

Allegany County Public Schools
2017 – 2018 School Improvement Plan

Northwest Elementary School

Principal: Daniel E. Clark

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EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

Mission Statement

At Northeast Elementary School, our mission is to engage and challenge students academically in preparation for college and career readiness. Through collaboration and mutual respect with students, colleagues, families, and community members, we strive to help every child grow socially 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.**

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- 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 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, focuses on student-centered learning styles, and is the foundation of our instruction.

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

Print and Sign)	Affiliation/Title
	Principal
	Assistant Principal
Williams	Co-Chair, Grade 1 Teacher
Oran	Co-Chair, Grade 3 Teacher
Itman	Kindergarten Teacher
It	Grade 2 Teacher
ook	Grade 4 Teacher
tz	Grade 5 Teacher
Mathews	Reading Intervention Teacher
tz	Special Education Teacher
son	School Counselor
s	Media Specialist
	Parent

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

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mission, vision, and core values were all developed during the 2014/2015 school year. A group of stakeholders consisting of parent, other instructional staff, and community members was assembled by the administration. Several meetings were held throughout the year, with several exercises being completed to identify our core values. Based on the agreed upon core values, the mission and vision statements were finalized by the entire committee.

When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur?
; 2016 was the last periodic review by stakeholders.

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

2014/2015 revision was the latest. After completing several core values exercises, it was evident that the mission and vision statements did not align with the core values of the Northeast Elementary community. They were both revised to show alignment.

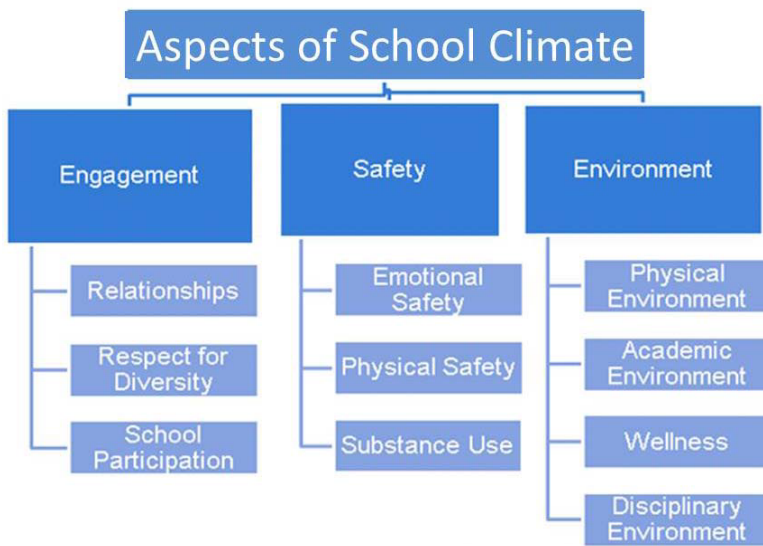
Culture, Climate, and Inclusive Community

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

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

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

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

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

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

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

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

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

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

Northeast Elementary School is a full-inclusion school, meaning all students regardless of their abilities are included in the regular education classroom. Students requiring special accommodations are supported by regular education teachers, special education teachers, special education instructional assistants, and Title I instructional assistants. Specifically, instructional assistants provide close adult support for students, small group instruction where tier II instruction may be needed, and intensive reading intervention to both special education and general education students. Special education teachers provide student support/services in the regular education classrooms and plan collaboratively with regular education teachers to provide necessary supports for all students to be successful. Currently, professional staff continues on the gradual release of responsibility framework and the principles of UDL. We have a strong focus on the guided instruction model. Each teacher will receive a copy of *Guided Instruction: How to Develop Confident and Successful Learners*, by Fisher and Frey.

I DEMOGRAPHICS

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Staff Demographics

STAFF DATA 2017-2018 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		17	17
Itinerant staff	11	1	12
Paraprofessionals		4	4
Support Staff	1	3	4
Other	8	4	12
Total Staff	18	33	51

Table 2

Under each year, indicate the percent as indicated of individual in each category.	2014 – 2015 Official Data	2015 – 2016 Official Data	2016 – 2017 Official Data	2017 – 2018 Official Data
Percentage of faculty who are:				
• Certified to teach in assigned area(s)	100%	100%	100%	100%
• Not certified to teach in assigned area(s)	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
Teacher Average Daily Attendance	95.9%	92.5%	96%	

Student Demographics

Table 3:	SUBGROUP DATA		
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL

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American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	≤10	≤10
African American	10	≤10	10
White	277	294	284
Asian	na	na	na
Two or More Races	28	19	25
Special Education	56	58	47
LEP	na	na	na
Males	173	169	170
Females	147	159	150
Total Enrollment (Males + Females)	320	328	320

FARMS RATE Used for School Year	2015-2016	2016 – 2017	2017-2018
Percentage as of October 31 of Previous School Year	60.13%	57.54%	57.28%

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

Table 4

Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	1	06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	5	14 Autism	2
204 Speech/Language Impaired	31	09 Specific Learning Disability	3	15 Developmental Delay	2
05 Visual Impairment		10 Multiple Disabilities	1		

II

ADMINISTRATIVE LEADERSHIP

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

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Improvement is an ongoing process. The principal understands that every realm of the school is subject to improvement. It is the responsibility to build and strengthen organizational supports - the professional capacity of teachers and staff, the professional community engagement, and effective, efficient management of the operations of the school.

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 those areas are identified, the team develops strategies in order to address those areas of need and close any achievement gaps between subgroups. The team then disseminates information/strategies to the faculty and staff in order to increase overall student achievement and close achievement gaps among students.

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

;

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

A

Surveys

Principal open-door policy

Parent Advisory Council

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

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INCIPAL SLO 1

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

The content focus is English/Language Arts, with an emphasis on writing. The targeted student group is grade 3.

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

At the grade 3 level, Northeast performed lower than the district on the PARCC ELA assessment for the last two years. For the assessment, the overall district score was 737, while Northeast grade 3 students' overall score was 730. For the 2017 assessment, the district score was 740, while Northeast grade three students scored 734.

16 PARCC ELA - 29.3% of Northeast third grade students met or exceeded expectations, while 38.2% of the third grade students district or exceeded expectations.

17 PARCC ELA - 31.9% of Northeast third grade students met or exceeded expectation, while 42.6% of the third grade students district or exceeded expectations.

Additionally, 22% of the third grade students scored 70% or above on the final ELA benchmark and 50% of the current grade 3 students are above 70% on the final grade 2 ELA benchmark.

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

It has been determined through the goal planning process that there is a significant achievement gap of 45.3% between our economically disadvantaged students and our non-economically disadvantaged students in English/Language Arts. This SLO targets all grade 3 students; however, there is a focus on the economically disadvantaged subgroup. Additionally, this subgroup is a focus of our school improvement plan.

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

The assessment will be administered at the beginning of the school year to establish baseline data. At the end of the school year, another assessment will be administered. Using the PARCC 4-point narrative task scoring rubric, all students will improve their writing scores by 1 point or more from the pre-assessment to the post-assessment. Any student who scores the highest score on the pre-assessment will maintain that score on the post-assessment.

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INCIPAL SLO 2

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
The content focus of this SLO is mathematics. The targeted student group is grade 4.

Describe the information and/or data that was collected or used to create the SLO.
Overall, Northeast Elementary performed below the district on the grade 4 PARCC mathematics assessment. Northeast's overall average was 742. The district average was 742. Northeast's grade 4 students met or exceeded expectations on the PARCC mathematics assessment.

How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
It has been determined through the goal planning process that there is a significant achievement gap between the economically disadvantaged and the non-economically disadvantaged subgroup. There is a 31.7% gap between the achievement of these two subgroups on the assessment. This SLO targets all grade 4 students; however, there is a strong focus on the economically disadvantaged subgroup. The school improvement plan is targeting this subgroup as well.

