning opportunities for students from Frostburg State University. Our community also contributes to our PBIS program by providing materials for positive behavior celebrations. Businesses and organizations sponsor signs in the gymnasium with 100% of the proceeds going to the school’s PBIS program. In October, the use of a hay wagon was donated by Mr. Earl Pope, and hay by Leaning Pine Farm, to allow our students to take a hayride as a reward. We are very appreciative of their support for our school activities.

Parent Advisory/ Title I Parent Committee 2018-2019

Name	Grade Level Representation	= Position
Melissa Robison	3	PAC Representative
Carrie Beeman	1	Parent
Alexis Galbraith	2	Parent
Heather Kelley	3	Parent
Kristen Martin	5	Parent
Christina Orndorff	4	Parent
Susan Salevsky	4	Parent
Christina Griffith	K	Parent
Delsie Fazenbaker	N/A	Family Engagement Coordinator

In the “Grade Level Representation” column, identify the grade level being represented by this parent. Under the “Position” column, identify the parent as representative and alternate for the county Parent Advisory Council with “PAC.” Identify the other members as Parent, Teacher, or Staff.

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

unity Member, and so forth. **The parent committee must represent a cross section of the school community. Title I schools must have representatives from all grade levels.**

MT. SAVAGE ELEMENTARY PARENT/FAMILY ENGAGEMENT PLAN

Expectations

As a schoolwide Title I school, the Mount Savage Elementary Parent/Family Engagement Plan meets and exceeds the requirements of the Section 1116 of the Every Student Succeeds Act of 2015 (ESSA).

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

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

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

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

By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in

increasing skills to support academics at home, the school will meet all goals on PARCC 2018-2019.

Action Plan

e I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
<p>Shared Decision Making</p> <ul style="list-style-type: none"> ➤ The School Improvement Plan (SIP) is developed with input from parents ➤ The SIP is available for parent review and input at any time ➤ The Parent/Family Engagement Plan and budget are developed with input from parents. 	<p>Parent representatives on SIT and other decision-making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.</p> <p>A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.</p> <p>A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT)</p>	<p>October/ November 2018</p> <p>January 2019</p> <p>April 2019</p>	<p>Mr. Crump, Principal</p> <p>Mr. Crump, Principal</p> <p>Mr. Crump, Principal</p>

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

<ul style="list-style-type: none"> ➤ The Parent/Family Engagement Plan is distributed to all parents. ➤ With parents, develop a written School Parent Compact supporting instruction that is signed by teachers, parents, and students. 	<p>will review the proposed plan. In September, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.</p> <p>A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.</p> <p>A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year’s School Parent Compact and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval.</p>	<p>September 2018</p> <p>April 2019</p>	<p>Mr. Crump, Principa</p> <p>Mr. Crump, Principa</p>
<p>Annual Meeting</p> <ul style="list-style-type: none"> ➤ Schools hold parent meetings at least annually to inform parents of the school’s role in implementing Title I, the parent’s rights, and ways he school will provide for parental/family engagement. 	<p>Information was provided to parents at the Back to School Night/Annual Meeting regarding the implementation of a schoolwide Title I Program, parents’ right to know, and the way the school will provide opportunities for parent/family engagement. Information was presented through the Title I powerpoint.</p> <p>Title I Budget: Stipends - \$437</p>	<p>August 30, 2018</p>	<p>Mr. Crump, Principa</p>
<p>Building Parental Capacity</p>			

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

<p>➤ Provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards, State and local academic assessments.</p>	<p>Information will be presented to parents regarding the interpretation of PARCC assessment scores. Scores are available to all parents on the ASPEN system which can be accessed at any time.</p> <p>Grade level expectations are shared with parents on Back to School Night, Parent Conference Days, other conferences and through distribution of the <i>Parents’ Guide to Student Success</i> which outlines academic standards by grade level compiled by the National PTA.</p>	<p>October 2018</p> <p>August 30, 2018 October 2, 2018 March 4, 2019</p>	<p>Classroom teachers</p> <p>Classroom teachers</p>
<p>➤ Provide materials and parent trainings/workshops to help parent improve their children’s academic achievement.</p>	<p>Monthly newsletters will be distributed which discuss grade level activities.</p> <p>Parents are able to access the Allegany County Public Schools and Maryland State Department websites.</p> <p>FEC materials for parent workshops and parent materials - \$250</p> <p>Parent nights include information on the MDCCSS in ELA, math.</p> <p>The <i>Home School Connection</i> or <i>The Early Years</i> is sent to families on a monthly basis. Title I Budget: <i>Home School Connection</i> - \$229 <i>The Early Years</i> - \$109</p> <p>Family Math /ELA Night</p>	<p>Monthly</p> <p>Ongoing</p> <p>As scheduled</p> <p>As scheduled</p> <p>Monthly</p> <p>TBD</p>	<p>Mr. Crump, Principa</p> <p>Mr. Crump, Principa</p> <p>Delsie Fazenbaker,</p> <p>Classroom Teachers: Mr. Crump, Principa</p> <p>Mr. Crump Classroom teachers</p> <p>Mr. Crump, Principa</p>

