Allegany County Public Schools
2018 – 2019 School Improvement Plan

School: Parkside   **Principal: Tracey Wharton**

Allegany County Public Schools
2018 – 2019 School Improvement Plan

INTEGRATED EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

Mission Statement

The Parkside Elementary School faculty and staff believe that all students can grow intellectually, personally, emotionally, socially, and physically. We believe that each of these dimensions is equally important to the total well-being of the individual. Together with parents and other partnerships, it is our goal to focus attention on each of these areas in order for every student to become a responsible and productive citizen.

Vision

Parkside Elementary School will develop our children, our staff, our parents, and our community. We will strive to model and teach divergent thinking, responsibility, respect, and safety. Staff will promote open and honest communication between colleagues, students, parents, and our community. By accessing skills and knowledge from a variety of resources, students will receive appropriate instruction with necessary supports to promote individual success.

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Core Values

"Living, Laughing, Loving, Learning, Working Together; Making a Difference." This sentiment serves as a way to share the deep belief that we have in the value of partnership within our learning community and reminds us daily that the team effort will guide our students to success.

- **Parkside School believes in the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school.**
- **Parkside School believes that our ultimate goal is to create a safe, nurturing environment in which students can grow intellectually, personally,emotionally, socially, and physically.**
- **To promote effective parent involvement, the staff works together collaboratively with one another and welcomes and encourages parents and community members to join us in the educational program.**

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

1. What is the role of the principal in the School Improvement Process at your school? **The principal directs leadership team to gather input from all stakeholders and analyze data from a variety of sources to id needs of the school and to create a plan for addressing those needs using a systematic approach. The guides the staff in the development and implementation of the school's mission and vision by identifyi values and then making decisions that support the implementation of the school vision.**

2. What is the purpose of your school leadership team in the School Improvement Process? **The leadership a group that works to align school initiatives with the School Improvement Plan. Data is analyzed by th**

to make informed and intentional decisions to drive the instructional process to best meet the needs o
members.

3. Does your school improvement team (SIT) represent your entire school community, including parents/gu
    The composition of the team is comprised of the principal, teachers, parents, and community member

4.   What additional opportunities exist for everyone in your school community to meaningfully participate i
    decision-making processes? **New to the school this year are written evaluations requesting feedback fr**
    parents relating to activities in which they were participants.   New as well was a survey to parents ask
    input regarding the need for assistance and support for their child in reading and/or math. Also every s
    family has the opportunity to respond to a mid-year Title I Parent/Family survey to evaluate our core v
    from the parent perspective for strengthening our home-school partnership. This initiative will help th
    Improvement Team make informed decisions on how to best meet the needs of our families.

5. What is the process for developing a shared understanding and commitment to the vision, mission, and c
    values within the school and community?**Parkside shares its vision with staff through faculty meetings,**
    professional development, SIT meetings, and team planning, giving the opportunity for staff to engage
    dialogue. Our vision is shared on an electronic message board that is readily visible upon entering the
    at the main lobby.

6. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders c
    All teachers were involved in an activity encouraging thoughtful review of our Parkside values. This activity occu
    during a school wide professional development day on August 24, 2018. Staff worked together to review the vis
    mission that we have for our school community. This vision was shared by our principal with the entire organiza
    during Open House on September 6, 2018.

7. Have you adjusted the school's mission and vision to changing expectations and opportunities for the sch changing needs and situations of students? If so, why? **Our vision continues to focus on collaborating and p with parents and community. We continue to believe these partnerships are crucial in the development of the and student success. Our previously staff-developed slogan of, "Living, Laughing, Loving, Learning...Working To Making a Difference" summarizing Parkside's commitment to the students in developing a climate of inclusiven continues to reflect the values of our Parkside learning community.**

B. Culture, Climate, and Inclusive Community

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

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

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

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

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

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

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

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

mmunity of Parkside Elementary School, including students, parents, and all staff members strive to promote a welc
clusive atmosphere. At the heart of this climate is the desire to collaborate and communicate with families in order t
the needs and ensure the success of all elementary scholars. We encourage parent and community input and participa
ces the learning environment. Positive behaviors within students are acknowledged through the PBIS program, the sc
rce Lions, and the Student of the Month recognition celebrating the modeling of Character Counts traits. The school
wledges the successful ideas, efforts, and contributions of faculty members through a weekly recognition program.

:hool recognizes and encourages the collaboration between the special and regular education teachers and paraeducat
ducators are highly valued as a critical component to our school climate, culture, and success. They serve as a vital link
:en the classroom and the special education teacher and help to preserve the flow of instruction. This collaboration co
a school priority in our MTSS profile. Regular and special education teachers meet weekly to plan and modify instructi
the needs of the students.

oom rosters are designed to be heterogeneously grouped to include an equally proportioned distribution of the subgro
s, Females, IEP/Non-IEP, FARMS/Non-FARMS, Race, Academic High/Middle/Low, and Behavioral Needs.) These distrib
termined each year by the teachers and administration during articulation meetings. Throughout the year, students
ipate in activities in multi-ability groups in a variety of subjects. STEM activities as well as social studies tasks lend wel
ability grouping. The use of the GRR-UDL model also provides opportunities to engage students of a variety of abilities

C. Student and/or Staff Engagement Action Plan

Student and/or Staff Engagement Action Plan

s of needed improvement: the issue (s) that needs	**Section 1- Adequate time for communication in my building.** 3 out of 18 staff members disagreed that they had adequate time to communicate in their buil

s: What steps will be taken in ...ain the desired outcome(s).	• Resource schedules will be designed to maximize opportunities for grade-level teams and sp... education staff to communicate and plan for the week ahead. • Collaborative planning between Spec Ed, Title I, and Regular will be built into schedules to pr... opportunity for communication. • The following teams will meet consistently throughout the school year: School Improvement ... ICT, Social Committee, Tier II/CICO. Minutes of team meetings will be shared with all staff foll... meetings.
...der and team: Who is ...and involved in the work?	The resource schedule and master calendar will be created and maintained by the principal. Commu... team minutes will be shared with staff via chairs of each team.
...What investments (people, ...ime, etc) will be needed to ... initiative(s) ...ctivities) to achieve the ...ome(s)?	No equipment is needed to improve communication. Staff will need to commit to attending scheduled ... meetings, and chairs must commit to sharing team minutes with other staff members.
...What are the major events ...mplishments for this?	The School Improvement Team will survey staff twice a year regarding communication and will meet ... the results and address needs and challenges.
... Metrics: What will you ...gauge progress on your action ... determine if the identified goal ...et?	The School Improvement Team will survey staff at Faculty Meetings in January and May to determine ... toward improving opportunities to communicate within the building.

clude dates for implementation ps.	August- Resource schedule and collaborative planning opportunities will be developed. Monthly- Teams will meet and share data with staff Jan/May- SIT will administer a staff survey regarding communication and review results

SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers	3	16	19
Itinerant staff	10	0	10
Paraprofessionals	3	2	5
Support Staff	1	3	4
Other	7	4	11
Total Staff	24	26	50

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**	**201 O**
Percentage of faculty who are: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	100 0	100 0	100 0	100 0	
For those not certified, list name, grade level course	n/a	n/a	n/a	n/a	
Number of years principal has been in the building	10	1	2	3	
Teacher Average Daily Attendance	94.5	93.9	95.1	94.2	

B. Student Demographics

Table 3				
SUBGROUP DATA				
SUBGROUP	**2015-2016 TOTAL**	**2016 – 2017 TOTAL**	**2017-2018 TOTAL**	**2018-2019 TOTAL**
American Indian/Alaskan Native	n/a	n/a	n/a	n/a

