Allegany County Public Schools
2018 – 2019 School Improvement Plan

School: Northeast Elementary   **Principal: Daniel E. Clark**

2018 – 2019 School Improvement Plan

INTEGRATED EDUCATIONAL FRAMEWORK
Mission, Vision, and Core Values

Mission Statement

rtheast Elementary School, our mission is to engage and challenge students academically in preparation for college and career re
gh collaboration and mutual respect with students, colleagues, families, and community members, we strive to help every child
ly and academically in order to achieve his/her greatest potential.

Vision
At Northeast Elementary School, we create a comfortable, safe, and engaging environment where all students are
successful and we ensure every child grows socially and academically to his/her greatest potential.

Core Values

- We believe that school should teach students to be thinkers that are aware and accountable for their own
success, as well as being active and productive citizens throughout life.

- We believe that a good school is one that educates all children to meet their needs and attends to the whole
child, not just academics, but also social, emotional and physical needs while building relationships with families

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and communities.

- **We believe that a successful student is able to use a strategy to solve problems in school and in life.**

- **We believe that an effective classroom is one in which students are aware of the expectations and lessons provide opportunities in which students are engaged and meet all their learning styles and levels.**

- **We believe that a good school staff member is one who is respectful and willing to collaborate to ensure all students succeed; all staff members support each other.**

- **We believe that an effective school faculty/central office division is one that works collaboratively to support student learning through district and school initiatives.**

- **We believe that a Core Curriculum, which is research-based, includes a variety of instructional strategies, incorporates the principles of UDL, and focuses on student-centered learning styles is the foundation of our instruction.**

A. **VISION, MISSION, CORE VALUES, AND LEADERSHIP**

1. What is the role of the principal in the School Improvement Process at your school?
   School improvement is an ongoing process. The principal understands that every realm of the school is subject to improvement. It is the responsibility of the administration to build and strengthen organizational supports - the pr capacity of teachers and staff, the professional community, family and community engagement, and effective, effi management of the operations of the school.

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2. What is the purpose of your school leadership team in the School Improvement Process?
   The purpose of the school leadership team is to identify specific areas of need through meaningful data analysis. Once tho
   are identified, the team develops strategies in order to address those areas of need and close any achievement gaps between subg
   The team then disseminates pertinent information/strategies to the faculty and staff in order to increase overall student achievem
   close achievement gaps among subgroups.

3. Does your school improvement team (SIT) represent your entire school community, including parents/gu
   Yes

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

   PTA
   Surveys
   Principal open-door policy
   Parent Advisory Council

5. What is the process for developing a shared understanding and commitment to the vision, mission, and c
   values within the school and community?
   Parents, teachers, and community stakeholders were invited to participate in a core values exercise whe
   core values were written and agreed upon. A committee consisting of community members, parents, tea
   and administrators was then formed to draft a mission and vision statement. The drafts were shared with
   entire Northeast community and feedback was reviewed in order to make revisions. Once all revisions w
   made, final mission and vision statements were written and approved. Periodically, the statements are
   by stakeholders to ensure they continue to be aligned with our core values.

6. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders c

   September, 2016 was the last periodic review by stakeholders.

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

Yes. The 2014/1015 revision was the latest. After completing several core values exercises, it was evident that the and vision statements were not aligned with the core values of the Northeast Elementary community. They were both rev show alignment.

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 pa experiences of school life. School climate refers to a school's social, physical, and academic environment. It refers t 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 organizatic structure. A related concept is school culture, which refers to the "unwritten rules and expectations" among the sch (Gruenert, 2008).

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

● The individual successes of teachers and students are recognized and celebrated.

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

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

e school climate and culture at Northeast Elementary School is centered around students. We have a culture of high expectations v people are supported emotionally, socially, and physically. We strive to provide a positive school climate by fostering safety and p a supportive academic, social, and physical environment. We maintain respectful, trusting, and caring relationships throughout th school community. We recognize and respect each student's strengths, diversity, and culture. We also strive to recognize the achi and contributions of staff members.

rtheast Elementary School is a full-inclusion school, meaning all students regardless of their abilities are included in the regular edu classroom. Students requiring special accommodations are supported by regular education teachers, special education teachers, s education instructional assistants, and Title I instructional assistants. Specifically, instructional assistants provide close adult suppo students, small group instruction where tier II instruction may be needed, and intensive reading intervention to both special educa non-special education students. Special education teachers provide student support/services in the regular education classrooms collaboratively with regular education teachers to provide necessary supports for all students to be successful. Currently, professi learning continues on the gradual release of responsibility framework and the principles of UDL. We are currently focusing on the collaborative learning piece of the GRR. Each teacher received a copy of *Productive Group Work,* by Fisher and Frey.

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C. **Student and/or Staff Engagement Action Plan**

Student and/or Staff Engagement Action Plan

areas of needed improvement: is/are the issue (s) that needs ssed?	My hard work is acknowledged. There is no fun in the building.
ctivities: What steps will be taken er to obtain the desired ne(s).	Team building (social and emotional); monthly rewards (lunch, no duty, arrival/early dismissal, parking spot, etc); faculty snack during meetings keep us all together) Bulletin board featuring "Staff Shout-Outs" Staff will give a shout-out to other staff in the building recognizing kindr helpfulness, hard work, etc. Shout-outs will be shared during morning announcements/Channel 2 ne At the end of each month one will be drawn -staff being recognized and nominating teacher will receive a prize.

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ve leader and team: Who is nsible and involved in the work?	PBIS Team Administration
rces: What investments (people, nent, time, etc) will be needed to ut the initiative(s) gies/activities) to achieve the d outcome(s)?	Hallway bulletin board Shout-outs Prizes (Chick-fil-a sandwich; duty free day; come 15 min. late)
ones: What are the major events accomplishments for this?	Better workplace environment, higher attendance for staff engagemen activities Staff anonymous survey
mance Metrics: What will you ire to gauge progress on your steps and to determine if the ied goal has been met?	Increase in staff participation and morale

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ne: Include dates for nentation of action steps.	Survey to judge engagement at the end of the first semester, continue i results are positive. Survey staff again at the end of the school year.

SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		21	21
Itinerant staff		8	8
Paraprofessionals	4	3	7
Support Staff		4	4
Other	2	10	12
Total Staff	6	46	52

Table 2	2014 – 2015 Official Data	2015 – 2016 Official Data	2016 – 2017 Official Data	2017 – 2018 Official Data	201 O l
Under each year, indicate the percent as indicated of individual in each category.					
	100%	100%	100%	100%	100%

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Percentage of faculty who are: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	0	0	0	0	0
For those not certified, list name, grade level course					
Number of years principal has been in the building	2	3	4	5	6
Teacher Average Daily Attendance	95.9	92.5	96	92.4	

B. Student Demographics

Table 3				
SUBGROUP DATA				
SUBGROUP	**2015-2016 TOTAL**	**2016 – 2017 TOTAL**	**2017-2018 TOTAL**	**2018-2019 TOTAL**
American Indian/Alaskan Native	≤10	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	≤10	≤10	≤10
African American	10	≤10	10	≤10
White	277	294	284	282
Asian	na	na	na	na
Two or More Races	28	19	25	32

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Special Education	56	58	47	45
LEP	na	na	na	≤10
Males	173	169	170	178
Females	147	159	150	144
Total Enrollment (Males + Females)	320	328	320	322
Farms (Oct 31 data)	60.13%	57.54%	59.56%	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	1	06 Emotional Disturbance	0	12 Deaf-Blindness	0
02 Hard of Hearing	2	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	0
03 Deaf	0	08 Other Health Impaired	6	14 Autism	3
04 Speech/Language Impaired	12	09 Specific Learning Disability	1	15 Developmental Delay	5

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05 Visual Impairment	0	10 Multiple Disabilities	1		

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	95.2	Y
Grade 1	94.5	Y
Grade 2	95.7	Y
Grade 3	95.5	Y
Grade 4	94.7	Y
Grade 5	95.5	Y

Complete the table and then calculate the annual change by taking difference of 2016-17 and 2017-18 and dividing by 2
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 Cha**

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All Students	≥95	95.2	95.3	95.1	-	.002
Hispanic/Latino of any race			96.7	98.6	+	.02
American Indian or Alaska Native			97.2	97.8	+	.006
Asian			na	na	na	
Black or African American			95.6	94.7	-	.009
Native Hawaiian or Other Pacific Islander			90.6	93.6	+	.03
White	≥95	95.4	95.4	95.1	-	.003
Two or more races	na	≥95	94.2	94.7	+	.005
Special Education	≥95	94.2	95.3	95.6	+	.003
Limited English Proficient (LEP)	na	na	na	na	na	
Free/Reduced Meals (FARMS)	94.4	94.3	94.6	94.5	-	.001

scribe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, espe
ecial Education, FARMS, ELL and lowest attending.
are no data that shows any trends with subgroups or grade bands with attendance. Most students attend regularly and
nust be absent, most absences are considered lawful.

scribe 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.
   The pupil services team meets bi-weekly to review attendance and identify any individuals who may need support.
   The school counselor conducts attendance lessons during her life skills instruction throughout the school year and she r
   with individuals who may be struggling with regular attendance.
   The principal, ppw, and school counselor contact parents through a variety of means in order to provide support.

HABITUAL TRUANCY

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The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is an habitual truant if (a) the student is un absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any markir semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 t 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

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

nany students were identified as habitual truants?

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 2016-17 and 2017-18 and dividing by 2016-2(Represent as + or - based on increase or decrease of data.

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

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Total Referrals	138	143	151	+.055
All Suspensions	5	4	1	-.75
In School	≤10			
Out of School	4	4	1	-.75%
In School Intervention	20	11	34	+2.09%
Sexual Harassment Offenses	0	0	0	
Harassment/Bullying Offenses	0	0	0	

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

was one suspension during the 2017-18 school year. To reduce the number of suspensions, Restorative Practices will be continued.

EARLY LEARNING

A. Complete the chart with KRA results.

L0	

garten Readiness Assessment

	2015-2016	2016-2017	2017-2018	2018-2019

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	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Perce Demonst
ge & Literature	48	54%	53	34%	55	36%	42	50%
matics	48	40%	53	25%	55	20%	42	52%
Foundations	48	67%	53	57%	55	49%	42	67%
al Development	48	65%	53	34%	55	42%	42	57%

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 (-).

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osite Score Results

	2015-2016		2016-2017		2017-2018		2018-2019		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Change in
strated	28	58%	16	30%	20	36%	24	57.1%	+21.1%

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								21.4%	-14.6%
aching	16	33%	24	45%	20	36%	9		
								21.4%	-14.6%
ing	4	8%	13	25%	15	27%	9		

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 stude
begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Re
Assessment. Include a discussion of the best practices your school has implemented to address the achievement gaps
the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have be
effective.

   KRA data was analyzed to determine strengths and weaknesses. For the 2018-19 school year, 21.4 of kindergarten students scored
ging Readiness, 21.4% of students scored Approaching Readiness, and 57.1% of students scored at Demonstrating Readiness.   Who
mall group instruction is determined by the identified weaknesses. The Instructional Resource Library provided by the KRA website
lates to specific content in the assessment. These resources are used within instruction to provide extra support. Additionally, we wi
rom Math and Reading Benchmarks and Kindergarten assessments. Reading Intervention groups, and co-teaching with the special education teach
groups allows us to differentiate to meet the needs of more students.

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

om the assessment is shared with our Pre-K program. We collaborate to address areas of weaknesses. PreK adjusts instruction to
and provide extra support for students. Our pre-k teacher collaborates with our local Head Start to ensure all kids are supported. A
ation meeting is held with Head Start and our early childhood teachers to discuss supports that each individual needs in order to be

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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 c 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.
   Reading – Proficiency Data (Elementary, Middle and High Schools)
   Complete data charts using 2015, 2016, 2017, 2018 Data Results.