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

<p>➤ Educate school personnel on how to work with parents as equal partners in their child’s education.</p> <p>➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After-School Program, Head Start, etc.</p>	<p>Title I Budget: ELA Stipends - \$400.95 Math Stipends - \$400.95 Materials- \$11.16</p> <p>Student academic information (grades on assignments, report cards, test scores) is available on the ASPEN website.</p> <p>Written communications are completed in a parent friendly format. Communication occurs through the use of the assignment notebook, home/school connection folder, monthly newsletters, and positive phone calls. Daily phone calls are made regarding student absences. Article informing staff how to work with parents as equal partners will be e-mailed prior to spring parent conference day.</p> <p>Title I surveys ask for input regarding the school. Results are shared with staff and SIT.</p> <p>Surveys are distributed after parent activities requesting information about how the activity could be better and about topics that parents are interested in learning about.</p> <p>The school works in conjunction with the Allegany County Health Department to provide dental sealants, flu vaccine clinic and counseling services.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>February 2019</p> <p>As scheduled</p> <p>Fall 2018</p>	<p>Teachers Secretaries Delsie Fazenbaker,</p> <p>Mr. Crump, Princip: SIT</p> <p>Mr. Crump, Princip:</p> <p>Mr. Crump, Princip:</p> <p>Mr. Crump, Princip:</p> <p>Mr. Crump, Princip:</p>
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**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

<ul style="list-style-type: none"> ➤ Ensure information is presented in a format and/or language parents can understand. ➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities. 	<p>The Lions Club provides vision screening for early childhood students.</p> <p>Head Start is located in the school so programs are regularly coordinated. Joint registration is held at the time of PreK/Kindergarten registration.</p> <p>Meetings are conducted in areas of the building that are accessible to parents with disabilities. Parent friendly language is utilized in school communications.</p> <p>Language and transportation services are provided to parents as needed.</p>	<p>Fall 2018</p> <p>Ongoing April 4-5, 2019</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Mr. Crump, Principi</p> <p>Mr. Crump, Principi</p> <p>Mr. Crump, Principi</p>
<p>Review the Effectiveness</p> <ul style="list-style-type: none"> ➤ The effectiveness of the school’s parental/family engagement activities will be reviewed. 	<p>Parents will complete a survey after each program or meeting they attend.</p> <p>Mid-Year Title I surveys are distributed.</p> <p>Survey results are tabulated.</p>	<p>Ongoing</p> <p>February 2019</p>	<p>Classroom teachers</p> <p>Delsie Fazenbaker, Title I</p>
<p>Joyce Epstein’s Third Type of Parent Involvement</p> <ul style="list-style-type: none"> ➤ Volunteering 	<p>Title I Parent Workshops Fall Fun Night Santa’s Shop</p>	<p>Weekly</p> <p>As scheduled</p>	<p>FEC/PTA/ Media Specialist/Teachers Administration</p>

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

	Book Fair Field Day Fun Fair Grandparents Day Reading Counts Store Grade 5 Outdoor School Chaperones Guest Readers		
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n XIV.

Professional Community for Teachers and Staff- Standard 7

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a key 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?

Professional Learning Title: Alignment of Teaching Strategies Across Grade Levels

Date (s): TBD

Location and Time: TBD

Intended Audience: Grades 3-5

What changes are expected to occur in the classroom as a result of this professional learning?
 Staff will use consistent language and teaching strategies across grade levels and in a vertical fashion to provide consistency in instruction.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
 Staff will understand the instructional needs and processes for grades prior to and forward of the grade level they are teaching.

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

How will you measure the implementation of the the knowledge and skills in the classroom?
Classroom Observations and follow-up professional development

Professional Learning Title: I-Ready Math Training

Date (s): TBD

Location and Time: TBD

Intended Audience: K-5 Teachers

What changes are expected to occur in the classroom as a result of this professional learning?
Teachers will be able to use the I-Ready Program in the classroom

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
Operation and implementation of the I-Ready math tools and processes

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

1 XV.

ement Plan

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

The final version of the plan will be shared with staff during December Vertical Team Meetings.

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

School Improvement Specialists and the principal will collect and sort data which will be reviewed at elementary team meetings.

Allegany County Public Schools
2018 – 2019 School Improvement Plan

How will the SIP be revised based on student progress and the method(s) used to measure student progress?
The SIT will use the goal planning documents to measure progress against goals established by each grade level team. Adjustments to the SIP will then be made as necessary.

What role will classroom teachers and/or departments have in implementing and monitoring the plan?
Classroom teachers will meet in grade level teams bi-weekly to review data identified to monitor the plan.

How will the initial plan be shared with parents and community members?
The initial plan will be shared during the January PTA meeting.

How will revisions to the SIP be presented to the staff, parents, and community?
Revisions to the plan will be shared at monthly staff meetings, PTA meetings, and posted on the school website.

What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?
Data assistance from the Administrator/ Coordinator of Testing as needed.

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

In addition to dates stated above, monthly staff meetings and PTA meetings will be used for sharing, monitoring, and revising the plan.

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

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

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

Name (Print and Sign)	Affiliation/Title
Megan Crump	Principal
Charles Moran	Assistant Principal
Ashley Thompson	Teacher/ SIT Co-Chair
Rebecca Schurg	Teacher SIT Co-Chair
Cynthia Brown	Parent
Kaitly Cook	Teacher
Susan Duckworth	Teacher
Kathleen Alderton	Teacher
Nolan Mongrain Samira Tolson	Teacher
Kim Windemuth	Teacher
Brittan Beeman	Teacher