Hawaiian/Pacific Islander	n/a	n/a	n/a	n/a
African American	28	13	12	13
White	199	179	182	168
Asian	≤10	≤10	≤10	≤10
Two or More Races	17	21	23	15
Special Education	43	42	45	45
LEP	n/a	≤10	≤10	≤10
Males	121	127	132	119
Females	96	93	91	81
Total Enrollment (Males + Females)	217	220	223	200
Farms (Oct 31 data)	51.42%	54.09%	55.71%	

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

Table 4						
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**

01 Intellectual Disability	n/a	06 Emotional Disturbance	n/a	12 Deaf-Blindness	n/a
02 Hard of Hearing	n/a	07 Orthopedic Impairment	n/a	13 Traumatic Brain Injury	n/a
03 Deaf	n/a	08 Other Health Impaired	<10	14 Autism	n/a
04 Speech/Language Impaired	11	09 Specific Learning Disability	16	15 Developmental Delay	12
05 Visual Impairment	n/a	10 Multiple Disabilities	n/a		

ATTENDANCE

Table 5	2017-2018	
School Progress Attendance Rate	**All Students AMO = 94.0%**	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All Students	94.1%	Y
Grade 1	94.2%	Y
Grade 2	94.0%	Y
Grade 3	95.0%	Y
Grade 4	93.3%	N
Grade 5	94.1%	Y

Table 6					
Attendance Rate					
Subgroups – School Level Data	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**Percent of Cha**
All Students	≥ 95	94.9	94.0	93.6%	-0.4
Hispanic/Latino of any race	≥ 95	≥ 95	94.0	95.6%	+1.7
American Indian or Alaska Native	*	*	*	n/a	
Asian	≥ 95	≥ 95	≥ 95	94.3%	-0.7
Black or African American	≥ 95	≥ 95	93.8	92.8%	-1.0
Native Hawaiian or Other Pacific Islander	*	*	*	n/a	
White	≥ 95	≥ 95	93.9	93.7%	-0.2
Two or more races	94.4	94.6	94.4	92.5%	-2
Special Education	94.1	92.7	92.4	91.0%	-1.5
Limited English Proficient (LEP)	≥ 95	94.8	≥ 95	≥ 95	0
Free/Reduced Meals (FARMS)	92.3	93.0	92.9	92.2	-0.8

escribe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, espe
ecial Education, FARMS, ELL and lowest attending.   **There was a significant attendance issue in fourth grade due to stud**
nesses and unexcused absences. The students were identified as habitually truant.

scribe 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.
pil personnel worker, school counselor, and principal will work with the family to remediate the problem. Reward act
ch as lunch with a staff member for attending school, will be used as an incentive. The problem will also be addressed

e **Check In/Check Out program used to encourage positive behavior and increase student responsibility for appropriate**
havior.

HABITUAL TRUANCY

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

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

nany students were identified as habitual truants? **<10 (3) students were habitually truant last school year.**

be reasons and specific changes/adjustments in place to reduce the number of habitually truant students. **Reasons stated**
t absences were student illnesses and parents keeping child(ren) home from school without an excuse. A major challenge identif
the last year recognized the difficulty parents had getting their child to school when they missed their bus.

GRADUATION AND DROPOUT RATE – High Schools Only
SCHOOL SAFETY/ SUSPENSIONS

Suspension – In school and out of school suspensions
School Safety – Suspension for Sexual Harassment, Harassment, and Bullying
Complete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses of bullying/ harassment
the annual change by taking difference of 2016-17 and 2017-18 and dividing by 2016-2017. Represent as + or - based on increase or decrease o

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NSIONS

up	All Students			
	2015-2016	2016-2017	2017-2018	Percent Change from 2017 to 2018
eferrals	77	80	91	+13.75%
pensions	6	4	3	-25%
ool	1	0	0	maintained
School	5	4	3	-25%
Harassment Offenses	0	0	0	maintained
ment/Bullying Offenses	0	0	0	maintained

Comment on the number of suspensions for your school related to these incidents and provide a plan to reduce that nu applicable. **The number of suspensions has shown a continual decrease from 2015-2016 to 2017-18. This improveme be attributed to the implementation of the check-in/check-out program, PBIS incentives, and behavior plans for stud showing difficulty.**

EARLY LEARNING

A. Complete the chart with KRA results.

| | 1O | | | | | | | |

garten Readiness Assessment

	2015-2016		2016-2017		2017-2018		2018-2019	
	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Perce Demonst
ge & Literature	30	43%	29	34%	25	32%	28	50%
matics	30	37%	29	34%	25	36%	28	46.4%
Foundations	30	27%	29	21%	25	32%	28	50%
al Development	30	30%	29	48%	25	8%	28	43%

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

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osite Score Results

	2015-2016		2016-2017		2017-2018		2018-2019		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Change in %
strated	10	33%	9	31%	5	20%	12	43%	+115%
aching	12	40%	9	31%	16	64%	13	46%	-28.12%
ing	8	27%	11	38%	4	16%	3	11%	-31.25%

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

1. 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 Mar Kindergarten Readiness Assessment. Include a discussion of the best practices your school has implemented to the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected that the best practices have been effective.   **Data collected from the Kindergarten Readiness Assessment at the begi the 2018-2019 school year indicates the following areas of weakness: 13 out of 28 students demonstrated readiness, (1 having a need) in Math on the Readiness Assessment and 12 out of 28 students demonstrated readiness, (16 of 28 havi need) for physical development and well being.   Based on this data, the following activities will be implemented to targ**

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foundations include Numbertalks, referencing to Mathematical Practices that are displayed on posters, the game of Wa **played using subitizing cards and ten frames cards, Memory Match using numerals, represented numbers, and ten fram** **Roll and Hop along a large number line with students taking turns racing to 10 or racing to 20 using stuffed animals, Thi** **to build a number, draw a number, write a number, and explain a number, Calendar Math, counting boys and girls and** **use of stretchy bands to stretch the number of the day, subitize within five playing peek-a-boo and sharing time when n** **based questions can be asked.   The strategies to be used to target students' physical development and well-being are: F** **center-targeting fine motor skills, Pencils broken to 2 inches to encourage proper grip, Collaboration with physical thera** **suggested activities such as red light/green light, Personal care-pack and unpack independently, pictures of bathroom ca** **made from Boardmaker, "Hip to Zip"club, Whistle Wednesday-use of playground equipment, Daily movement-balance** **parachute, crawl through tunnel, boat/bridge.**

scribe how the school is working in collaboration with their local preschool partners (i.e., Judy Centers, Preschool Specia Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarte "demonstrating readiness." **Parkside works collaboratively with the Head Start program. Five out of eighteen PreK students** **afternoon Head Start located at Mt. Savage Elementary/Middle School. The special education teacher, along with an instruction** **assistant, provide service in the classroom periodically in the morning. Physical therapists as well as speech and occupational th** **work with students weekly. Additionally, community agencies and programs such as the Allegany County Health Dept and the L** **Lions Club assist with early detection and screening of children with issues such as hearing or vision difficulty.**

ACADEMIC PROGRESS

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation o

objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany
are required to do the same.

A. **ENGLISH LANGUAGE ARTS**

1. **Reading/ELA Data Overview**

   Long Term Goal: To prepare 100% of students to be college and career ready by graduation.
   Short Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.
   Reading – Proficiency Data (Elementary, Middle and High Schools)
   Complete data charts using 2015, 2016, 2017, 2018 Data Results.

a	2015							2016							2017							2018				
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Tota l #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Lev	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	
its	38	<10	23.7	<10	15.8	16	42.1	35	<10	22.8	10	28.6	17	48.6	35	<10	25.7	<10	14.3	21	60	33	<10	18.2	11	33
Indian or tive	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/
	<10	<10	<10	<10	33.3	<10	33.3	<10	<10	<10	<10	<10	<10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/
frican	<10	<10	50.0	<10	<10	<10	50.0	<10	<10	<10	<10	<10	<10	100	<10	<10	<10	<10	50.0	<10	50.0	<10	<10	50.0	<10	0.