a	2015	2016	2017	201

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	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		Lev	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	
ts	49	18	36.8	16	32.7	15	30.6	41	19	46	10	24	12	30	47	17	36.1	15	31.9	15	31.9	44	18	41	≤10	18.2
Indian or tive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	≤10	≤10	100	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
frican	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	≤10	≤10	50	0	0
Latino of	≤10	0	0	≤10	100	0	0	≤10	≤10	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
vaiian or fic Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	46	17	37	14	30	15	33	39	17	43	10	26	12	31	43	14	33	14	33	15	34	39	16	41	≤10	15
ore races	≤10	≤10	100	0	0	0	0	0	0	0	0	0	0	0	≤10	≤10	75	≤10	25	0	0	≤10	0	0	≤10	10
lucation	≤10	≤10	60	≤10	30	≤10	10	≤10	≤10	67	≤10	11	≤10	22	15	≤10	53	≤10	27	≤10	20	≤10	≤10	75	0	0
nglish (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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uced (RMS) 31	14	45.2	12	38.7	5	16.1	25	15	60	6	24	4	16	29	13	44.8	12	41.4	≤10	13.8	24	14	58	≤10	2...8
22	7	31.8	7	31.8	8	36.3	21	11	52	1	5	9	43	17	≤10	29.4	≤10	23.5	≤10	47.1	16	≤10		43	≤10	1...5
27	11	40.7	9	33.3	7	25.9	20	8	40	9	45	3	15	30	12	40	11	36.7	≤10	23.3	28	11	39	≤10	2...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		Lev...
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s	48	14	29.2	17	35.4	17	35.4	46	12	26.1	13	28.3	21	45.6	44	16	36.3	11	25	17	38.6	49	14	28	11	4...
dian or ve	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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tino of	≤10	≤10 0 50		≤10 50		0	0	≤10	0	0	0	0	≤10 100	≤10 0		0	≤10 100	0	0	0	0	0	0	0	0
aiian or ic Islander	0	0	0	0	0	0	0	≤10 0	0	≤10 100	0	0	≤10	≤10 0 100	0	0	0	0	0	0	0	0	0	0	0
	44	13	29.6	15	34.1	16	36.4	44	12	27.3	11	25	21	47.7	41	15	36.6	≤10 22	17	41.5	44	11	25		≤10 2 5
e races	≤10	0	0	≤10 50	≤10	50	0	0	0	0	0	0	0	≤10 0	0	≤10 100	0	0	≤10	≤10 0	75%	≤10		2
cation	10	7	70	3	30	0	0	≤10	≤10 0 50	≤10 25		≤10 25		≤10 ≤10 0 50		≤10 25		≤10 25	12	≤10 0 66		≤10 8
lish EP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ed Meals	22	≤10 0 22.7	8	36.4	≤10 40.9	24	≤10 0 33.3	10	41.7	≤10 25	26	13	50	≤10 26.9	≤10 23.1	28	11	39	≤10 2 6
	27	≤10 0 25.9	8	29.6	12	44.4	20	≤10 0 35	≤10 10	13	65	23	≤10 0 39.1	≤10 21.7	≤10 39.1	20	≤10 0 18		≤10 1
	21	≤1	33.4	≤10 42.9	5	23.8	26	≤1 26.9	11	42.3	≤10 30.7	21	≤1 33.3	≤10 28.6	≤10 38.1	29	≤1 31	≤10 2 6

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	0						0						0						0	

	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		Lev...	
8	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	
:s	43	14	32.6	16	37.2	13	30.2	49	≤10	20.4	19	38.8	20	40.8	51	13	25.5	15	29.4	23	45.1	45	≤10		22	16
...ndian or ...ive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
...rican	0	0	0	0	0	0	0	≤10	≤10	50	≤10	50	0	0	0	0	0	0	0	0	0	≤10	≤10	100	0	0
...atino of	0	0	0	0	0	0	0	≤10	≤10	50	≤10	50	0	0	≤10	0	0	0	0	≤10	100	≤10	0	0	≤10	10
...aiian or ...c Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	≤10	0	0	0	0	≤10	100	≤10	0	0	≤10	10
	41	14	34.2	15	36.6	12	29.3	43	≤10	28.6	16	37.2	19	44.2	46	11	23.9	14	30.4	21	45.7	41	≤10		21	14

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													≤10											
re races	≤10	0	0	≤10	50	≤10	50	≤10	0	0	≤10	50	≤10	50	≤10	0	66.6	≤10	33.3	0	0	≤10	0	0	0	0
ucation	≤10	≤10 0	66.7	≤10	16.7	≤10	16.7	≤10	≤10 0	66.6	2	22.2	≤10	11.1	≤10	≤10 0	37.5	≤10	37.5	≤10	25	≤10	≤10 0	44	≤10 2
glish LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ced Meals	31	≤10 0	32.3	13	41.9	8	25.8	24	≤10 0	29.2	≤10	33.3	≤10	37.5	29	11	37.9	11	37.9	≤10	24.1	30	≤10 0	26	14
	24	≤10 0	29.2	7	29	10	41.7	28	≤10 0	17.9	≤10	31.1	14	50	20	≤10 0	25	≤10	25	≤10	50	23	≤10 0	21.7	≤10
	19	≤10 0	36.9	≤10	47.4	≤10	15.8	21	≤10 0	23.8	≤10	47.6	≤10	28.6	31	≤10 0	25.8	≤10	32.3	13	41.9	22	≤10 0	22	≤10

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

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

The goal was to reduce the achievement gap between the economically disadvantaged and the non-economically disadvan
students by increasing the percentage of economically disadvantaged students scoring at or above level 4 on PARCC in I

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Describe the gains made in focus areas.
The goal was met. The achievement gap was reduced by 2%.
For grade 3, the percentage of economically disadvantaged students scoring level 4 or greater increased from 13.8 to 21.
4, economically disadvantaged students increased from 23.4 to 32.1. Grade 5 economically disadvantaged students incre
from 24.1 to 27.

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

Flexible Grouping
Gradual Release of Responsibility model
Multiple means of representation
Varying assignments
Continued use of technologies

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.
Implement data from the DMRS in the Goal Planning Process.
Use the ACPS Goal Planning Process
Please include the following:
- What is the issue?
  Northeast needs to increase the percentage of students meeting or exceeding expectations for the Integration o
ledge cluster.

- What data support the need for a resolution to the identified issue?
  43 % of students met or exceeded expectations for Grade 3, which is below both the state and district.

<div align="center">

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</div>

31 % of students met or exceeded expectations for Grade 4, which is above the state, but below the district.
38% of students met or exceeded expectations for Grade 5, which is below both the state and the district.

- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
  This goal aligns with Growth Mindset. Students will set goals for reading stamina. Also, this goal aligns with th
  Release of Responsibility by allowing teachers to focus on their standards to develop content purpose.