Describe what evidence will be used to determine student growth for the SLO.
Students will complete the Imaging Learning beginning-of-year benchmark during the first week of September and the end-of-year benchmark in the middle of May. Each student will be expected to raise his/her benchmark score by 105 points when comparing the data from the end-of-year assessment to the beginning-of-year assessment.

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V

C PROGRESS

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

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

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

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

Describe the ACPS Goal Planning Process

- What is the Issue?
 - There is a significant achievement gap between our economically disadvantaged students and our non-economically disadvantaged students in both English/language arts and mathematics.
- What data support the need for a resolution to the identified issue?
 - In English/language arts the gap has increased 31.4% from the 2015 to the 2017 administration of the PARCC assessment. In 2017 the gap is 45.3% between the economically disadvantaged and non-economically disadvantaged students.
- What is the identified goal?
 - The goal is to reduce the achievement gap between the economically disadvantaged and the non-economically disadvantaged students by increasing the percentage of economically disadvantaged students scoring at or above proficient on PARCC in both ELA.
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
 - Yes. A long-term goal of the ACPS is to reduce the achievement gap between subgroups.
- What is currently preventing the identified goal from being attained?

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- Factors leading to the achievement gap:
 - Background knowledge/school readiness is a factor with this subgroup.
 - Access to technology both at home and at school.
 - The pre-k program at our school has shown a decrease in enrollment, causing these students to miss an opportunity to bolster school readiness.
 - Kindergarten Readiness data shows 36% of students entering kindergarten are deemed demonstrating 1
 - In looking at the School Evidence Statement Analysis in the area of English/language arts, Northeast s below the state average in the area of reading informational text.
 - Lack of rigorous PARCC related tasks
 - Need for vertical team planning
 - Need for technology integrated ELA tasks
- What outcome(s) will determine the identified goal has been met?
 - The percentage of economically disadvantaged students scoring at or above level 4 on the PARCC assessment will increase.
- What resources are needed to meet the identified goal?
 - Additional laptop carts. Currently, there are 20 laptops assigned per grade; however, all classes, with the exce kindergarten have over 20 students.
 - Time allotted for keyboarding practice.
 - Additional professional development on the use of evidence based tier II strategies
- What resources are currently available to meet the identified goal?
 - Intervention programs for ELA
 - Intervention teacher
 - Reading specialists
 - Web-based programs
 - Special-Ed Inclusion teacher
 - Title 1 support staff

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- Classroom libraries
- What resources are not currently available to meet the identified goal?
 - PARCC-like practice opportunities that are age-appropriate for the younger learners.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
 - Keyboarding practice sessions will be implemented in the morning during breakfast and in life skills lessons.
 - Flexible students groups will continue to be a focus.
 - The Gradual Release of Responsibility with a focus on focused and guided instruction
- How will implementation be monitored to reach the identified goal?
 - Principal walk-throughs
 - Benchmarks
 - Student data from Reading Inventory and ELA benchmarks
 - DIBELS

Be Completed when 2018 PARCC data is available

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

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

Principle/Mode	Representation – Process
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ways of Representation: <i>allowing the learner various ways of acquiring information and knowledge.</i>	<div>-Materials such as<ul style="list-style-type: none">- 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- Hard copies of documents using various fonts, size, background color, and Lexile Measure to provide more opportunities for all students as they acquire information and knowledge.- 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</div>		
ways for Expressions: <i>allowing the learner various alternatives for demonstrating knowledge and skills (they know).</i>	<table><tr><th>Expression/Action- Product</th></tr><tr><td><ul style="list-style-type: none">- 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 students- Allow assessment/project choices to give all students the opportunities to demonstrate what has 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- ReadWorks Digital</td></tr></table>	Expression/Action- Product	<ul style="list-style-type: none">- 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 students- Allow assessment/project choices to give all students the opportunities to demonstrate what has 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- ReadWorks Digital
Expression/Action- Product			
<ul style="list-style-type: none">- 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 students- Allow assessment/project choices to give all students the opportunities to demonstrate what has 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- ReadWorks Digital			

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Options for Engagement: tap into learners' interests, engage them appropriately, motivate them to learn.	Multiple Options for Engagement
	<p>Students are provided opportunities to select how they complete tasks, the order in which they will complete these tasks, and the means of representation.</p> <ul style="list-style-type: none">- 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 over the 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 to learners' lives.- Use of activities that are authentic, personal, and purposeful.- ReadWorks Digital- Capstone classroom writing collection- Scholastic News

3. Reading/ELA Data Overview

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

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

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

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

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	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
Students	49	18	36.8	16	32.7	15	30.6	42	20	47.6	10	23.8	12	28.6	47	17	36.1	15	31.9	15	31.9
African American	0	0	0	0	0	0	0	≤10	≤10	100	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino of	≤10	0	0	≤10	100	0	0	≤10	≤10	100	0	0	0	0	0	0	0	0	0	0	0
Italian or	≤10	0	0	≤10	100	0	0	≤10	≤10	100	0	0	0	0	0	0	0	0	0	0	0
Other	46	17	37.0	14	30.4	15	32.6	39	17	43.6	2	10.1	12	28.6	43	14	32.6	14	32.6	15	34.9
Free/Low Income	≤10	≤10	100	0	0	0	0	0	0	0	0	0	0	0	≤10	≤10	75	≤10	25	0	0
English Language Learners	≤10	6	60	30	1	1	10	≤10	≤10	66.6	≤10	11.1	≤10	22.2	15	≤10	53.4	≤10	26.7	≤10	20
English Language Proficient (LEP)	≤10	0	0	0	0	≤10	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reduced Meals	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	100

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	22	7	31.8	7	31.8	8	36.3	22	12	44.6	1	4.5	9	40.9	17	≤10	29.4	≤10	23.5	≤10	47
	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

	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
ss	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	
ntino of	≤10	≤10	50	≤10	50	0	0	≤10	0	0	0	0	≤10	100	≤10	0	0	≤10	100	0	
raian or ic	0	0	0	0	0	0	0	≤10	0	0	≤10	100	0	0	≤10	≤10	100	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	
re races	≤10	0	0	≤10	50	≤10	50	0	0	0	0	0	0	0	≤10	0	0	≤10	100	0	
cation	10	7	70	3	30	0	0	≤10	≤10	50	≤10	25	≤10	25	≤10	≤10	50	≤10	25	≤10	
ed Meals	22	≤10	22.7	8	36.4	≤10	40.9	24	≤10	33.3	10	41.7	≤10	25	26	13	50	≤10	26.9	≤10	
	27	≤10	25.9	8	29.6	12	44.4	20	≤10	35	≤10	10	13	65	23	≤10	39.1	≤10	21.7	≤10	

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	21	≤10	33.4	≤10	42.9	5	23.8	26	≤10	26.9	11	42.3	≤10	30.7	21	≤10	33.3	≤10	28.6	≤10
	2015							2016							2017					
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5
		#	%	#	%	#	%		#	%	#	%	#	%		#	%			
s	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
frican	0	0	0	0	0	0	0	≤10	≤10	50	≤10	50	0	0	0	0	0	0	0	0
atino of	0	0	0	0	0	0	0	≤10	≤10	50	≤10	50	0	0	≤10	0	0	0	0	≤10
raian or ic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	≤10	0	0	0	0	≤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
re races	≤10	0	0	≤10	50	≤10	50	≤10	0	0	≤10	50	≤10	50	≤10	≤10	66.6	≤10	33.3	0
cation	≤10	≤10	66.7	≤10	16.7	≤10	16.7	≤10	≤10	66.6	2	22.2	≤10	11.1	≤10	≤10	37.5	≤10	37.5	≤10
ed Meals	31	≤10	32.3	13	41.9	8	25.8	24	≤10	29.2	≤10	33.3	≤10	37.5	29	11	37.9	11	37.9	≤10
	24	≤10	29.2	7	29	10	41.7	28	≤10	17.9	≤10	31.1	14	50	20	≤10	25	≤10	25	≤10