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Latino of	<10	<10	<10	<10	<10	<10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	100	<10	<10	<10	<10	n/a	n/a	n/a	n/a	n/
waiian or fic Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/
	29	<10	20.7	11	37.9	12	41.3	26	<10	26.9	<10	23.1	13	50.0	30	<10	26.6	<10	13.3	18	60.0	28	<10	14.2	<10	32
ore races	<10	<10	33.3	<10	33.3	<10	33.3	6	<10	16.7	<10	66.7	<10	16.7	<10	<10	<10	<10	<10	<10	100	<10	<10	33.3	<10	66
lucation	<10	<10	57.2	<10	42.9	<10	<10	<10	<10	44.4	<10	44.4	<10	11.1	<10	<10	75.0	<10	<10	<10	25.0	<10	<10	20.0	<10	40
nglish (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/
uced RMS)	20	<10	35.0	<10	35.0	<10	30.0	22	<10	31.8	15	22.7	10	45.5	21	<10	42.8	<10	19.0	<10	38.1	16	<10	37.6	<10	37
	19	<10	31.6	<10	26.3	<10	42.1	13	<10	23.1	<10	7.7	<10	69.3	12	<10	33.3	<10	8.3	<10	58.3	17	<10	5.9	<10	35
	19	<10	15.8	<10	42.1	<10	42.1	22	<10	22.7	<10	40.9	<10	36.3	23	<10	21.7	<10	17.4	<10	60.8	16	<10	31.3	<10	31

		2015							2016							2017							2018
		Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Lev
	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	
s	34	<10	23.5	<10	17	20	58.8	37	<10	24.3	10	27.0	18	48.6	37	<10	24.3	<10	18.9	21	56.7	39	11	28.2	<10	17

	2015							2016							2017							2018				
idian or ve	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/
	<10	<10	<10	<10	<10	<10	100	<10	<10	<10	<10	68.7	<10	33.3	<10	<10	0.0	<10	0.0	<10	100	n/a	n/a	n/a	n/a	n/
ican	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	50.0	<10	50.0	<10	0.0	<10	<10	0.0	<10	0.0	<10	100	<10	<10	33.3	<10	0.
tino of	<10	<10	0.0	<10	0.0	<10	100	<10	<10	0.0	<10	0.0	<10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	100	<10	0
aiian or c Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/
	28	<10	28.5	<10	14.3	16	57.1	30	<10	26.7	<10	20.0	16	53.3	29	<10	31.0	<10	17.2	15	51.7	32	<10	25.0	<10	18
e races	<10	<10	0.0	<10	100	<10	0.0	<10	0	<10	<10	100	<10	0.0	<10	<10	0.0	<10	40.0	<10	60.0	<10	<10	33.3	<10	33
cation	<10	<10	80.0	<10	0.0	<10	20.0	<10	<10	37.5	<10	50.0	<10	12.5	<10	<10	44.4	<10	11.1	<10	44.4	<10	<10	55.5	<10	22
lish EP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/
ed Meals	15	<10	46.6	<10	13.3	<10	40.1	19	<10	36.8	<10	26.3	<10	36.8	22	<10	31.8	<10	18.2	11	50.0	24	<10	37.5	<10	20
	16	<10	31.3	<10	12.5	<10	56.3	18	<10	16.7	<10	33.3	<10	50.0	13	<10	23.1	<10	7.7	<10	69.1	12	<10	33.3	<10	0.
	18	<10	16.7	<10	22.2	11	61.1	19	<10	31.6	<10	21.1	<10	47.4	24	<10	25.0	<10	25.0	12	50.0	27	<10	25.9	<10	25

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	Total #	Level 1 or 2 #	Level 1 or 2 %	Level 3 #	Level 3 %	Level 4 or 5 #	Level 4 or 5 %	Total #	Level 1 or 2 #	Level 1 or 2 %	Level 3 #	Level 3 %	Level 4 or 5 #	Level 4 or 5 %	Total #	Level 1 or 2 #	Level 1 or 2 %	Level 3 #	Level 3 %	Level 4 or 5 #	Level 4 or 5 %	Total #	Level 1 or 2 #	Level 1 or 2 %	Level 3 #	Lev
s	46	11	23.9	17	37.0	18	39.1	33	<10	15.1	<10	15.2	23	69.7	36	<10	8.3	13	36.1	20	55.6	38	<10	15.8	<10	21
ndian or ive	<10	<10	0.0	<10	100	<10	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<10	<10	0.0	<10	0.0	<10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	0.0	<10	50.0	<10	50.0	<10	<10	0.0	<10	0.
rican	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	0.0	<10	100	<10	0.0	<10	<10	0.0	<10	0.
atino of	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	0.0	<10	0.0	<10	100	<10	<10	0.0	<10	0.0	<10	100	<10	<10	100	<10	0.
aiian or c Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/
	40	10	25.0	16	40.0	14	35.0	30	<10	16.6	<10	13.3	21	70.1	31	<10	9.7	10	32.3	18	58.0	30	<10	16.7	<10	23
re races	<10	<10	50.0	<10	0.0	<10	50.0	<10	<10	0.0	<10	100	<10	0.0	<10	<10	0.0	<10	100	<10	0.0	<10	<10	0.0	<10	20
ucation	<10	<10	66.6	<10	0.0	<10	0.0	<10	<10	50.0	<10	16.7	<10	33.3	<10	<10	16.7	<10	66.7	<10	16.7	<10	<10	27.5	<10	37
glish LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	100	<10	0.
ced RMS)	18	<10	33.3	<10	33.3	<10	33.3	13	<10	30.8	<10	23.1	<10	46.2	17	<10	17.6	<10	47.1	<10	35.3	21	<10	28.6	<10	33

| | 25 | <10 | 24.0 | <10 | 24.0 | 13 | 52.0 | 14 | <10 | 21.4 | <10 | 0.0 | 11 | 78.5 | 18 | <10 | 5.6 | <10 | 22.2 | 13 | 72.3 | 15 | <10 | 20.0 | <10 | 6. |
| | 21 | <10 | 23.8 | 11 | 52.4 | <10 | 23.8 | 19 | <10 | 10.5 | <10 | 26.3 | 12 | 63.2 | 18 | <10 | 11.1 | <10 | 50.0 | <10 | 38.9 | 23 | <10 | 13.0 | <10 | 30 |

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

a. Analyze Data Results and Strategy Implementation from 2017-2018 SIP. Were the identified goal(s) met? If so
    the goal be sustained? **Our 2017-2018 ELA SIP goal was to close the gap of 21.9% between the Grade 3 Aggr**
    the FARMS subgroup and the gap of 35% between the Grade 3 Aggregate and Special Ed subgroup.
    unsuccessful in closing the gap between the Grade 3 Aggregate and the FARMS subgroup. The gap increase
    to 23.4%. However, the gap between the Grade 3 Aggregate (48.5%) and the Spec Ed subgroup (40.0%)
    significant decrease, closing to only 8.5%. Cohort data from 2018 indicates a positive decrease in the
    Aggregate (53.9%) and the FARMS (41.7%) gap to only 12.2%.