- What is currently preventing the identified goal from being attained?
  Understanding of standard mastery
  Understanding the vertical progression of standards

- What outcome(s) will determine the identified goal has been met?
    The percentage of students meeting or exceeding expectations will increase.

- 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?
  Focus on collaborative learning in the classroom and professional development
  Continued implementation of Growth Mindset
  PLC using Growth Mindset Coach

- How will implementation be monitored to reach the identified goal?
  Monitoring student progress on Read Theory.
  Monitoring of county benchmark scores.

c. **To Be Completed when 2019 PARCC data is available**

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

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

able 13	
DL Principle/Mode	**Representation – This is how the teacher presents the information.**
eans of Representation: oviding the learner rious ways of acquiring formation and knowledge.	- SMARTBoards - SMARTTables - document cameras - tablets - iPads - Laptops to foster student engagement in school. - Digital materials and media to provide more auditory and visual opportunities for all s - Hard copies of documents using various fonts, size, background color, and Lexile Me provide more opportunities for all students as they acquire information and knowledg - Flexible grouping - Use of the Gradual Release of Responsibility model - Use of trade books to teach ELA concepts - 6+1 Traits of Writing by Ruth Culham - The Daily 5 by Gail Boushey - Capstone classroom writing collection - Scholastic News

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	- "What's the Point" and "What's your Point"?-opinion writing resources
eans for Expressions: *oviding the learner ternatives for monstrating their owledge and skills (what ey know).*	**Expression/Action- This is how the student will demonstrate their knowledge.**
	- Increase student discourse through turn and talk and think, pair, share - Fine Arts will be embedded in instruction and used as a means of representation for st - Allow assessment/project choices to give all students the opportunities to demonstrate been learned. - Utilize multiple media such as, text, speech, illustrations, storyboards, etc. - Use of technology to publish ELA projects - Use of sentence starters, story webs, graphic organizers, etc. - Use of the Gradual Release of Responsibility model - ReadWork.org
eans for Engagement:	**Multiple Options for Engagement**

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p into learners interests, allenge them propriately, and motivate em to learn.	Students are provided opportunities to select how they complete tasks, the order in which the complete these tasks, and the means of representation.
	- Daily 5
	- Speller's Choice Menu
	- Flexible Grouping
	- Use of the Gradual Release of Responsibility model
	- Allow assessment/project choices to give all students opportunities for ownership ove assessment/project and the opportunity to practice self-regulation.
	- Offer choices in level of challenge, type of tools used, color, design, sequence, etc.
	- Vary activities and sources of information so they can be personalized and contextual learners' lives.
	- Use of activities that are authentic, personal, and purposeful.
	- ReadWorks.org
	- Capstone classroom writing collection
	- Scholastic News

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B. MATHEMATICS

1. Math Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.
Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.
Math – Proficiency Data (Elementary, Middle and High Schools)

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

or	2015 Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	2016 Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	2017 Total #	Level 1 or 2 #	%	Level 3 #	%	Level 4 or 5 #	%	2018 Total #	Level 1 or 2 #	%	Lev #	
ts	49	16	32.6	12	24.5	21	42.9	41	14	34.2	≤10	19.5	19	46.3	47	<10	21.3	14	29.8	23	48.9	44	20	45	≤10	27
ndian or ive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	≤10	≤10	100	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
rican	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	≤10	≤10	50	0	0

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	46	15	32.6	12	26.1	19	41.3	39	14	35.8	≤10	18.0	18	46.2	43	≤10	21	11	25.6	23	53.5	39	17	43.5	≤10
re races	≤10	≤10	100	≤10	0	≤10	0	0	0	0	0	0	0	0	≤10	≤10	25	≤10	75	0	0	≤10	≤10	50	0
ucation	10	≤10	50	≤10	20	≤10	30	≤10	≤10	44.4	≤10	11.2	≤10	44.4	15	≤10	46.6	≤10	6.7	≤10	46.7	≤10	≤10	50	≤10
glish (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ced RMS)	31	13	42.0	≤10	29.0	≤10	29.0	25	12	48	≤10	24	≤10	28	29	≤10	27.6	≤10	34.5	11	37.9	24	15	62.5	≤10
	22	≤10	31.8	≤10	22.7	10	45.5	21	≤10	33.4	≤10	19.0	10	47.6	17	≤10	11.8	≤10	41.2	≤10	47.1	16	≤10	50	≤10
	27	≤10	33.3	≤10	26.0	11	40.7	20	≤10	35	≤10	20	≤10	45	30	≤10	26.6	≤10	23.3	15	50	28	12	42.8	≤10

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	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		Lev...	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	
	48	16	33.3	12	25	20	41.7	46	12	26.1	14	30.4	20	43.5	44	14	31.8	18	40.9	12	27.3	48	≤10	14.5	≤10	1... 8
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...ino of	≤10	≤10	100	0	0	0	0	≤10	0	0	≤10	100	0	0	≤10	0	0	≤10	100	0	0	0	0	0	0	0
...aiian or ...c Islander	0	0	0	0	0	0	0	≤10	0	0	0	0	≤10	100	≤10	0	0	0	0	≤10	100	0	0	0	0	0
	44	14	31.8	12	27.3	18	40.9	44	12	27.3	13	29.5	19	43.2	41	14	34.1	16	39	11	26.8	43	≤10	13.9	≤10	1...
...e races	≤10	0	0	0	0	≤10	100	0	0	0	0	0	0	0	≤10	0	0	≤10	100	0	0	≤10	≤10	25	≤10	5...
...ation	10	≤10	50	≤10	40	≤10	10	≤10	≤10	50	≤10	37.5	≤10	12.5	≤10	≤10	50	≤10	12.5	≤10	37.5	11	≤10	45	≤10	1... 2...

3...

...any County Public Schools List the approximate dates and/or calendar for sharing, monitoring, and re...

...lan.