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	19	≤10	36.9	≤10	47.4	≤10	15.8	21	≤10	23.8	≤10	47.6	≤10	28.6	31	≤10	25.8	≤10	32.3	13
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our analysis of Math 3-5; 6-8; Alg I for FARMS, SE, and subgroup data, please address the following for students in you

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

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

ie the ACPS Goal Planning Process

- What is the Issue?
 - There is a significant achievement gap between our economically disadvantaged students and our non-economically disadvantaged students in mathematics.
- What data support the need for a resolution to the identified issue?
 - In mathematics there was a 6.2% increase in the gap between economically disadvantaged and non-economically disadvantaged students. The gap between these subgroups on the 2017 PARCC assessment in mathematics is
- What is the identified goal?
 - The goal is to reduce the achievement gap between the economically disadvantaged and the non-economically disadvantaged students increasing the percentage of economically disadvantaged students scoring at or above on PARCC in both ELA and mathematics.
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
 - Yes. A long-term goal of the ACPS is to reduce the achievement gap between subgroups.
- What is currently preventing the identified goal from being attained?
 - Factors leading to the achievement gap:
 - Background knowledge/school readiness is a factor with this subgroup.
 - Access to technology both at home and at school.
 - The pre-k program at our school has shown a decrease in enrollment, causing these students to miss an opportunity to bolster school readiness.

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- Kindergarten Readiness data shows 36% of students entering kindergarten are deemed demonstrating 1
 - In looking at the School Evidence Statement Analysis in the area of mathematics, Northeast scored below state average in the area of modeling and reasoning.
 - The first year implementation of the Imagine Math program into the 60 minute daily math block.
 - Lack of rigorous PARCC released tasks
 - Need for vertical team planning
 - Need for technology related math tasks
 - Additional PD for written responses in math
-
- What outcome(s) will determine the identified goal has been met?
 - The percentage of economically disadvantaged students scoring at or above level 4 on the PARCC assessment mathematics will increase.
 - What resources are needed to meet the identified goal?
 - Additional laptop carts. Currently, there are 20 laptops assigned per grade; however, all classes, with the exception of kindergarten have over 20 students.
 - Time allotted for keyboarding practice.
 - Evidence-based strategies
 - *Math in Practice* Resource - Grades K - 5 This resource will help with the identification of the big ideas of mathematics content, best practices in mathematics instruction, and the unpacking of essential strategies.
 - Imagine Math - Computer-based mathematics intervention
 - What resources are currently available to meet the identified goal?
 - Math specialists
 - Math manipulatives
 - Web-based programs
 - Special Ed. Inclusion teachers
 - Title I support
 - Mathematics intervention programs for K-2
 - What resources are not currently available to meet the identified goal?

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- Additional Math interventions
- PARCC-like practice opportunities that are age-appropriate for the younger learners
- What steps will be taken to fully implement the plan in the effort to reach the identified goal
 - Keyboarding practice sessions will be implemented in the morning during breakfast and in life skills lessons.
 - Flexible student groups will continue to be a focus.
 - The Gradual Release of Responsibility with a focus on focused and guided instruction.
- How will implementation be monitored to reach the identified goal?
 - Principal walk-throughs
 - Benchmarks
 - Student data from Imagine Learning and district math benchmarks
 - DIBELS

Completed when 2018 PARCC data is available

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

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

Principle/Mode	Representation – Process
is of Representation: <i>ling the learner various of acquiring information knowledge.</i>	<ul style="list-style-type: none"> -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 opportunities for all students as they acquire information and knowledge. -Use of the Gradual Release of Responsibility model
is for Expressions: <i>ling the learner atives for demonstrating knowledge and skills they know).</i>	Expression/Action- Product <ul style="list-style-type: none"> -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 been learned -Utilize multiple media such as: text, speech, illustrations, storyboards, etc. -Use of calculators, geometric sketch pads, pre-formatted graph paper, manipulatives (counting manipulatives, fraction tiles, base ten blocks, etc.) -Use of “Think Sheet”, graphic organizers, interactive journals, etc. -Number talks -Use of CRA -Box Cars and One-Eyed Jacks -Imagine Math

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	<ul style="list-style-type: none"> -IXL -Use of the Gradual Release of Responsibility model
is for Engagement: <i>tap learners interests, engage them appropriately, motivate them to learn.</i>	Multiple Options for Engagement <p>Students are provided opportunities to select how they are complete tasks, the order in which they complete these tasks, and the means of representation.</p> <ul style="list-style-type: none"> -Flexible Grouping -Allow assessment/project choices to give all students opportunities for ownership over the 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 to learners' lives. -Use of the Gradual Release of Responsibility model -Number Talks -”Think, Pair, Share” -Use of activities that are authentic, personal, and purposeful. -Box Cars and One-Eyed Jacks -Imagine Math -IXL

3. Mathematics Data Overview

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

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

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

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

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	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
Students	49	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	
African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Latino or Hispanic	≤10	0	0	0	0	≤10	100	≤10	0	0	≤10	100	0	0	0	0	0	0	0	0	
Italian or Greek	0	0	0	0	0	0	0	≤10	0	0	0	0	≤10	100	0	0	0	0	0	0	
Other races	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	
Free Lunch	≤10	≤10	100	≤10	0	≤10	0	0	0	0	0	0	0	0	≤10	≤10	25	≤10	75	0	
English LEP)	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	
Reduced Meals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Other	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	
Other	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	
Other	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	

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	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
Students	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	
American or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
White or Latino of American	≤10	≤10	100	0	0	0	0	≤10	0	0	≤10	100	0	0	≤10	0	0	≤10	100	0	
Asian or Pacific Islander	0	0	0	0	0	0	0	≤10	0	0	0	0	≤10	100	≤10	0	0	0	0	≤10	
Two or more races	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	
English Learners	≤10	0	0	0	0	≤10	100	0	0	0	0	0	0	0	≤10	0	0	≤10	100	0	
Special Education	10	≤10	50	≤10	40	≤10	10	≤10	≤10	50	≤10	37.5	≤10	12.5	≤10	≤10	50	≤10	12.5	≤10	
Gifted/Talented (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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ed Meals	22	≤10	31.8	≤10	36.4	≤10	31.8	24	10	41.6	≤10	29.2	≤10	29.2	26	11	42.3	≤10	34.6	≤10
	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
	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

	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
Asians	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	
Indian or Pakistani	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Other South Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
African	0	0	0	0	0	0	0	≤10	≤10	100	0	0	0	0	0	0	0	0	0	0	
Latino of Mexican or Central American	0	0	0	0	0	0	0	≤10	≤10	50	≤10	50	0	0	≤10	0	0	≤10	100	0	
European or Australian or New Zealand	0	0	0	0	0	0	0	0	0	0	0	0	0	0	≤10	0	0	0	0	≤10	
Other races	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	
Other races	≤10	0	0	0	0	≤10	100	≤10	0	0	≤10	50	≤10	50	≤10	≤10	66.6	≤10	33.3	0	

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ocation	≤10	≤10	83.3	0	0	≤10	16.7	≤10	≤10	55.6	≤10	44.4	0	0	≤10	≤10	62.5	≤10	12.5	≤1
glish LEP)	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	≤1
	24	≤10	33.3	≤10	33.3	≤10	33.3	29	10	34.5	≤10	31	10	34.5	20	≤10	35	≤10	15	≤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

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

V

RED SYSTEM OF SUPPORT

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

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

Priorities selected by the MTSS team are to close the achievement gap between economically disadvantaged and non-economically disadvantaged students in both English/language arts and mathematics.

1. How will the priority/ priorities be addressed?

Priorities will be addressed by the use of strategic TIER II and TIER III interventions.