Describe the gains made in focus areas. **The subgroup of Special Ed Grade 3 showed an increase of 15%- 25% (201**
(2018)

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective? **Representatio**
materials, graphic organizers, audio, and technology integration. Expression- reading contracts, learning cente
projects, computer-based assessments, arts integration.   Engagement- group projects, GRR Modeled Lesso
Presenters/Community Partnerships, technology infusion.

b. Establish Focus Areas

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

Use the ACPS Goal Planning Process

Please include the following:

- What is the issue? **Grade 3 Aggregate showed a decrease from 2017 to 2018. We were also unsuccessful in c[...] gap between the Grade 3 Non-FARMS and the FARMS subgroup. Cohort data shows that Grade 3 Aggre[...] from 2017 also decreased as 4th graders in 2018. Special Ed Grade 4 also showed a significant decrease fro[...] to 2018.**

- What data support the need for a resolution to the identified issue? **PARCC data supports the need for this foc[...] Grade 3 Aggregate showed a decrease of 11.5% from 60% in 2017 to 48.5 % in 2018. A performance gap e[...] between the Grade 3 Non-FARMS (61.9%) and the FARMS subgroups (38.1%). This gap between the two subgroups is 23.8%. Cohort data shows that Grade 3 Aggregate from 2017 (60%) also decreased as 4th gra[...] 6.1% with Grade 4 Aggregate scoring at 53.9 in 2018. Special Ed Grade 4 also showed a significant decrea[...] 44.4% in 2017 to 22.2% in 2018.**

- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align? ACPS Goal: To prep[...] of the students to be College and Career Ready by graduation. PARCC is a measure of College and Career Readi[...] Standards. Proficiency of PARCC correlates to College and Career Readiness.

- What is currently preventing the identified goal from being attained? **Of the 17 third graders scoring below 4 o[...] 2017, all 17 are reading below grade level (according to the Reading Inventory administered at the beginni[...] 2018 school year- 1 Beginning Reader, 8 Below Basic, 8 Basic) Students reading** below grade level would[...] indicate that prerequisite standards needed to be addressed and mastered before grade level sta[...] could be attained. As a result, pacing made it difficult to produce more than one year's growt[...] a school year even with small group and differentiated instruction. Specifically in Grades 3 &[...]

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Literary Analysis and Research Simulation were identified as areas of weakness in both grades. Identified Statement weaknesses were the following: RI 3.5- Use text features and search tools (e.g., key words, sideba hyperlinks) to locate information relevant to a given topic efficiently. RI 3.9 Compare and contrast the mos important points and key details presented in two texts on the same topic. RI 4.9-Integrate information fro texts on the same topic in order to write or speak about the subject knowledgeably. RI 4.8-Explain how an uses reasons and evidence to support particular points in a text.

- What outcome(s) will determine the identified goal has been met? **Student progress will be assessed by analyzi results of the Principal Writing SLO as well other data measures, such as growth on the Scholastic Readin Inventory and benchmarks, and progress monitoring of reading intervention students.**

- What resources are not currently available to meet the identified goal? **Time- More opportunity for teachers to activities that mimic PARCC and then time to meet to analyze student responses to drive better individuali differentiated instruction. Technology- Limited by sharing equipment among multiple classroom keeps tea from integrating PARCC-like computer-based practice activities daily for ELA.**

- What steps will be taken to fully implement the plan in the effort to reach the identified goal? **Monthly writing a will be administered to the students, results will be analyzed with the ELA Specialist, writing conferences w held with each student, modeling of appropriate responses will occur, targeted lessons will occur based on of student responses.**

- How will implementation be monitored to reach the identified goal? **Steps listed above will be used to monitor going progress. Final analysis will occur by measuring growth from the Pre-Assessment of the Writing Pr the End-of-the-Year Post Assessment.**

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

- Based on the implementation outcome (s), has the identified goal been reached?

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- If the identified goal has been reached, how will capacity be sustained?

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

able 13	
DL Principle/Mode	**Representation – This is how the teacher presents the information.**
eans of Representation: oviding the learner rious ways of acquiring formation and knowledge.	Digital materials and media (SMART boards, tables, laptops) to provide more auditory (Natic Geographic, Scholastic News, ReadWorks, etc.) and visual opportunities for all students; Doc using varied fonts, size, background color; Use of Lexile Leveled Materials such as Scholasti ReadWorks, and Discovery Ed
eans for Expressions: oviding the learner ternatives for monstrating their owledge and skills (what	**Expression/Action- This is how the student will demonstrate their knowledge.**
	Allow assessments/project choices to demonstrate learning such as Reading Contracts, Learn Independent Experiences, Interest-Based Activities; Group Projects, Choice Boards, STEM A Computer-Based Assessments, Arts integration

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ey know).	
eans for Engagement: *p into learners interests, allenge them propriately, and motivate em to learn.*	**Multiple Options for Engagement**
	Varied assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self regulation. Group work /presentations Release of Responsibility Model, Technology Infusion (Discovery Ed), project learning activ STEM based activities that encourage the integration of ELA skills and objectives. Commun partnerships (guest presenters, guest readers), Mystery Science. Classes in 4th and 5th are us readtheory.org with their classes to encourage independent practice that features personalized levels for student participants. Monitoring of the program is provided by classroom teachers Reading Specialist. Edcite will be used in fourth grade to provide students with an opportuni involved in activities that mirror PARCC like tasks. Critical Vocabulary program will contin with Word of the Week presented and each classroom expand upon the use based on age appr

B. MATHEMATICS

1. Math Data Overview

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

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

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	2015							2016							2017							2018				
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Lev	
:	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	
ts	38	13	34.2	<10	18.4	18	47.4	35	<10	22.9	<10	20.0	20	57.2	35	<10	25.7	<10	25.7	17	48.6	33	<10	27.3	<10	27
ndian or ive	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
	<10	<10	0.0	<10	33.3	<10	66.7	<10	<10	0.0	<10	0.0	<10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
rican	<10	<10	100	<10	0.0	<10	0.0	<10	<10	0.0	<10	0.0	<10	100	<10	<10	50.0	<10	50.0	<10	0.0	<10	<10	50.0	<10	0.
atino of	<10	<10	0.0	<10	100	<10	0.0	<10	<10	0.0	<10	0.0	<10	0.0	<10	<10	100	<10	0.0	<10	0.0	n/a	n/a	n/a	n/a	n
aiian or c Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
	29	<10	31.0	<10	17.2	15	51.7	26	<10	23.0	<10	15.4	16	61.6	30	<10	23.4	<10	23.3	16	53.3	28	<10	28.6	<10	28
re races	<10	<10	66.6	<10	0.0	<10	33.3	<10	<10	33.3	<10	50.0	<10	16.7	<10	0	<10	<10	50.0	<10	50.0	<10	<10	0.0	<10	33
ucation	<10	<10	62.5	<10	12.5	<10	25.0	<10	<10	55.5	<10	11.1	<10	33.3	<10	<10	50	<10	25.0	<10	25.0	<10	<10	0.0	<10	60
glish (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n

27

...ced (RMS)	20	11	55.0	<10	5.0	<10	40.0	22	<10	27.2	<10	18.2	12	54.5	21	<10	42.9	<10	28.6	<10	28.6	16	<10	31.3	<10	25...
	19	<10	47.4	<10	21.1	<10	31.6	13	<10	23.1	<10	15.4	<10	61.6	12	<10	33.3	<10	16.7	<10	50.0	17	<10	35.3	<10	29...
	19	<10	21.1	<10	15.8	12	63.2	22	<10	22.7	<10	22.7	12	54.5	23	<10	21.7	<10	30.4	11	47.8	16	<10	18.8	<10	25...