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	27	≤10	33.3	<10	26.0	11	40.7	20	≤10	25	<10	30	<10	45	23	≤10	34.7	11	47.8	<10	17.3	20	≤10	10	≤10	2	2
	21	≤10	33.3	<10	23.8	<10	42.9	26	≤10	26.9	<10	30.8	11	42.3	21	≤10	28.6	<10	33.3	<10	38.1	28	≤10	17.8	≤10	1	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		Lev
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	
s	43	13	30.2	16	37.2	14	32.6	50	16	32	17	34	17	34	51	19	37.3	≤10	15.7	24	47.1	45	11	24	15	3 3
dian or ve	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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ican	0	0	0	0	0	0	0	≤10	≤1 0	100	0	0	0	0	0	0	0	0	0	0	0	≤10	≤10	100	0	0

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tino of	0	0	0	0	0	0	0	<10	<10	50	<10	50	0	0	<10	0	0	<10	100	0	0	≤10	0	0	0	0
aiian or ic Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	<10	0	0	0	0	<10	100	≤10	0	0	0	0
	41	13	31.7	16	39	12	29.3	44	13	29.5	15	34.1	16	36.4	46	17	36.9	<10	13	23	50	41	≤10	24.3	15	3(6)
e races	<10	0	0	0	0	<10	100	<10	0	0	<10	50	<10	50	<10	<10	66.6	<10	33.3	0	0	≤10	0	0	0	0
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lish EP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ed Meals	30	10	33.3	12	40	<10	26.7	25	10	40	11	44	4	16	29	15	51.7	<10	24.1	<10	24.1	30	≤10	33.3	≤10	2...7
	24	<10	33.3	<10	33.3	<10	33.3	29	10	34.5	<10	31	10	34.5	20	<10	35	<10	15	<10	50	23	≤10	30	≤10	3...1
	19	<10	26.3	<10	42.1	<10	31.6	21	10	28.6	<10	38.1	<10	33.3	31	12	38.8	<10	16.1	14	45.2	22	≤10	18	≤10	2...3

2. Analyze the data results for Math 3-5; 6-8; Algebra I to determine underperforming areas.

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

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

Were the identified goal(s) met? If so, how will the goal be sustained?
The goal was to reduce the achievement gap between the economically disadvantaged and the non-economically disadva
students by increasing the percentage of economically disadvantaged students scoring at or above level 4 on PARCC in
The goal was met. The achievement gap was reduced by 3.8%.

Describe the gains made in focus areas.
For grade 4 economically disadvantaged students increased from 23.1% to 55.6%. Grade 5 economically disadvantaged
increased from 24.1% to 40.0%.

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?
Gradual Release of Responsibility model
Multiple means of representation
Varying assignments
Continued use of technologies
Use of CRA
Imagine Math

Establish Focus Areas

Modeling and Reasoning

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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:
- What is the issue?
  We need to increase the percentage of students meeting or exceeding expectations in modeling and reasoning.
- What data supports the need for a resolution to the identified issue?
  Although our scores are comparable to the State and District scores they are still an area for concern.
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
  Yes, teachers will continue to use the Gradual Release of Responsibility model to differentiate and vary problems.
- What is currently preventing the identified goal from being attained?
  During 2017-2018, 5 out of 6 teachers in testing grades were trying to familiarize themselves with a new grade l
  curriculum and effectively implementing new instructional strategies.
- What outcome(s) will determine the identified goal has been met?
  We will increase the percentage of students who meet or exceed expectations on PARCC assessment.
- What resources are not currently available to meet the identified goal?
  There is a limited number of modeling and reasoning items available for adequate practice.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
  We are assigning monthly tasks that our math specialists share to model and practice in preparation for the PARC
  assessment.
- How will implementation be monitored to reach the identified goal?
  Monthly meeting with our math specialist to address strengths and weaknesses of individual responses.

To Be Completed when 2019 PARCC data is available

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- 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 strategie
   last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strat
   each UDL principle/mode that will be used consistently during instruction to reduce barriers to learnin
   provide positive academic outcomes for all students.

able 15	
DL Principle/Mode	**Representation –How the teacher presents the information.**

eans of Representation: *oviding the learner* *rious ways of acquiring* *formation and knowledge.*	-Materials such as
	   -SMARTBoards
	   -SMARTTables
	-document cameras
	-tablets
	-iPads
	-laptops to foster student engagement in school.
	-Digital materials and media to provide more auditory and visual opportunities for all students.
	-Math trade books by Marilyn Burns
	-Hard copies of documents using various fonts, size, and background color to provide more opport
	all students as they acquire information and knowledge.
	-Use of the Gradual Release of Responsibility model

eans for Expressions: *oviding the learner* *ternatives for* *monstrating their* *owledge and skills (what*	**Expression/Action- How the students demonstrates their knowledge.**
	
	 -Increase student mathematical discourse through "turn and talk" and "think, pair, share"
	   -Fine Arts will be embedded in instruction and used as a means of representation for student work.
	   -Allow assessment/project choices to give all students the opportunities to demonstrate what has b
	   -Use of calculators, geometric sketch pads, pre-formatted graph paper, manipulatives (counting ma

3

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ey know).	fraction tiles, base ten blocks, etc.)
	   -Use of "Think Sheet", graphic organizers, interactive journals
	   -Number talks
	   -Use of CRA
	   -Box Cars and One-Eyed Jacks
	   -Imagine Math - computer assisted instruction
	   -IXL
	   - Inquiry based learning
	   -Use of the Gradual Release of Responsibility model

eans for Engagement:
p into learners interests,
allenge them
propriately, and motivate
em to learn.
	Multiple Options for Engagement
	
	Students are provided opportunities to select how they are complete tasks, the order in which complete these tasks, and the means of representation.
	   -Flexible Grouping
	   -Allow assessment/project choices to give all students opportunities for ownership over th assessment/project and the opportunity to practice self-regulation.
	   -Offer choices in level of challenge, type of tools used, color, design, sequence, etc.
	   -Vary activities and sources of information so they can be personalized and contextualized learners' lives.
	   -Use of the Gradual Release of Responsibility model
	   -Number Talks
	   -"Think, Pair, Share"

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	-Use of activities that are authentic, personal, and purposeful. -Box Cars and One-Eyed Jacks -Imagine Math -IXL

C. **SCIENCE**

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

Administrative Leadership

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

A. **Principal SLO 1 - Reading, Grade 5**

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

    Learning content at the grade 5 level is determined by the Maryland College and Career Ready Standards. There an emphasis on reading literature and informational texts from a range of diverse cultures and time periods. Ins will focus on students delving deeply into texts and building their knowledge base about different subjects throu identifying and assessing evidence as well as accurately paraphrasing reading materials by citing key details. Inst will also focus on students' ability to quote accurately and explicitly to support inferences.

    This SLO will target all grade 5 students for the 2018/2019 school year.