Planning and implementing instruction using the GRR and UDL principles

21st century mindsets in the classroom

1. Group instruction/differentiation

Intervention/remediation based on formal and informal assessments

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

Reading and math specialists

Continued professional development on the GRR and UDL

1. Support specialist

Elementary supervisors

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VI

LEARNING

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

The school will describe the school’s plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. The school will discuss the best practices your school has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have been effective. The school was analyzed to determine strengths and weaknesses. For the 2017-18 school year, 29% of kindergarten students scored at Emerging Readiness, 35% of students scored Approaching Readiness, and 36% of students scored at Demonstrating Readiness. Whole group and small group instruction is determined by the identified weaknesses. The Instructional Resource Library provided by the KRA website correlates to specific content. These resources are used within instruction to provide extra support.

The school will describe how the school is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure all children are entering kindergarten “demonstrating readiness”. The assessment is shared with our Pre-K program. We collaborate to address areas of weaknesses. PreK adjusts instruction to meet the needs of students and provide extra support for students. Our pre-k teacher collaborates with our local Head Start to ensure all kids are supported. An annual meeting is held with Head Start and our early childhood teachers to discuss supports that each individual needs in order to be successful.

VII

FINANCE

Table 12: School Progress Attendance	All Students AMO = 94.0%
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Rate		
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	95.3%	Y
Grade PK	92.8	N
Grade K	94.8	Y
Grade 1	95.3	Y
Grade 2	96.4	Y
Grade 3	96.2	Y
Grade 4	95.6	Y
Grade 5	95.6	Y

Table 13: Attendance Rate			
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017
All Students	≥95	95.2	95.3
Hispanic/Latino of any race			96.7
American Indian or Alaska Native			97.2
Asian			na
Black or African American			95.6
Native Hawaiian or Other Pacific Islander			90.6
White	≥95	95.4	95.4
Two or more races	na	≥95	94.2
Special Education	≥95	94.2	95.3
Limited English Proficient (LEP)	na	na	na
Free/Reduced Meals (FARMS)	94.4	94.3	94.6

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

We will continue to monitor attendance through the 2017-18 school year to ensure we continue to exceed the minimum attendance rate.

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

Attendance announcements for classes with perfect attendance

Attendance awards ceremony at the conclusion of the school year with awards and prizes for the students

Attendance team will monitor student attendance

Attendance calls and home visits by the administration and counselor

VIII

TRUANCY

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

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

How many students were identified as habitual truants? None

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

We will continue to implement the various supports and strategies that are currently in place in order to ensure that we have no students who are habitually truant.

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SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

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

The number of in school and out of school suspensions for the 2015-2016 and 2016-2017 school year. Analyze the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and provide a target number, if applicable.

In School/Out of School Suspensions

Year	In School Suspensions	Out of School Suspensions
2015-2016	≤10	≤10
2016-2017		≤10

We have zero suspensions at Northeast Elementary related to the school safety concerns of sexual harassment, harassment, or bullying. This is a minimum. We provide all necessary supports within our means to keep children in school. We will continue to provide all supports to all students in order to avoid both in and out-of-school suspensions.

KI

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BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

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

Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework at your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

Our school utilizes the Positive Behavior Interventions and Supports (PBIS) framework to improve discipline and maintain a positive school climate. We earn Roadrunner Rewards for their positive behavior and good choices. Roadrunner Rewards are given out by all staff members to students who are safe, responsible and respectful. Additionally, students exhibiting positive behaviors during resource classes are recognized by earning a Roadrunner.

Furthermore, the PeaceBuilders program is implemented in grades 3-5 to decrease bullying, learning distractions and the number of discipline referrals. The program is comprised of four classroom lessons to help students understand their role in the peacebuilding process. Each day, students participate in lessons that teach them to be a good person, give up put downs, seek wise people, notice hurts and to right wrongs.”

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

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

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bi-monthly to address the needs of students identified through the ICT process. Staff members trained in providing behavior management strategies to collaborate with classroom teachers to address the needs of targeted students. Additionally, the Guidance Counselor is using evidence-based strategies with targeted Tier II students.

KIII

RENT/FAMILY ENGAGEMENT

Family Engagement Needs

Describe in a narrative your school's parent/family 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 Parent Interest Survey.

At Northeast Elementary School take great pride in our strong parent/family engagement program. In 2016-2017, we held numerous events including:

- *The Annual Meeting was held during the Back to School Night on Wednesday, September 7, 2016. 73 parents attended.*
- *Math Day was held on Wednesday, October 26, 2016. 98 parents attended.*
- *Technology Night was held on November 17, 2016. 30 adults attended.*
- *PARCC Night was held on Thursday, January 26, 2017. 12 adults attended.*
- *Interest Fair Parent Workshop was held on Wednesday, March 22, 2017. 22 parents attended.*
- *The Interest Fair was held on April 11, 2017.*
- *Growth Mindsets Event was held in the spring. 8 adults attended.*

In addition to these activities to build parent capacity, we held "welcoming" activities to encourage our parents and families to come at our school such as: Veterans' Day Breakfast, Grandparents' Day, Movie Nights, Color Runs, and more. All were well-attended.

*In terms of volunteerism, weekly workshops were offered, and the number of participants increased from the previous year. Every class has book readers on Fridays, and parents and family members also volunteered for 5th grade outdoor school, field trips, and other special events. This year, **we will continue to implement all of the activities above** along with new initiatives to partner with parents and families in supporting students' academic achievement at home.*

Furthermore, we have held our Back to School Night/Annual Title I Meeting on Wednesday, September 13, 2017, and 106 adults attended. We held Math Day on Tuesday, October 24, 2017, in response to 21 of 61 parents requesting support for helping students with math at home. We also held Parent Interest Surveys. 61 adults attended. We are also offering Books Before Bedtime to build parent capacity in helping their students with reading. In response to 15 of 61 parents requesting support on Parent Interests Surveys.

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at Northeast Elementary School will continue to strive for excellence in a parent/family engagement program that will support stud

Parent Advisory/ Title I Parent Committee 2017 – 2018

Name	Grade Level Representation	Position
Steven Morgret	4	PAC Representative
Jade Bean	K	PAC Alternate
Megan Hetz	All	Special Educator
Veronica Thomas	3	Parent
Renee Anderson	1	Parent
Jennifer Hamilton	2	Parent
Kim Grabenstein	5	Parent
Laura Biser	All	Family Engagement Coordinator

“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, Community member, and so forth. **The parent committee must represent a cross section of the school community. Title I schools must have representative members.**

Northeast Elementary School’s PARENT/FAMILY ENGAGEMENT PLAN

Expectations

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Wide Title I school, Northeast Elementary School's Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Every Student Succeeds Act (ESSA).

Northeast Elementary School recognizes the importance of forming a strong partnership with parents and community members in order to promote student success in our school. To promote effective parent/family engagement, the staff at Northeast Elementary School welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

- Shared decision-making opportunities
- Annual meeting to explain the schoolwide Title I program
- Opportunities to build and increase understanding, communication, and support between home and school
- Formal and informal evaluation of the effectiveness of parent/family engagement activities
- Opportunities to increase awareness of the available resources offered by Mid Atlantic Equity Consortium, Inc.

IAEC)

- Activities that promote a positive environment of high expectations shared by home and school

Northeast Elementary School accepts the Allegany County Public Schools' School-Family-Community Policy and has aligned its school level Parent/Family Engagement Plan with the district's Parent/Family Engagement Plan.

Providing opportunities to build parent capacity in school decision making, in understanding academic standards, and in developing skills to support academics at home, the school will meet all goals on PARCC 2017-2018.