	2015							2016							2017							2018			
		Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2	Le...
	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#
	34	<10	26.5	<10	26.5	16	47.1	37	10	27	13	35.1	14	37.8	37	<10	24.3	<10	21.6	20	54.0	39	<10	23.1	<10	17...
...ian or ...	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/...
	<10	<10	0.0	<10	0.0	<10	100	<10	<10	0.0	<10	0.0	<10	100	<10	<10	0.0	<10	50.0	<10	50.0	n/a	n/a	n/a	n/a	n/...
...an	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	0.0	<10	50.0	<10	50.0	<10	<10	0.0	<10	0.0	<10	100	<10	<10	33.3	<10	66...
...no of any	<10	<10	0.0	<10	33.3	<10	66.7	<10	<10	0.0	<10	100	<10	10.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	100.0	<10	0...
...ian or ...Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	a	n/a	n/a	n/a	n/a	n/...
	28	<10	32.2	<10	17.9	15	53.5	30	<10	30.0	10	33.3	11	36.7	29	<10	27.5	<10	13.8	17	58.3	32	<10	18.7	<10	18...

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races	<10	<10	0.0	<10	100	<10	0.0	<10	<10	0.0	<10	100	<10	0.0	<10	<10	20.0	<10	60.0	<10	20.0	<10	<10	33.3	<10	33
tion	<10	<10	80.0	<10	0.0	<10	20.0	<10	<10	50.0	<10	12.5	<10	37.5	<10	<10	44.4	<10	33.3	<10	22.2	<10	<10	66.7	<10	1
h P)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/
d Meals	15	<10	53.4	<10	26.7	<10	20.0	19	<10	31.6	<10	36.8	<10	31.6	22	<10	31.8	<10	18.2	11	50.0	24	<10	37.5	<10	16
	16	<10	37.6	<10	31.3	<10	31.3	18	<10	22.2	<10	44.4	<10	33.3	13	<10	23.1	<10	30.8	<10	46.2	12	<10	33.3	<10	16
	18	<10	16.7	<10	22.2	11	61.1	19	<10	31.6	<10	26.3	<10	42.1	24	<10	25	<10	16.7	14	58.3	27	<10	18.5	<10	18

	2015							2016							2017							2018		
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2	Le
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#
	46	16	34.8	14	30.4	16	34.8	33	7	21.3	6	18.2	20	60.6	36	1	2.8	11	30.6	24	66.7	37	<10	24.3	<10	16
dian or e	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/
	<10	<10	0.0	<10	33.3	<10	66.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	0.0	<10	0.0	<10	100	<10	<10	0.0	<10	0.
can	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	0.0	<10	100	<10	0.0	<10	<10	0.0	<10	0.

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ino of any	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	0.0	<10	0.0	<10	100	<10	<10	0.0	<10	100	<10	0.0	<10	<10	100	<10	0.
iian or Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/
	40	14	35.0	13	32.5	13	32.5	30	<10	23.4	<10	16.7	18	60.0	31	<10	3.2	<10	29.0	21	67.7	29	<10	27.6	<10	10
races	<10	<10	50.0	<10	0.0	<10	50.0	<10	<10	0.0	<10	100	<10	0.0	<10	<10	0.0	<10	0.0	<10	100	<10	<10	0.0	<10	60
ation	<10	<10	66.6	<10	0.0	<10	33.3	<10	<10	66.7	<10	16.7	<10	16.7	<10	<10	16.7	<10	16.7	<10	66.7	<10	<10	50.0	<10	25
sh (EP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/
d Meals	18	<10	44.5	<10	22.2	<10	33.3	13	<10	30.8	<10	23.1	<10	46.2	17	<10	5.9	<10	41.2	<10	53.0	20	<10	45.0	<10	15
	25	<10	28.0	<10	32.0	10	34.5	14	<10	28.5	<10	0.0	10	71.4	18	<10	5.6	<10	38.9	10	55.6	14	<10	35.7	<10	14
	21	<10	42.9	<10	28.6	<10	28.6	19	<10	15.8	<10	31.6	10	52.7	18	<10	0.0	<10	22.2	14	77.8	23	<10	17.3	<10	17

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

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

Were the identified goal(s) met? If so, how will the goal be sustained? **Our 2017-2018 MATH SIP goal was to clos** **between the Grade 3 Aggregate and the FARMS subgroup and the gap between the Grade 5 Aggregate and FARMS s** **We were successful in closing the gap in Grade 3 but unsuccessful in reducing the gap in grade 5.**

Describe the gains made in focus areas. **Our 2017-2018 MATH SIP goal was to close the gap of 20.0% between th** **Aggregate (48.6%) and the FARMS subgroup (28.6%) and the gap of 13.7% between the Grade 5 Aggregate (66.7%) ar** **subgroup (53.0%.) We were successful in closing the gap of between the Grade 3 Aggregate (45.5%) and the FARMS** **(43.8%). The gap was reduced by 18.3% to only a gap of 1.7%. In looking at Grade 3 to 4 Cohort data, we were suc** **reducing the gap as well. Grade 4 Aggregate (59.0%) and Grade 4 FARMS (45.8%), therefore the gap decreased b** **only 13.2%. We were unsuccessful in reducing the gap between Grade 5 Aggregate (59.5%) and Grade 5 FARMS (40.** **gap increased by 5.8% to 19.5% gap.**

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective? **Repres** **Modeling and Using Manipulatives, Vertical consistency in lesson structure in grade PreK-5, Imagine Math indiv** **pathways, Varied Fonts, Digital Materials, etc.; Expression- Assessment and project choices, Learning Centers, Ind** **Experiences, Group Projects, Computer Based Assessments; Engagement- Productive Group Work, GRR Lesson** **After School Activities (hands-on equations, PARCC prep), STEM.**

Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.
Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.
Implement data from the DMRS in the Goal Planning Process.
According to PARCC distribution points the areas that are most assessed on PARCC are:
Grade 3- Reasoning and Modeling, Measurement and Data, and Operations in Algebraic Thinking

Grade 4-Reasoning and Modeling, Numbers in Base Ten, and Fractions
Grade 5-Reasoning and Modeling, Numbers in Base Ten, and Fractions

- 3rd Grade Focus Standards: **Area, perimeter, determine unknowns in equations, comparing fractions, and determining equivalent fractions.**
- 4th Grade Focus Standards: **Comparing multiplication, multi-step word problems, patterns and rules, compa decimals, and line plots with fractions.**
- 5th Grade Focus Standards: **Subtract decimals to the hundredths place, multiplying fractions including area**

**Bolded skills are the standards most assessed on PARCC per grade level.

Use the ACPS Goal Planning Process
Please include the following:

- What is the issue? **There is a decrease in the pass rate of the 3rd Grade Aggregate from 2017 to 2018. A gap between the Grade 4 Non-FARMS and the FARMS subgroups and Spec Ed and Non-Special Ed subgroups**
- What data support the need for a resolution to the identified issue? **Grade 3 Aggregate- In 2017- 48.5% and in 2 45.5% showing a decrease of 3%. A gap of 8.4% exists between the Grade 4 Non-FARMS 54.2% and FARM subgroup 45.8% and a gap of 55.6% between Grade 4 Non-Special Ed 77.8% and Special Ed 22.2%.**
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?**ACPS Goal: To pre 100% of the students to be College and Career Ready by graduation. PARCC is a measure of the College a Career Readiness Standards. Proficiency on PARCC correlates to College and Career Readiness.**
- What is currently preventing the identified goal from being attained? Areas of Math weakness through an of the PARCC 2018 data indicate areas of greatest concern were in the following: Major Stand including the following grade level identified weaknesses (analysis of DMRS and Evidence Statements)- 3rd Grade Focus Standards: Area, perimeter, determine unknowns in equations, comparing fractions, and determining equivalent fractions. 4th Grade Focus Standards: Compa

multiplication, multi-step word problems, patterns and rules, comparing decimals, and line plo
fractions. According to the Math Quantile Benchmark Test, a strong correlation exists betwee
PARCC success and the Quantile score. (Students who scored on Grade Level in the Quantile a
scored proficient on the PARCC test. Grade 3- All 14 students who scored a 4 or 5 on the PAI
also scored on Grade Level on the Quantile; Grade 4- 22 of the 23 students who scored a 4 or 5
PARCC also scored on Grade Level on the Quantile; The reverse is also the case. Grade 3- O
students scoring below a 4 or 5 on PARCC, 15 of the 16 entered 3rd grade below grade level (5
Below Basic, 3/16 Below Basic, 3/16 Basic.) Students scoring below grade-level on the Quant
were not proficient on the PARCC. Grade 4- Of the 15 students not scoring 4 or 5 on the PAR
15 students entered 4th grade below grade level according to the beginning of the year Quantil
Measurement (11/15- Far Below Basic, 3/15 Below Basic, 1/15 Basic.) Grade 4 FARMS- 11 c
11 FARMS students performing below a 4 or 5 on PARCC entered Grade 4 below grade level
according to the Quantile Measurement. Below grade level would indicate that prerequisite st;
needed to be addressed and mastered before grade level standards could be attained. As a resu
pacing made it difficult to produce more than one year's growth within a school year even wit
group and differentiated instruction.

- What outcome(s) will determine the identified goal has been met? **Student progress will be assessed by analyzi
results of the Principal Math SLO as well other data measures. A year's growth on the the Math Quantile 1
determine that the goal is met. A secondary assessment measure was also created using the identified Evid
Statement weaknesses from last year's PARCC Assessment and will be used as a monitoring tool to determ
progress toward our identified goal. This measure was given as a baseline pre-assessment to all grades 3,4
students in September. A post assessment will be given prior to the PARCC assessment.**
- What resources are not currently available to meet the identified goal? **Time- More opportunity for teachers to
activities that mimic PARCC and then time to meet to analyze student responses to drive better individuali**

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differentiated instruction. **Technology- Limited by sharing equipment among multiple classroom keeps tea** **from integrating PARCC-like computer-based practice activities daily for Math.**

- What steps will be taken to fully implement the plan in the effort to reach the identified goal? **Standards-based a** **(matching the identified Evidence Statement weaknesses) will be administered to the students, results will b** **analyzed with the Math Specialist, reteaching activities will be developed as needed, modeling of appropria** **responses will occur, targeted lessons will occur based on analysis of student responses.**

- How will implementation be monitored to reach the identified goal? **Steps listed above will be used to monitor t** **going progress. Final analysis will occur by measuring growth from the Pre-Assessment to the End-of-the-** **Post Assessment, including principal's SLO assessment, and from the growth from the beginning-of-the-ye** **end-of-the-year Math Quantile.**

To Be Completed when 2019 PARCC data is available

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

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

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

eans of Representation: *oviding the learner rious ways of acquiring formation and knowledge.*	The Gradual Release of Responsibility serves as a foundation for lesson implementation. Mo Reasoning is emphasized with visual and manipulative approaches and materials. As a supp resource, classroom teachers are using Eureka across grade levels, PreK through 5. Think Th (Imagine Math) is used to provide student opportunities to respond to mathematical problems computer programs. Hard copies of documents using various fonts, size, background color, a measures provide more opportunities for all students as they acquire information and knowle Appropriate manipulatives (Rekenreks, dry erase boards, LLTeach communicators, ten frame at grade levels. Zearn is used to engage students in lessons using a video format to reinforce l concept.. In addition, our Math Specialist provides third, fourth, and fifth grade classrooms v PARCC- like tasks that are then assessed and analyzed to direct teachers toward more specifi remediation and extension of concepts.
eans for Expressions: *oviding the learner ternatives for monstrating their owledge and skills (what ey know).*	**Expression/Action- How the students demonstrates their knowledge.**
	Allow assessment/project choices to give all students the opportunities to demonstrate what h learned.Students have the opportunity to explore interest based projects, learning centers, gro presentations, choice boards, STEM activities, and computer based assessments created throu Specialist using the Engrade format to mimic PARCC manner of assessment. The Think Th computer based program permits teachers to design personalized study pathways in addition t pathways built into the program that occur instantaneously as the student encounters difficult
eans for Engagement:	**Multiple Options for Engagement**

p into learners interests, allenge them ppropriately, and motivate em to learn.	Allow assessment/project choices to give all students opportunities for ownership over the ass and the opportunity to practice self regulation. Number Talks continue to be utilized in the cla encourage student collaboration and opportunities to integrate Language Purpose goals. The G Release of Responsibility Model provides the foundation for all lesson approaches in all class pilot group of fourth grade students will have the opportunity to participate in the Active Lea classroom which emphasizes the GRR/UDL model and reinforces the collaboration that is ev grade levels. Students have the opportunity to extend the Think Through Math and Zearn at which allows them an opportunity to continue to practice skills and concepts. Each grade lev will be involved in a parent involvement activity related to Math. Parents will be invited to j scholar in a class wide extension activity and witness first hand the rich Math related vocabul expected and used in classrooms. Edcite will be used in fourth grade to provide students with opportunity to be involved in activities that mirror PARCC like tasks.

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

D. SOCIAL STUDIES/GOVERNMENT- N/A

Administrative Leadership
PRINCIPAL'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and ba evidence (See SLO rubric)
A. Principal SLO 1- MATH- Grades 3 and 4
1.   What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

Areas of Math weakness through analysis of the PARCC 2018 data indicate areas of greatest concern were in the foll
Standards including the following grade level identified weaknesses (analysis of DMRS and Evidence Statements)- 3rd
Standards: Area, perimeter, determine unknowns in equations, comparing fractions, and determining equivalent fract
Focus Standards: Comparing multiplication, multi-step word problems, patterns and rules, comparing decimals, and li
ractions. The student group selected is Grades 3 and 4 students.

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

is a decrease in the pass rate of the 3rd Grade Aggregate from 2017 to 2018. A gap exists between the Grade 4 Non-F
le FARMS subgroups and the Non-Spec Ed and Spec Ed subgroups. Grade 3 Aggregate- In 2017- 48.5% and in 2018- 45.
ng a decrease of 3%. A gap of 8.4% exists between the Grade 4 Non-FARMS 54.2% and FARMS subgroup 45.8% and a g
between Grade 4 Non-Special Ed 77.8% and Special Ed 22.2%.

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

oal Planning Process identified the need increase the proficiency of the Grade 3 Aggregate to close the gap between the

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

nt progress will be assessed by analyzing the results of the Principal Math SLO as well other data measures. A year's gr
e Math Quantile Test will determine that the goal is met. A secondary assessment measure was also created using the
fied Evidence Statement weaknesses from last year's PARCC Assessment and will be used as a monitoring tool to deter
ess toward our identified goal. This measure was given as a baseline pre-assessment to all grades 3,4, and 5 students
mber. A post assessment will be given prior to the PARCC assessment.

B. Principal SLO 2

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

ELA Writing will be the content focus of the SLO with emphasis on the following as determined through the analysis o
Evidence Statement weaknesses from last year's Grade 3 PARCC performance:

CCSS.ELA-LITERACY.R1.3.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text a
basis for the answers.

CCSS.ELA-LITERACY.R1.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says ex
well as inferences drawn from the text.