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

    42% of the grade 5 students met or exceeded expectations on the 2018 PARCC ELA assessment.

    35% of the grade 5 students approached expectations.

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49% of the current grade 5 students met or exceeded expectations on the 2018 PARCC ELA assessment.
22% of the current grade 5 students approached expectations.
43% of the current grade 5 students scored proficient or above on the beginning-of-year reading inventory.

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
   During the goal planning process, it was determined that English Language Arts is a content area to be targeted.
   strategies include: Active learning labs, digital readworks, GRR/UDL, collaborative learning/productive group wo
   PARCC model content frameworks.

4. Describe what evidence will be used to determine student growth for the SLO.
   All students will complete the Reading Inventory beginning-of-year assessment the first week of September and
   end-of-year Reading Inventory assessment in the middle of May. Students scoring in the advanced or proficient
   performance levels on the beginning-of-year assessment will be expected to maintain a proficient or advanced s
   the end-of-year assessment. Students scoring in the basic and below basic performance levels on the beginning-
   assessment will be expected to increase their score by 100 lexile points or more on the end-of-year assessment.

B. **Principal SLO 2**

1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
   The student group that is targeted by this SLO are all students in grades 3 and 4. The content will be in the area
   mathematics, specifically the domain of number and operations-fractions. This is a major cluster according to th
   MDCCRS instructional frameworks.
   Math 3.NF - Develop understanding of fractions as numbers.
   Math 4.NF.A - Extend understanding of fraction equivalence and ordering.
   Math 4.NF.B - Build fractions from unit fractions by applying and extending previous understandings of operatio

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On whole numbers.
Math 4.NF.C - Understand decimal notation for fractions, and compare decimal fractions.

2. Describe the information and/or data that was collected or used to create the SLO.
   31.8% of Northeast Elementary School's current grade 4 students scored level 4 or 5 on the PARCC mathematics
   Assessment. This is below both the state and district averages.
   48% of the current grade 4 students scored proficient on the EOY mathematics benchmark for the 17/18 school
   58% of the current grade 3 students scored proficient on the EOY mathematics benchmark for the 17/18 school

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
   During the goal planning process, it was determined that mathematics is a content area to be targeted. There w
   be an emphasis on modeling and reasoning in mathematics. This is an area that has been identified as a targete
   monthly mathematics tasks will be implemented by teachers. Support will be provided by the math specialist ar
   the administration. Monitoring will be done during team meetings.

4. Describe what evidence will be used to determine student growth for the SLO.
   All students will complete the Imagine Learning beginning-of-year benchmark the first week of September and t
   end-of-year assessment in the middle of May. Each student will be expected to raise his/her benchmark score b
   points when comparing the data from the end-of-year assessment to the beginning-of-year assessment. Any stu
   scoring in the proficient range on the pre-assessment will be expected to maintain proficiency on the end-of-yea
   assessment.

MULTI-TIERED SYSTEM OF SUPPORT

e include a copy of your MTSS Practice Profile.   This profile can be attached to the end of the Plan. Make su
w 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?

The MTSS practice profile revealed that Northeast is lacking a formal screening tool to be used for student behaviors. The
mplementation of the student risk screening scale (SRSS) will be used to identify those students needing tier II and tier III
behavior interventions.

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

Students needing a tier II intervention will participate in a check in/check out program where an adult mentor will

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selected for each individual student. This student will have opportunities to develop a relationship with his/her mentor. He/she will then check in first thing each morning and check out each afternoon with his/her mentor. Students will set behavioral goals and will monitor them with their mentors while participating in this program.

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

Provide the universal screening tool - Student Risk Screening Scale

POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

ding to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-b
ns 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 t framework in your school.

Northeast utilizes the Positive Behavior Interventions and Supports (PBIS) framework to improve discipline and maintain a positive climate. Students earn Roadrunner Rewards for their positive behavior and good choices. Roadrunner Rewards are given out by a

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members to students who are safe, responsible and respectful. Additionally, students exhibiting positive behaviors during resource
are recognized by earning a weekly class roadrunner. Northeast will also utilize the check-in/check-out program for those student
identified as needing a tier II behavioral intervention.

onally, the PeaceBuilders program is implemented in grades 3-5 to decrease bullying, learning distractions and the number of discipl
ls. This program is comprised of four classroom lessons to help students understand their role in the peacebuilding process. Each da
ts pledge to "praise people, give up put downs, seek wise people, notice hurts and to right wrongs."

east elementary also utilizes various restorative practices in order to address student behaviors. The Project Wisdom program is use
use of restorative practices. Daily messages are communicated during the morning announcements to encourage positive behaviors

se, students take part in weekly Life Skills lessons which are targeted toward appropriate school behavior. During Life Skills, lessons
d on appropriate behaviors for a healthy learning climate. Individual and group counseling sessions are provided to at-risk students
cation plans are developed for identified students with the assistance of the Pupil Service Team or the Instructional Consultation Te
has received recognition from the state of Maryland for our PBIS program. Northeast has attained Gold status for eight consecutive

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

structional consultation team (ICT) meets bi-monthly to address the needs of students identified through the ICT proces
ers trained in providing behavior supports collaborate with classroom teachers to address the needs of targeted student
onally, the Guidance Counselor is using researched- based strategies with targeted Tier ll students.

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ON XIII; Title I Schools

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 infor from the Title I Parent Interest Survey.

Northeast Elementary School enjoys a strong parent/family engagement program. We invite our parents and family members to par often and regularly.

In 2017-2018, we held: Back to School Open House (106 adults attended), Family Math Day (60 adults attended), Books Before Bee adults attended on a snowy night), Interest Fair Project Day (10 adults attended), and Interest Fair Presentation Day (21 adults attend

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also held field day, Grandparents Days, PARCC Night, and other events. We strive to get parent input into improving our parent/fa programs and will continue to increase the numbers of adults who attend.

This year, we are working to coordinate and plan Literacy Night, a robotics event, a mindfulness training for parents, and a "Mad Sc event for students and their families. All of these events are connected to the academic needs of our students and in response to pare interests.

Our family engagement coordinator, Laura Biser, hosts volunteer workshops 2 days each week. Approximately 6 adults attend reg addition, we enjoy a guest reader program that is a model for other schools, and we have the benefit of the support from our loyal PT 154 parents completed and returned mid-year surveys last year! And, communication is a strength of our school. Monthly newslett Facebook page, and a welcoming atmosphere will be continued at our school.