Action Plan

Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you coordinate with?
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			for more information
<p>Shared Decision Making The School Improvement Plan (SIP) is developed with input from parents</p>	<p>Parent representatives on SIT and other decision-making teams collaborate with school staff on the development of the plan. All parents were offered the opportunity to provide input on the SIP at Back to School Night.</p>	<p>Spring Meeting, Monday, May 22, 2017 Sept. 13, 2017</p>	<p>Dan Clark, Tim Farrell, Laura Michael, Natalie Williams, Melissa Moran Teachers</p>
<p>The SIP is available for parent review and input at any time</p>	<p>Parents were invited to review and provide input on the SIP at Back to School Night. A brochure containing a synopsis of the SIP and any revisions was sent home to all parents. It is also posted on the Title I bulletin board in the main lobby of the school. The entire SIP along with an invitation to provide input on it is available for review on the ACPS website.</p>	<p>Sept. 13, 2017 February 2018 ongoing</p>	<p>Dan Clark, Tim Farrell, Natalie Williams, Meli Moran</p>
<p>The Parent Involvement Plan is developed with input from parents.</p>	<p>A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan, including spending of the parent/family engagement funds, and make revisions. The School Improvement Team (SIT) will review the proposed plan. At Back to School Night, parents of all students were offered the opportunity to review the plan and provide feedback. The final plan was submitted to the SIT for approval. Feedback from all parent/family engagement activities and surveys is also used to gather input from parents for the plan. If parents do not agree with the plan, they can contact the principal.</p>	<p>Sept. 13, 2017 Spring Meeting 2018 TBD, ongoing</p>	<p>Dan Clark, Tim Farrell, Natalie Williams, Meli Moran, Laura Michael</p>

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<p>The Parent/Family Engagement Plan is distributed to all parents.</p> <p>With parents, develop a written School-Parent Compact(s) supporting instruction that is signed by teachers, parents, and students.</p>	<p>A summary sheet highlighting details of the Parent Involvement Plan is distributed to all families after the Central Office has approved the SIP. The entire plan is available as part of the SIP on the ACPS website.</p> <p>At Back to School Night, parents were offered an opportunity to review and provide input on the School-Parent Compact.</p> <p>A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year's School-Parent Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval.</p>	<p>February 2018 ongoing</p> <p>Sept. 13, 2017</p> <p>Spring Meeting 2018 TBD, ongoing</p>	<p>Dan Clark, Tim Farrell, Natalie Williams, Meli Moran</p> <p>Dan Clark, Tim Farrell, Natalie Williams, Meli Moran, Laura Michael</p>
<p>Annual Meeting</p> <p>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>	<p>Back to School Night was held and included the Title I Annual Meeting. 106 adults attended. A powerpoint presentation informing parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide parent/family engagement opportunities was shared.</p>	<p>Wednesday, September 13, 2017</p>	<p>Dan Clark, Tim Farrell</p>
<p>Building Parental Capacity</p>	<ul style="list-style-type: none"> Back to School Night/Annual Title I Meeting 	<p>Sept., 13, 2017</p>	<p>Janel Shoemaker, Dan</p>

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Provide assistance to parent in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.	<ul style="list-style-type: none"> ● "Parent's Guide to Student Success" publication was distributed to all families. ● Family Math Day ● Books Before Bedtime ● PARCC Night ● Parent Conference Days 	<p>October 3, 2017</p> <p>Oct. 24, 2017</p> <p>Jan. 18, 2018</p> <p>Feb. 15, 2018</p> <p>Oct. 3, 2017 & Feb. 14, 2018</p>	Clark, Tim Farrell, SIT, Teachers
Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	<ul style="list-style-type: none"> ● Interest Fair Workshop ● Interest Fair ● Family Math Day, Books Before Bedtime, PARCC Night 	<p>TBD</p> <p>TBD</p> <p>Above</p>	Janel Shoemaker, Dan Clark, Tim Farrell, SIT, Teachers
Educate school personnel on how to work with parents as equal partners in their child's education.	<p>Parent Evaluations are summarized following each event, and results are shared at SIT and/or team meetings to improve future parent programs. Mid-Year and Parent Interest Surveys are given.</p>	<p>Ongoing</p> <p>February & April 2018</p>	Janel Shoemaker, Dan Clark, Tim Farrell, SIT, Teachers
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.	<ul style="list-style-type: none"> ● 21st Century Afterschool Program ● Health Department (Dental Sealants Clinic and Behavioral Health Services) ● FSU (Frostburg State University): Northeast partners with FSU as a Professional Development School. Science presentations, theater production, and field trips are also collaborative efforts. ● University of Maryland Cooperative Extension SNAP-Ed nutrition program 	<p>Mon.-Thurs. February 2018 ongoing</p>	<p>Mandy Hawkins, Coor Dan Clark Teachers</p> <p>Mandy Hawkins</p>

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<p>Ensure information is presented in a format and/or language parents can understand.</p> <p>Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.</p>	<p>“Home & School Connection” Newsletters Memos/Letters/Newsletters/ASPEN Family Engagement Coordinator makes phone calls</p> <p>Administration and all staff work together to ensure all parents can participate in all opportunities. FEC reaches out to underserved families by phone and/or e-mail correspondence. There is an elevator available to visitors.</p>	<p>Monthly Ongoing ongoing</p> <p>Ongoing</p>	<p>Dan Clark Janell Lamberson Laura Biser</p> <p>Dan Clark, Tim Farrell, Janel Shoemaker, Lau Biser</p> <p>All Staff</p>
<p>Review the Effectiveness The effectiveness of the school’s parental/family engagement activities will be reviewed.</p>	<p>The effectiveness of the school’s parent/family engagement activities is reviewed after each event and at the end of the year in SIT/Faculty Meetings and at the Spring Meeting with parents.</p>	<p>Ongoing, Spring 2018 TBD</p>	<p>Dan Clark, Tim Farrell, Janel Shoemaker, Lau Michael</p>
<p>Mid Atlantic Equity Consortium, C) The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org</p>	<p>Information about MAEC is shared with parents and families during the powerpoint presentation at the Annual Meeting. It is also posted on the school’s Title I bulletin board and shared in school newsletters, and is available on the ACPS website.</p>	<p>Sept. 13, 2017 ongoing</p>	<p>Dan Clark, Tim Farrell, Janelle Lamberson, La Biser</p>
<p>Joyce Epstein’s Third Type of Parent Involvement Volunteering</p>	<p>Parents and family members can volunteer to be guest readers, chaperones at 5th grade outdoor school, weekly workshop volunteers, field trip chaperones, and “work from home” volunteers.</p>	<p>ongoing</p>	<p>Dan Clark, Tim Farrell, Cheri Helmstetter, Teachers, Laura Biser</p>

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IV.

Professional Learning Community for Teachers and Staff- Standard 7

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

Professional Learning Title: GRRUDL

Date(s): 8/24/17, 8/25/17, 9/27/17, 1/24/18

going at Northeast Elementary during team meetings and faculty meetings

Location and Time: Supervisor PD @ Mountain Ridge High School 8:00 AM

Supervisor PD @ Cash Valley and George's Creek Elementary Schools 8:00AM

Principal Staff Development at Northeast Elementary at 8:00 AM

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ended 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 instruction component of the framework. Teachers will specifically and strategically use questioning, prompting, cueing, explaining and modeling as a category of this component of the GRRUDL.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
Teachers will learn how to use questioning to check for understanding. They will use prompting to facilitate students' cognitive and metacognitive and processing. Teachers will effectively use cueing to shift students' attention to focus on specific information, errors, or partial understandings. They will also learn to effectively use explaining and modeling when students do not have sufficient knowledge to complete tasks.

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 and informal observations, the principal and assistant principal will closely examine daily lesson plans to ensure plans are written following the framework of the

V.

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POLICY STRUCTURE AND PRACTICE

your school's mission and vision support the district's mission and vision?

n and vision directly supports those of the district by working collaboratively and respectfully with all stakeholders to raise children i
potential both socially and academically in order to be college and career ready.

ome ways your school and district can jointly establish buy in with teachers for the GRR and UDL?

ata to show the pathway to continuous improvement and providing the necessary supports to ensure teachers have the tools to feel
rk.

tional professional learning, if any, is needed at your school to support GRR and UDL within the classroom?

. focused learning on specific components of the GRR framework, one piece at a time. This year, the focus has been on the guided ir
will continue to have a focus on that component, along with communicating content and language purpose to our students in an ag
e manner.

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I ent Plan

will the plan be shared with the faculty and staff?