CCSS.ELA-LITERACY.R1.9-10.2: Determine a central idea of a text and analyze its development over the course of the
CCSS.ELA-LITERACY.R1.910.4: Determine the meaning of words and phrases as they are used in a text,

ELA-LITERACY. RI.3.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the
the answers.

ELA-LITERACY.RI.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clear
The SLO will include the entire Grade 3 student population.

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

Students read selected informational passages from ReadWorks online (selected by Reading Specialist, Mrs. Krista Tren
es multiple select and written-response question sets. Students are reminded about reading strategies and success crite
n responses. Initial baseline data was collected on October 4, 2018. The brief written responses are scored using the PAI
. There are opinion questions, but it is all writing to source and mostly expository writing. Data collected will be reviewe
ɔ aid in recommendations for possible strategies for the classroom teacher to consider.

Baseline Data:

Lough- 100% of the 16 students in my class scored below 70%.

94% of the 16 students (15/16) in my class scored below 50%.

25% of the 16 students (4/16) of the students scored below 25%.

Stevens- 100% of the 16 students scored below 70%

94% of the 16 (15/16) students scored below 50%.

6% of 16 (1/16) students scored below 25%.

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

3 Aggregrate showed a decrease from 2017-2018. Grade 3 Aggregate showed a decrease of 11.5% from 60% in 2017 t 8. We were also unsuccessful in closing the gap between the Grade 3 Non-FARMS and the FARMS subgroup. Cohort d that Grade 3 Aggregate from 2017 (60%) also decreased as 4th graders by 6.1% with Grade 4 Aggregate scoring at 53.9

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

ning October 4, 2018, students read an informational passage from the ReadWorks site at their grade level lexile. Ques gned with PARCC reading standards. Special Education students were given accommodations as per their IEP. In addit ment included a writing prompt, which was scored using the PARCC rubric. This was scored by our Reading Specialist, Trenum. She then, met with individual teachers and administrators during team meetings and together, they determi of each individual child. A plan of action was formed for instruction and classroom weekly practice. All practiced pass ved and ongoing collaboration determines direction for further instruction. We are using the Growth Model for Achiev dents are expected to increase their benchmark scores in writing by 2 points. In addition, all students will increase sco scored below 5, maintain if they scored 5 or above. Scores are out of 18 for writing and 7 for comprehension.

MULTI-TIERED SYSTEM OF SUPPORT

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

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

ear, Parkside selected collaborative teams and data based decision making as our priority. As a school we felt it wa
sary to continue this focus , and expand the approach to all grade levels.

a. How will the priority/ priorities be addressed?   **All teachers will participate in collaborative planning with the
Special Education teachers, and the Reading and Math Specialists.   In addition, teachers of targeted students wi
have the opportunity to work directly with the Title I educator. Intentional planning will be based on data revie
and with reference to specific needs of individual students. Planning will continue to emphasize the use of UDL
strategies. Detailed time with the Special Educators permits teachers an opportunity to collectively create lesso
that best meet the needs of individual students. A Behavior Specialist collaborates with teachers of identified
students.**

b. What district support is needed to address your priority/priorities?   **Increase the time that the Reading and Math
Specialists are able to serve the diverse needs at Parkside.**

POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

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

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

**The PBIS team at Parkside Elementary, which includes representative from each grade level, meets monthly to review
discipline data and discuss trends in behavior. This data is used to plan both school-wide behavior incentives as well
target specific areas of concern where behavior modification is needed such as on the buses. From the 2016-17 to th
18, total number of referrals showed an increase from 80 to 91, and for both years, Disruption and Disrespect continu
the two most problem behaviors.   Our 2018-2019 data so far, reflects that bus referrals are our area of concern with
14 referrals are designated as occurring during transport to and from school. During the 2017-2018 school year the fo
PBIS incentives were conducted: on-going blue bees for tokens to the treasure tower, responsibility focus; popsicle re
Trick or Treat, Reindeer Games, pajama and movie day, PBIS/Field Day/Fun Fair, monthly focus on citizenship- citizen
month highlighted on television/bulletin board in the lobby/ and featured in the newsletter. The students and the PI
should be commended for being recognized, once again, as a Gold Star Exemplar Status for the 2017-2018 school yea**

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

Tier II - Check-In/Check-Out, was initiated two years ago and has broadened its approach with the use of more ad mentors. Targeted students are monitored and encouraged through behavior rewards. Daily written communication parents continues to accentuate the positive support and discussion between home and school.

Tier I- Explicit instruction by classroom teachers and the school counselor of expected behaviors in all settings. B of the year classroom passports provide an opportunity for all students to be made aware of expectations, consequer recognition opportunities. PBIS is included in our newsletter each month and a variety of opportunities for students recognized are highlighted throughout the school year. In addition, the PBIS website has booster lessons that are be utilized by our school guidance counselor during weekly guidance lessons. Pamphlets are also sent home to parents for the home/school connection.

ƆN XIII; Title I Schools
I PARENT/FAMILY ENGAGEMENT

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/Community Engagement Needs

Describe in a narrative your school's parental/community engagement. Support with data (i.e. volunteer hours, percent of family/par participation from sign in sheets, type and number of parent activities, etc.). Title I schools must analyze information from the Title I Interest Survey. **Parkside strongly believes that parent/community involvement is a critical piece in the success and growth o and its culture. Parkside is proactive in developing parent and community events, activities, and partnerships to foster this relationship. The following is a partial list of related activities and a brief description of each that occur throughout the scho This list is not exhaustive because requests for updates to the school calendar occur frequently to add parent involvement or occurring within classrooms or the school at large. The results of the Title I parent survey revealed parent interest in helping child with Math concepts, assisting with homework, and improving attitude and behavior of their learned at home and/or at**

- **Title I Planning Committee Mtg on July 17, 2018 (Met to analyze the data and used Title I criteria to propose targete students.)**
- **Title I Planning Committee Mtg. on July 26, 2018 (Developed Exit Criteria for target students.)**
- **PTA Officers Meeting - August 8, 2018 (Met with principal to establish goals for the school year.)**
- **Lego League Coaches Orientation - August 11, 2018 (Establish school team and foundational knowledge.)**
- **Lego League Team Building Activity - August 15, 2018 (Initial teams met for orientation.)**
- **Back to School Night - September 6, 2018 (Title I mtg., PTA mtg, classroom visitation, meet the teacher, volunteer tr pizza and prizes. 68+families were in attendance.**
- **Humpty Dumpty visits PreK and K. STEM activity.**
- **Grandparents' Day September 11, 2018 130+ grandparents in attendance.**
- **Parent Workshop - ongoing - Parents help teachers with copying, laminating, cut-outs, etc.**
- **Master Rando presented Anti Bullying assembly on September 25, 2018, All students attended.**
- **Carnegie Science department assembly - Entire school - September 28, 2018.**
- **Kindergarten Apple Day Parent Involvement September 26, 2018 41 parents were involved.**
- **Parent Teacher Conferences held October 2, 2018. 95 students were represented.**
- **Fire Safety/Fire Dept Visits October 9, 2018**
- **Coffee with Dr. Cox October 10, 2018**
- **Buster the Bus visits Pre K and K October 11, 2018**
- **Kindergarten visits Brookdale Farms on October 12, 2018 Fifteen parent chaperones.**