We look forward to continuing to implement a parent/family program that supports our students and their academic achievement!

Parent Advisory/ Title I Parent Committee 2018-2019

Name	Grade Level Representation	Position
Dan Sheehe	2	PAC Representative
		PAC Alternate
Samantha Kyle		Special Education Teacher
Dan Clark		Principal
Tim Farrell		Assistant Principal

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Janel Shoemaker		PAT Chair 2017-2018, Teacher
Heather Peters		PAT Chair 2018-2019, Teacher
Heather Simmons	Pre-K/Kindergarten	Parent
Jennifer Crippen	Grade 1	Parent
Renee Anderson	Grade 2	Parent
Sharon Amick	Grade 3	Parent
Stacia Whisner	Grade 4	Parent
Nancy Long	Grade 5	Parent
Laura Biser		Family Engagement Coordinator
Laura Michael	Title I	School Support Specialist

Northeast Elementary School's PARENT/FAMILY ENGAGEMENT PLAN

Expectations

hoolwide Title I school, Northeast's Parent /Family Engagement Plan meets and exceeds the requirements of the Title I, Part A Sect
Every Student Succeeds Act of 2015 (ESSA).

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···east recognizes the importance of forming a strong partnership with parents and community members in order to positively impact ···ts in our school. To promote effective parent/family engagement, the staff at Northeast welcomes and encourages parents and co···ers 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

···east accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent/Family Engagemen··· ···'s Parent/Family Engagement Plan.

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

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

Action Plan

···le I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
I.　Shared Decision Making	Parent representatives on SIT and other decision -	Parents gave	Dan Clark, principa···

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➢ The School Improvement Plan (SIP)is developed with input from parents	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.	input on the SIP during the Spring Meeting, May 14, 2018. Ongoing. Information from parent surveys is considered in creating the plan.	Tim Farrell, assistar principal Natalie Williams ar Greg Troutman, SI7 chairs Heather Peters, Partnership Action Chair
➢ The SIP is available for parent review and input at any time	A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	December 2018, newsletters	Dan Clark, principal Tim Farrell, assistar principal Natalie Williams ar Greg Troutman, SI7 Chairs
➢ The Parent Involvement Plan is developed with input from parents.	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parent of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.	May 14, 2018 September 6, 2018 Parent evaluations are also considered.	Dan Clark, principal Tim Farrell, assistar principal Natalie Williams ar Greg Troutman, SI7 Chairs Heather Peters, Partnership Team (
➢ The Parent/Family Engagement Plan is distributed to all parents.	A summary of the Parent Involvement Plan is distributed to all families after the Central Office has approved the SIP.	December 2018	Tim Farrell, assistar principal

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➢ With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.	A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year's Parent-School Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In 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.	May 14, 2018 September 6, 2018	Dan Clark, principal Tim Farrell, assistant principal
Annual Meeting ➢ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental/family engagement.	Back to School Night/Annual Title I Meeting was held and a powerpoint presentation was shared to inform parents of the school's role in implementing Title I, the parent's rights to know, and ways the school will provide for parental/family engagement.	September 6, 2018	Dan Clark, principal Tim Farrell, assistant principal
Building Parental Capacity ➢ Provide assistance to parent in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.	PTA Parent's Guides to Student Success Parent Conference Days PARCC Training ASPEN Literacy Event	Oct. 2, 2018 Oct. 2, 2018 & Mar. 4, 2019 TBD Ongoing Nov. 13, 2018	Teachers, PAT Heather Peters,

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➢ Provide materials and parent trainings/workshops to help parent improve their children's academic achievement. ➢ Educate school personnel on how to work with parents as equal partners in their child's education.	Robotics Event Mindfulness Training Exploring Science with FSU's Mad Scientist Tips for Teachers will be e-mailed prior to parent teacher conference day. Parent Evaluations	Oct. 16, 2018 Prior to March 4, 2019 Ongoing	Partnership Team ... Dan Clark, principa... Tim Farrell, assista... principal
➢ 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.	Allegany County Health Department- flu mist Allegany County Library System- 1st grade storytime and info sharing/outreach, 4th/5th grade- safe search engines. 4-H- Robotics Activity Frostburg State University- Mad Scientist presentation for parents Maryland Agricultural Extension- Health presentations Rotary Club - 3rd grade dictionaries	ongoing	
➢ Ensure information is presented in a format and/or language parents can understand.	Memos, newsletters, calendars, PTO Facebook page	Ongoing	Dan Clark, principa... Tim Farrell, assista... principal Janelle Lamberson, secretary Heather Peters, Partnership Team ... Teachers

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➢ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.	All staff work continually to ensure accessibility for all parents and families. The school is accessible and offers elevators for mobility from floor to floor.	ongoing	All Staff
Review the Effectiveness ➢ The effectiveness of the school's parental/family engagement activities will be reviewed.	The effectiveness of the school's parental/family engagement activities are reviewed ongoing by parent evaluations of family activities. The plan is also reviewed at the Spring Meeting and at the Annual Meeting.	Ongoing May 14, 2018 Sept. 6, 2018	Dan Clark, principal Tim Farrell, assistar principal Heather Peters, Partnership Action
Joyce Epstein's Third Type of rent Involvement ➢ Volunteering	5th Grade Outdoor School Parent Workshop Guest Readers Fun Fair Field Trip Chaperones Homeroom Parent Santa Shop Color Run	Oct. 8-12, 2018 Thursdays Weekly TBD Ongoing Ongoing December May/June	Dan Clark, principal Tim Farrell, assistar principal Grade 5 Teachers PTO

n XIV.

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ssional Community for Teachers and Staff- Standard 7

it comes to closing the achievement gap for any group of students, we know that focused and targeted professional lear
l feature of the school improvement effort.   What school based professional learning will be/has been coordinated this y
ss your school's achievement gaps?

Professional Learning Title: GRRUDL

Date (s): Ongoing at Northeast Elementary during team meetings and faculty meetings

Location and Time:

Intended Audience: Northeast Teaching Staff

What changes are expected to occur in the classroom as a result of this professional learning?
Lessons will be planned and delivered following the gradual release of responsibility framework. There is a strong focus on the guided
nent of the framework. Teachers will specifically and strategically use questioning, prompting, cueing, explaining and modeling as a cat
in this component of the GRRUDL.