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

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

Monthly grade level team planning with an administrator will address the implementation of the activities represented in the reading and math portions of the plan. Action teams will meet monthly to monitor specified portions of the plan. PBIS will focus on discipline initiatives, SIT will analyze milestone data and implementation of Reading and Math activities, PAT will focus on the parent involvement activities 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. Action Team chairs will present items of discussion at monthly SIT meetings. Minutes from SIT will be given to all staff.

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

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

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

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

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

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

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

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

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

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 office, including the Title 1 Instructional Specialists and the Elementary Office staff were readily available to answer any question that came up 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 participate in meetings and assists with completing all parts of the plan, and serves as a liaison between school and Central Office to monitor the school-wide Title 1 plan and program. Using a rubric, the Central Office Technical Assistance Team reviews and provides feedback on the 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.

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

August 2016

Share data analysis PARCC and MSA results with staff.

September 7, 2017

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

October 24-25, 2017

Open House Day in the Classroom

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ber 30-November 4, 2017

ed Food Drive

mber 2017

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

ary 2018

ew of SIP by Central Office.

will make revisions based upon review and share with faculty.

ary 18, 2018

s Before Bedtime--Literacy Activity--Teachers will share reading strategies with students.

uary 2018

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

uary 2018

will monitor implementation of activities

h 2017

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

h 5-9, 2018

Across America

h 21, 2018

est Fair Project Day for parents

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

2018

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

12, 2018

est Fair will be held.

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Title I Schools – Four Components

Components section is an elaboration of the School Improvement Plan.

Component 1 – COMPREHENSIVE NEEDS ASSESSMENT

heavy emphasis on completing a comprehensive Needs Assessment since this will be the basis for utilization of Title I funds. This section should address the academic achievement of students in relation to meeting the challenging State academic standards. It should specifically address the needs of those children who are failing or who are at-risk of failing to meet these standards.

Component 2 – SCHOOLWIDE REFORM STRATEGIES

Include evidence-based strategies that the school will implement to address school needs. Include a description of how each strategy will provide opportunities for all children including each subgroup to meet the State's challenging academic standards. Strategies are tied to an identified need and have a purpose.

Include methods and instructional strategies that strengthen the academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. These *may* include programs, activities, and courses necessary to provide a well-rounded education.

Address the needs of all children in the school with activities that *may* include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject area; prepare for and increase awareness of opportunities for post secondary education and the workforce; implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services which coordinate with IDEA; professional development and activities for school personnel to improve instruction and use of data from academic assessments; strategies for assisting preschool children in the transition from early childhood programs to local elementary programs.

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Component 3 A - PARENT, COMMUNITY AND STAKEHOLDER INVOLVEMENT

s developed with the involvement of parents and other members of the community to be served and individuals who will c
including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the extent feasib
organizations present in the community and if appropriate, specialized instructional support personnel, technical assistance
and school staff.

Component 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

requires Title I schools to include parent and family engagement strategies in the schoolwide plan. Strategies for reaching
ents/families should be included.

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

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

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COMPONENT ONE
COMPREHENSIVE NEEDS ASSESSMENT

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

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

Consider:

What types of data are being collected? How is the data being used by administration, teachers and parents?

What evidence is being collected to demonstrate academic achievement?

How is data being reviewed to focus on subgroup performance?

How is disaggregated data used to guide instruction? Are the strategies successful? What changes need to be implemented?

What are the needs of the students, teachers, school and community?

What are the contributing factors for the needs?

How were members of the school community involved in the data analysis?

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

Math Needs Assessment	pages 14-16
Science Needs Assessment	pages 21-23
Language Arts Needs Assessment	Waived for 2017-2018

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ESS Practice Profile	pages 29
Early Learning	pages 30
Attendance Needs Assessment	pages 31-32

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COMPONENT TWO
SCHOOLWIDE REFORM STRATEGIES

The reform strategies are implemented in order to:

Provide opportunities for all children, including each of the subgroups of students as defined in 1111c(2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);

Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide a well-rounded education; (1114(b)(7)(A)(ii)

Address the need of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Consider the following:

- Do the strategies increase the quality and quantity of instruction using evidence based methods and strategies?
- Are the reform strategies aligned with the findings in the needs assessment?
- Do the strategies require the use of Title I funded personnel?
- Do the strategies address the needs of all low achieving student groups (FARMS, Special Education, ELL, gender)?
- Do the strategies need to include implementation of a schoolwide tiered model to prevent and address behavioral concerns, early intervention services, or activities that coordinate with IDEA?
- Do the strategies need to include professional development for teachers, paraprofessionals, other school personnel or families to improve instruction and the use of data from academic assessments?

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How do teams of teachers, administrators and parents participate in the decisions regarding the use of reform strategies?
 Strategies for assisting preschool children in the transition from early childhood programs to local elementary school program
 students transitioning to middle school?
 Does the school need counseling, school-based mental health programs, specialized instructional support services, mentoring
 strategies to improve students' skills outside the academic subject?

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

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

Definition of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
significant achievement gap our economically disadvantaged and our non-economically aged students in English/language /language arts, the gap increased	Computer Assisted Instruction (.37 effect size)	PARCC Scores, 4 Point PARCC Writing Rubric Pre-Post Scores	Active Learning Lab- \$9,000.00 1 Computer Cart- \$1,575.00 25 Laptops- \$743 x 25= \$18,575.00 School-Wide Starfall Subscription-

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m 2015 to 2017. In 2017, the gap is ween the economically aged and non-economically aged students.			\$270.00
	Professional Development (.62 effect size)	PARCC Scores, Data Meetings with ELA specialist	Articulation Meetings, 8 subs x \$93= \$744 Team Planning to Implement GRRUDL, 15 subs x \$93= \$1,395 Materials for P.D. (chart paper and markers)= \$33
	Small Group Learning (.49 effect size)	PARCC Scores, Formative Assessments	Classroom Materials to Support Math/ELA/Science- \$5,107.43 Parent Workshop Materials to Support Classroom Instruction- \$180.00 + \$239.00 = \$419.00
	Parental Involvement (.51 effect size)	PARCC Scores, Feedback from Parents	Back to School Night Stipends for Teachers, 16 teachers x 1.5 hours x \$22.73 = \$545.52 Books Before Bedtime Night Stipends for Teachers, 5 teachers x 1.5 hours x \$24.06 = \$180.45 Materials for Books Before Bedtime Night= \$400

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			Interest Fair Stipends for Teachers, 3 teachers x 2 hours x \$22.73 = \$136.38 Materials for Interest Fair = \$400
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s College and Career Ready Standards for Math is utilized for math instruction. The 2012 *enVISION* series by Pearson is the program and is based on the NCTM Standards. Teachers utilize this math resource to implement the math pacing guide. Books are available for use in grades PreK-5 three times during the year. PreK and Kindergarten also administer an end of year assessment. Please complete the following chart to include the page number of the SIP where the program or practice can be found.

to meet the needs of the targeted subgroups(s) and the identified factors hindering student performance are found on page 10. Complete the chart with additional best practices and strategies that support math achievement.

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
There is a significant achievement gap between our economically disadvantaged and our non-economically disadvantaged students in mathematics.	Computer Assisted Instruction (.37 effect size)	PARCC Scores, Imagine Math and IXL reports	Active Learning Lab- \$9,000.00 1 Computer Cart- \$1,575.00 25 Laptops- \$743 x 25= \$18,575.00 School-Wide Subscription to IXL=

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aged and non-economically aged students. The gap between groups on the 2017 PARCC it in mathematics is 31.7%.			\$2,100
	Professional Development (.62 effect size)	PARCC Scores, Data Meetings with Specialist	<p>Articulation Meetings, 8 subs x \$93= \$744</p> <p>Team Planning to Implement GRRUDL, 15 subs x \$93= \$1,395</p> <p>Materials for P.D. (chart paper and markers)= \$33</p>
	Small Group Learning (.49 effect size)	PARCC Scores, Ongoing Formative Assessment	<p>Classroom Materials to Support Math/ELA/Science- \$5,107.43</p> <p>Parent Workshop Materials to Support Classroom Instruction- \$180.00 + \$239.00 = \$419</p>
	Parental Involvement (.51 effect size)	PARCC Scores, Feedback from Parents	<p>Back to School Night Stipends for Teachers, 16 teachers x 1.5 hours x \$22.73 = \$545.5</p> <p>Interest Fair Stipends for Teachers, 3 teachers x 2 hours x \$22.73 = \$136.38</p> <p>Materials for Interest Fair = \$400</p> <p>Math Night Stipends for Teachers, 2 teachers x 2 hours x \$22.73 (Planning</p>

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			<p>rate) = \$90.92</p> <p>Math Night Stipends for Teachers, 2 teachers x 2 hours x \$24.06 (Teaching rate) = \$96.24</p> <p>Materials for Math Night = \$400</p>
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VAL NON ACADEMIC NEEDS OF STUDENTS

ation of Problem and pporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy

ORAL SERVICES

ol utilizes the evidence-based PBIS schoolwide tiered model to address problem behaviors.

s 34-35 for data and strategies that will be implemented for behavioral support.

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INTERVENTION

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

Need	Activity	IDEA Connection

PROFESSIONAL DEVELOPMENT

Professional development is an ongoing commitment. Supervisors provide county staff development related to the state curriculum standards, best practices, and differentiated instruction. School level teams continue these professional development initiatives at the school level. In addition, specific high quality professional development activities identified in the needs assessment process are included in the School Improvement Plan. ELA and math benchmark assessments, *DIBELS Next*, and unit tests are analyzed to monitor student progress and inform instructional changes. The goal of professional development is to provide teachers with effective instructional strategies to increase student achievement for the identified subgroups.

Please see School Improvement Plan:

- ELA pages 41-42
- Math pages 41-42
- Science waived

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Below are additional Professional Development activities that will support the implementation of the plan, but are not listed to the narrow focus on subgroup performance.

Professional Development Calendar/Funding Table

Activity	SIP Alignment	What / How Content/Process	Date(s)	Presenters	Funding Source
Professional Development	FARMS/Special Ed.	Articulation Meetings	TBD	NA	Title I 8 subs X \$93 = \$744 Materials \$33
Professional Development	FARMS/Special Ed.	Team Planning to Implement GRRUDL	TBD	NA	Title I 15 subs x \$93 = \$1,395
Professional Development	FARMS/Special Ed.	PLC: Jen Serravallo reading and writing strategies work	TBD	Krista Trenum	NA

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		with ELA specialist			
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STRATEGIES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS

M	DATE/TIMELINE
with Head Start and PreK Teachers	April 2018
reports provided by Head Start for entering Kindergarten students	April 2018
Kindergarten Parent interviews	August 2017
enning	August/September, 2017
ngs	Ongoing 2017/2018
Kindergarten Orientation Meetings	4/28/17, 8/8/17
stration with Head Start and Pre-K	3/22/18 - 3/23/18
ation between Head Start and Pre-K	11:30 AM Daily
ise	9/13/17
n meetings between Pre-K and K	May 2018
n meetings between K and Grade 1	May 2018

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n meetings between Grades 1-5	May 2018
n meetings with middle school staff	May 2018
ysis meetings	9/28/17, 2/2/18, May 2018
niddle school visitation	5/16/18
ile I Meeting	May 2018

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COMPONENT 3 A
PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT

vement of parents, families, community members and stakeholders is an important factor in providing for the success of st
)

ring persons were involved in planning the parent and family program for the 2017-2018 school year. Representatives shc
 arents/family members; teachers; paraprofessionals; special educator; school staff; administrators; tribal representatives,
 ; community members; stakeholders; LEA representative; and technical assistance providers.

Name	Role
Dan Clark	Principal
Tim Farrell	Assistant Principal
Janel Shoemaker	Partnership Action Team Chair
Laura Michael	Title I Support Specialist

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Laura Biser	Family Engagement Coordinator
Katie Lewis	Parent Pre-K
Veronica Thomas	Parent Kindergarten, Grade 3
Renee Anderson	Parent Grade 1
Jennifer Hamilton	Parent Grades 2 and 4
Kim Grabenstein	Parent Grades 3 and 5

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**COMPONENT 3 |
STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

Staff in the school recognize the importance of the home-school connection. Involving parents/families in the school is a crucial factor in enhancing student performance. The Allegany County Public Schools' School-Family-Community Engagement Policy is published in September to each family in all Title I schools. Title I schools also post a copy of the policy on their Title I bulletin board and parent resource centers. Each school, in conjunction with the Title I Parent Committee, develops its own parent involvement plan which is posted and also distributed to parents.

The Family Engagement Coordinator is on-site at Northeast Elementary School for 2 days per week. In this position, the Family Engagement Coordinator reaches out to parents to build positive relationships between the home and school through individual communication, coordinates with administrators to help build a strong parent program, and builds enthusiasm for parent involvement in the school. Parents are encouraged to be involved in the education of their child(ren) in a variety of ways. ESSA identifies six requirements designed to ensure parent capacity to be involved in school. Strategies designed to ensure the implementation of these requirements are found in the Family Engagement Plan. Please include strategies for how to reach parents/families which are hard to reach.

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Consider the following:

Parent School Compact

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

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

What evidence based strategies will be used to increase parent/family engagement?

How does the school involve parents, families, teachers, administrators, staff and the community in the school planning and making process?

How do parents/families give input on the expenditure of Title I funds?

What is the role of school staff in strengthening the partnership between the home and school?

How do community/business partners support the school to improve student achievement?

Are the activities aligned with the six components of parental engagement (communicating, parenting, students learning, voice, school decision making and advocacy, and collaborating with the community)?

What evidence is there that the relationship between the school and the community is improving?

Refer to the Parent/Family Engagement section on pages 35-41 for a description of the implementation of these strategies.

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COMPONENT 4

COORDINATION WITH OTHER FEDERAL,

STATE, AND LOCAL SERVICES, RESOURCES AND PROGRAMS

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

Service	Service Provider	Explanation of Service
Health Services	School Nurse	Our nurse provides health support to students and their families.

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Head Start Program	Head Start	Articulation meetings between Head Start and Kindergarten teachers are held in the spring.
Personal, or support	School Counselor	Our counselor provides social, personal, and/or academic support to individual students, small groups, and classes.
Learning time for students with low achievement	21st Century Staff	21st Century Afterschool Program provides a meal, homework support, physical activity, enrichment opportunities, and parent involvement activities to participating students.
Individualized instruction	Classroom Teachers, Special Educators, Paraprofessionals, Specialists	Teachers provide differentiated instruction through data analysis at team meetings, collaborative planning opportunities, and co-teaching to meet the needs of all learners.
Support instruction	Classroom Teachers, Special Educators, Paraprofessionals, Specialists	Instructional assistants and the special education teacher work with the regular classroom teacher to implement small groups.
Inclusion in general classes	Staff	Regular education teachers, special education teachers, and instructional assistants work together to include all students.
Learning time for special education	Extended School Year	Summer school program is offered to qualified students.
Support for families identified needs	Pupil Service Team	Pupil Service Team meets weekly to provide assistance to families in need.
Dental screening	Allegany County Health Department	Students are provided with a dental screening and sealants.

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seeing	Lions Club	Lions Club provides assistance in getting assistance with acquiring glasses.
and emotional	Mental Health Counselors	Counselors provide assistance as needed.
and academic	Learning Assistance Program	Provides support to students as needed.
support	PBIS	PBIS team provides incentives and recognizes positive behavior while providing support as needed.
support	Breakfast in the Classroom	All students are provided breakfast in the classroom every day through a grant.
	Allegany County Social Services	Safe and Snug Program provides coats, gloves and scarves to identified students.
plies	Community Donors	School supplies are available to any student in need.
ties to discuss of child	Teachers	Parent Conferences are held twice each year and as requested by parents or teachers.
ntervention	Reading Intervention Teacher	ERI, Foundations, Read Naturally, SRA, Wilson, and other intervention programs are implemented to identified students daily.
ion of student need	Kindergarten Teachers	All incoming kindergarten students are screened by taking the KRA.
ty to address educational needs	Instructional Consultation Team, Grade Level Teams	ICT and data analysis meetings are held to monitor and address students' needs.