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

ers will learn how to use questioning to check for understanding. They will use prompting to facilitate students' cognitive and metacogniti
ses and processing. Teachers will effectively use cueing to shift students' attention to focus on specific information, errors, or partial
tandings. Teachers will also learn to effectively use explaining and modeling when students do not have sufficient knowledge to comple

How will you measure the implementation of the the knowledge and skills in the classroom?
During walk-throughs, the principal and assistant principal will observe this system for implementing guided instruction. During formal a
al observations, the principal and assistant principal will closely examine daily lesson plans to ensure plans are written following the fram
RUDL.

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Professional Learning Title: Productive Group Work

Date (s): 18/19 School Year

Location and Time: Northeast School

Intended Audience: Classroom Teachers, Resource Teaches, Intervention Teacher, Special Education Staff, School Counselor

What changes are expected to occur in the classroom as a result of this professional learning?
The goal is to ensure that all group work among students is truly productive.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
Teachers will learn what the favorable conditions are in order to ensure that group work is productive. They will also learn how to set u...
correct circumstances in order to allow students to educate one another while working in groups. Positive interdependence, face-to-fa...
interactions, and individual and group accountability will be areas of focus.

How will you measure the implementation of the the knowledge and skills in the classroom?
   During walk-throughs, the principal and assistant principal will monitor group work and ensure students are provided oppo...
k collaboratively. Ongoing conversations between administrators and teachers will focus on the instructional piece, ensuring ...
ts are taught how to be productive while working together. Informal and formal observations will focus on opportunities for s...
k in groups. Daily lesson plans will be monitored in order to ensure group work is thoughtfully planned.

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...ement Plan

...ow will the plan be shared with the faculty and staff?

...arts of the School Improvement Plan and changes from the previous year will be reviewed with the faculty during faculty meetings in ...019-2019.. Action Teams will meet and determine plans of action based on 2017-2018 data from PARCC, benchmarks, parent ...urveys,etc. SIT and Action Teams will determine a calendar of meeting dates. The completed SIP will be presented and reviewed dur... ...faculty meeting. The entire plan will be accessible on the school server or Google Drive.

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

...onthly grade level team planning with an administrator will address the implementation of the activities represented in the reading ...ath portions of the plan. Action teams will meet monthly to monitor specified portions of the plan. PBIS will focus on discipline ...ncentives, SIT will analyze milestone data and implementation of Reading and Math activities, PAT will focus on the parent involveme... ...ctivities as stated in the plan. Minutes, sign-ins, and agendas will be filed in the Title I binder and a copy sent to the Federal Office. ...ction Team chairs will present items of discussion at monthly SIT meetings. Minutes from SIT will be given to all staff.

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

...enchmark tests (reading, math) and science benchmarks will be disaggregated by subgroups and analyzed during grade level team ...eetings following each benchmark window. Results of findings will be submitted to SIT chairs to monitor milestone progress. Readi... ...nd Math Specialists will be utilized to assist in this process.

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

...lassroom teachers will plan and implement evidence based strategies and SIP initiatives into their daily plans. They will assess stude... ...nd monitor progress and work with specialists to analyze data and adjust instruction accordingly. Teachers will serve on teams to he... ...lan and implement school initiatives. Teachers will work collaboratively to fulfill the obligations of the plan.

<div align="center">

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

A tri-fold brochure will be created and presented to families and community members sharing Northeast's areas of focus for Reading, Math, Science, and Discipline. During the fall Title I meeting, a PowerPoint presentation will highlight the SIP contents.

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

The SIT will notify staff members of any revisions to the SIP during regularly scheduled faculty meetings. The SIT will inform the broad school community of SIP revisions through monthly newsletters and messages posted to the school webpage. The affected activities be changed on the SIP document posted on the webpage.

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

The BOE has provided funds for the SIT members to meet and write/update the SIP. To assist in the writing of the plan, the central of including the Title 1 Instructional Specialists and the Elementary Office staff were readily available to answer any question that came during the writing phase of the plan. The Central Office provides the Engrade electronic benchmarking program to access and analyze benchmark scores. Parent surveys and various other data and reports are also provided. The Title 1 School Support Specialist particip in SIT meetings and assists with completing all parts of the plan, and serves as a liaison between school and Central Office to monitor school-wide Title 1 plan and program. Using a rubric, the Central Office Technical Assistance Team reviews and provides feedback on school's plan. County Reading and Math Specialists will be utilized by classroom teachers and school administration to assist in implementing and monitoring the school improvement plan and its components.

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

August 2018

Share data analysis PARCC and MSA results with staff.

September 6, 2018

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Meet the Teacher Night: Present Title I powerpoint including SIP. Teachers share grade level information with parents.

October 16, 2018

Literacy Day-Families will participate in Bingo with Critical Vocabulary Words

November 2018

School Improvement Team (SIT) will analyze Beginning of the Year data to determine whether benchmark targets have been met.

January 2019

Review of SIP by Central Office.

SIT will make revisions based upon review and share with faculty.

January 18, 2018

Lego Night

February 2018

SIT will analyze Middle of the Year data to determine whether benchmarks have been met.

February 2019

SIT will monitor implementation of activities

March 2019

SIT will analyze benchmark data to determine whether targets have been met.

March 5-9, 2019

Read Across America

March 21, 2018

Interest Fair Project Day for parents

Parents will be provided with the opportunity to work on an interest project with their child using school resources.

April 2019

SIT will analyze End of Year data to determine whether benchmarks have been met.

April 12, 2019

Interest Fair will be held.

any County Public Schools List the approximate dates and/or calendar for sharing, monitoring, and re
lan.

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

Name (Print and Sign)	Affiliation/Title
Dan Clark	Principal
Tim Farrell	Assistant Principal
Natalie Williams	Co-Chair, Grade 1
Greg Troutman	Co-Chair, Grade 4
Sarah Troutman	Kindergarten
Heather Hook	Grade 2
Julie Robeson	Grade 3
Karen Wertz	Grade 5
Maureen Mathews	Reading Intervention Teacher
Samantha Kyle	Special Ed. Inclusion Teacher
Terri Simpson	School Counselor
Mike Fiscus	Media Specialist
Tanya Wiseman	Parent
Sharon Amick	Parent