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reness	School Resource Officer	D.A.R.E. Program is provided to grade 5 students.
vention program	Classroom Teachers, math specialist	Imagine Math, a computer based math program, evaluates student concept attainment and plans a pathway for each child. This program is only provided in Title I schoolwide schools for students in grades 3-5.
s to support students	Administrators	Title I funding provides homeless students with financial assistance to enable students to remain in the home school, educational programs, acceptable “social-school” activities as well as Title I-like academic services.
cation programs	Allegany College of Maryland	The GED program is offered for adults.

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

ly, the Elementary Supervisors hold monthly Elementary Council Meetings. The Supervisor of Federal Programs attends these meetings. During these meetings, principals are given an opportunity to express concerns, clarify questions, and are provided with program updates as well as professional development activities.

schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their programs. Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 18.

FY 18 Coordination of Funding Sources

ity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center	Other Funding Source
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ral ient	\$2,172					
ol	\$25,250		\$52,000	\$21,750		
of n	\$7,658.43			\$20,391		
	\$118,786.63					
ent	\$2,488.51					
it	\$29,150			\$3,000		
d						
ble				\$5,220		
				\$2,695		
				\$20,155		

Title I Budget 2017 – 2018

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Instructional Program: \$36,808.43 (includes FEC)

Materials

\$5,107.43

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA/Science	Classroom Materials to support Math/ELA/Science	\$5,107.43	\$5,107.43	FARMS Special Ed.

Equipment

\$29,150

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA/Science	Active Learning Lab	\$9,000.00	\$9,000	FARMS Special Ed.
Math/ELA/Science	Computer Cart	1 cart x \$1,575	\$1,575	FARMS Special Ed

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Math/ELA/Science	Lenova Yoga Multi Touch Laptops	25 laptops x \$743	\$18,575	FARMS Special Ed
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FEC Materials

\$181.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Parent Workshop materials for teacher request workshop	\$181.00	\$181.00	FARMS Special Education

Web-based

\$2,370.00

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SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	IXL Subscription	1 School-Wide Subscription X \$2,100.00	\$2,100.00	Math FARMS/Special Ed.
Math/ELA	Starfall Subscription	1 School-Wide Subscription X \$270.00	\$270.00	Math/ELA FARMS/ Special Ed.

Title I Budget 2017 – 2018

Professional Development: \$2,172

Stipends / Substitutes

\$2,139.00

SIP Section	Budget Item Description	Calculate Cost by	Total	SIP Alignment to Identified
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		Category		Subgroup/ Need
Professional Development	Articulation Meetings	8 subs x \$93.00	\$744.00	FARMS Special Ed.
Professional Development	Team Planning Implement GRRUDL	15 subs x \$93.00	\$1,395	FARMS Special Ed.

urly Stipends: Teaching- \$24.06
bstitutes: Highly Qualified- \$93.00

Non-Teaching- \$22.73

Materials

\$33.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Professional Development	Materials for PD (chart paper, etc.)	\$33.00	\$33.00	FARMS Special Ed.

Budget 2017 – 2018

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Parent/Family Engagement: \$2,488.51

Stipends

\$1,049.51

on	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
amil ent	Back To School Night	16 Teachers x 1.5 Hrs. x \$22.73	\$545.52	Parent Involvement/FARMS/Special Ed.
amil ent	Math Night	2 Teachers x 2 Hours x \$22.73	\$90.92	Parent Involvement/FARMS/Special Ed.
amil ent	Math Night	2 Teachers x 2 Hours x \$24.06	\$96.24	Parent Involvement/FARMS/Special Ed.
amil ent	Books Before Bedtime Night	5 Teachers x 1.5 Hours x \$24.06	\$180.45	Parent Involvement/FARMS/Special Ed.

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amil	Interest Fair	3 Teachers x 2 Hours x \$22.73	\$136.38	Parent Involvement/FARMS/Special Ed.
ent				

Monthly Stipends: Teaching- \$24.06

Non-Teaching- \$22.73

Materials

\$1,439.00

***Food Allowance – 10% = \$248.85 (Per person: Light snack-\$2-\$3, Breakfast-\$3-\$5, Lunch-\$5-\$8, Dinner-\$8-\$11 or less)**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent/Family Engagement	Math Night Materials	\$400.00	\$400.00	Parent Involvement/FARMS/Special Ed.
Title I Parent/Family	Books Before Bedtime Materials	\$400.00	\$400.00	Parent Involvement/FARMS/Special Ed.

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Engagement				al Ed.
Title I Parent/Family Engagement	Interest Fair Materials	\$400.00	\$400.00	Parent Involvement/FARMS/Speci al Ed.
Title I Parent/Family Engagement	Family Engagement Coordinator Materials	\$239.00	\$239.00	Parent Involvement/FARMS/Speci al Ed.

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Goal: To close the achievement gap between economically and non-economically disadvantaged students in the areas of English/language arts and mathematics.

Strategy: The use of strategic group Tier II interventions in the areas of English/language arts and mathematics.

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

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

1 To close the achievement gap between economically and non-economically disadvantaged students in English/language arts.

the use of strategic group Tier II interventions in the area of English/language arts.

Action Step	Who	By When	Status Update / Next Steps
FOUNDATION			
3.3% gap between our economically disadvantaged and our non-economically disadvantaged student in the area of ELA.			
Training to staff on Tier II interventions.	Title I and ELA Specialists	Ongoing	Monitor by administration, walk-throughs, support from ELA and Title I specialists

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ING			
plement additional Tier II s during small group instruction.	classroom teachers	ongoing	Monitor by administration, walk- throughs, support from ELA and Title I specialists
i SCHOOLWIDE IMPLEMENTATION			
t of administration and review of data and best l be evaluated.	administra tion, ELA specialists	ongoing	Monitor by administration, walk- throughs, support from ELA and Title I specialists

2 To close the achievement gap between economically and non-economically disadvantaged students in Mathematics.			
The use of strategic group Tier II interventions in the area of mathematics.			
Action Step	Who	By When	Status Update / Next Steps
FOUNDATION			
..7% gap between our y disadvantaged and our non- y disadvantaged student n the the area of mathematics.			

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ing to staff on Tier II s.	Title 1 Math Specialists	ongoing	Monitor by administration, walk- throughs, support from the Title 1 Math Specialist.
ING			
plement additional Tier II s during small group	classroom teachers	ongoing	Monitor by administration, walk- throughs, support from the Title 1 Math Specialist.
SCHOOLWIDE IMPLEMENTATION			
t of administration and review of data and best l be evaluated.	administra tion, Title 1 Math Specialist	ongoing	Monitor by administration, walk- throughs, support from the Title 1 Math Specialist.

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

Print and Sign)	Affiliation/Title
<i>Daniel E. Clark</i>	Principal
<i>Tim Farrell</i>	Assistant Principal
<i>William Williams</i>	Co-Chair, Grade 1 Teacher
<i>Melissa Moran</i>	Co-Chair, Grade 3 Teacher
<i>Sarah Troutman</i>	Kindergarten Teacher
<i>Renee A. Grot</i>	Grade 2 Teacher
<i>Heather Hook</i>	Grade 4 Teacher
<i>Karen Wertz</i>	Grade 5 Teacher
<i>Maureen Mathews</i>	Reading Intervention Teacher
<i>Negra Hetz</i>	Special Education Teacher
<i>Ben Simpson</i>	School Counselor
<i>Michael Z...</i>	Media Specialist
<i>Jan House</i>	Parent

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