- **PTA Fall Fun Night 6 - 8 p.m. October 16, 2018**
- **Grade 5 visited Bedford Village. October 18, 2018.   Two parent chaperones involved.**
- **Coffee with the principal. Title I parent annual meeting. 9 a.m. October 19, 2018**
- **Play from National Theater - The Energized Guyz October 25, 2018 Full school assembly.**
- **Tony M. October 29, 2018 Character Education. Full school assembly.**
- **Fall Parade October 31, 2018 Parents assist with costumes and view the parade.**
- **Veterans' Day Program November 9, 2018. Parents and community members are honored by school members.**
- **December - Holiday programs**
- **PBIS Reindeer Activity with parent support and participation**
- **Kindergarten Christmas program is December 19, 2018**
- **Parent Teacher Conferences March 4, 2019**
- **Science Fair Spring, 2019 - Organized supported by Dr. Taylor with FSU students**
- **Volunteer Appreciation breakfast - Spring, 2019**
- **PreK egg hunt**
- **Student Variety Show   Spring, 2019**
- **Testing Support and Encouragement Activities from Younger Classes for testing grades. Spring, 2019**
- **Career Day   Spring, 2019**
- **Field Day Spring, 2019**
- **Classroom Parent Involvement activities scheduled by grade levels, Nov/Dec, Jan/Feb, Mar/Apr focusing on STEM Math**
- **Lego Robotics Team- Meets weekly- Parents coach the team. Compete regionally.**
- **Title I Planning meeting November 8, 2018 - discussed parent survey results and began initial stage of parent involve activity for Math, in response to the survey.**
- **Title I - Targeted Families - Cookie Crawl - December 10, 2018   - Present ELA strategies to parents attending while participate in a cookie decorating activity, snack, and ELA related games. Attention will be given to BookFlix. At the conclusion of the adult ELA strategy activity, parents will meet their children and participate in a Cookie Crawl - col homemade cookies to take home.**
- **January/ February, 2019   - A similar activity to the ELA activity held in December will be held in January/Februar the interest expressed on motivating their students for learning and practicing appropriate behaviors.**
- **Title I Mid-Year Parent/Family Survey distributed January 28, 2019 and analyzed at February, 2019 SIT meeting.**

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Parent Advisory/ Title I Parent Committee 2018-2019

Name	Grade Level Representation	= Position
Bekah DeBlock	Parent	PAC Representative
Rebekah Taylor	Parent	PAC Alternate

Charlene Welch	All	Title I teacher
	2	
Amy Stevens	3	Classroom Teacher
Leslie Roser	4	Classroom Teacher
Susan Defibaugh	5	Classroom Teacher
Heather King	All	Spec. Ed.
Hannah Eisenhour		Family Engagement Coordinator

the "Grade Level Representation" column, identify the grade level being represented by this parent. Under the "Position" column, id
's representative and alternate for the county Parent Advisory Council with "PAC." Identify the other members as Parent, Teacher,
unity Member, and so forth. **The parent committee must represent a cross section of the school community. Title I schools must h**
entations from all grade levels.

PARKSIDE PARENT/FAMILY ENGAGEMENT PLAN

Expectations

rgeted assistance Title I school, Parkside's   Parent Engagement Plan meets and exceeds the requirements of the Title I, Section 111
t Succeeds Act of 2015 (ESSA).

le recognizes the importance of forming a strong partnership with parents and community members in order to positively impact th
school. To promote effective parent involvement, the staff at Parkside welcomes and encourages parents and community members
n activities identified in the Action Plan as follows:

I   – Shared decision-making opportunities

II   – Annual meeting to explain the schoolwide Title I program

III – Opportunities to build and increase understanding, communication, and support between home and school

IV -   Formal and informal evaluation of the effectiveness of parent involvement activities

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

He accepts the Allegany County Public Schools Parent Family Engagement Policy and has aligned its school level Parent Family Engage
he district's Parent Family Engagement Plan.

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

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

Action Plan

e I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you for more informatic

. **Shared Decision Making** ➤ The School Improvement Plan (SIP)is developed with input from parents	Parent representatives on SIT and other decision - making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.	**November 2018**	**Tracey Wharton, Pr**
➤ The SIP is available for parent review and input at any time	A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	**November 2018**	**Tracey Wharton, Pr**
➤ The Parent/ Family Engagement Plan and budget are developed with input from parents.	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parent of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.	**April 2019**	**Tracey Wharton, Pr**
➤ The Parent/Family Engagement Plan is distributed to all parents.	A summary of the Parent Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.	**January 2019**	**Tracey Wharton, Pr**

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➢ With parents, develop a written School-Parent Compact supporting instruction that is signed by teachers, parents, and students.	**A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year's School-Parent Compact and make revisions. The proposed compact will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact and provide feedback. Comments will be reviewed and revisions made as needed. The final compact will be submitted to the SIT for approval.**	**October 2, 2018**	**Tracey Wharton, Pr**
Annual Meeting ➢ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways he school will provide for parental/family engagement.	**Parents of Title I targeted assistance students were invited to attend the meeting. The Title I powerpoint was shown and Mrs. Wharton discussed information about the Title I programs and Parkside School. The parents who attended were asked to review the compact, Title I parent budget, parent plan and School Improvement Plan goals.**	**October 19, 2018**	**Tracey Wharton, Pr**
Building Parental Capacity ➢ Provide assistance to parent in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.	**Copies of the PTA Guides for Parents on grade level standards were distributed to the parents of Title I targeted assistance students. Grade level expectations were also discussed on the Back to School Night held on September 6, 2018.**	**October 2, 2018**	**Tracey Wharton, Pr**

➢ Provide materials and parent trainings/workshops to help parent improve their children's academic achievement.	**Reading and Math nights will be scheduled.** **ELA After School - Cookie Crawl -** **Math/ Behavior - Jan/Feb**	**December 10, 2018** **Jan/Feb, 2019**	**Joy Wilt, SIT Chair** **Leslie Roser, SIT Cha**
➢ Educate school personnel on how to work with parents as equal partners in their child's education.	**Parent surveys will be distributed and tabulated after each parent event. Results will be shared. Article will be shared with staff prior to spring parent conference day.**	**October 2018**	**Tracey Wharton, Pr**
➢ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., Library, Head Start, etc.	**The Judy Center offers programs to community parents throughout the year.** **Pre K students have the opportunity to attend Head Start programs. Transportation is offered. Joint registration is held each spring.** **Parent Involvement activities within each classroom focusing on STEM, ELA, and Math.**	**Ongoing** **April 4-5, 2019** **Nov/Dec Jan/Feb Mar/Apr**	**Tracey Wharton, Pr**
➢ Ensure information is presented in a format and/or language parents can understand.	**Translation is available on an as needed basis. Use of DOJO for communication.**	**Ongoing**	**Tracey Wharton, Pr**
➢ Ensure accessibility for parents	**Jargon free, parent-friendly communication is used. Take home folders are sent home weekly.**	**Ongoing**	**Tracey Wharton, Pr**

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with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.	**Use of Class Dojo App to translate message to parent in native language.**	**Ongoing**	**Classroom Teachers**
Review the Effectiveness ➢ The effectiveness of the school's parental/family engagement activities will be reviewed.	**The Title I Planning Team will review parent surveys following parent activities. Results of the Title I survey will be used to plan parent events.**	**November 2018**	**Mrs. Tracey Wharton Principal**
Joyce Epstein's Third Type of Parent Involvement ➢ Volunteering	**Outdoor school chaperones** **Weekly workshops** **Classroom activities**	**As scheduled**	**Tracey Wharton, Pr**

n XIV.

ssional Community for Teachers and Staff- Standard 7

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

Professional Learning Title: Long Range Planning with Math Specialist and Grade Level Teams

Date (s): November 29, 2018

Location and Time: Parkside

Intended Audience: Classroom teachers K - 5

What changes are expected to occur in the classroom as a result of this professional learning? **Areas of weaknesses identified thro Evidence Statements will be focused upon and adjustments will be made to long range and daily plans to address the conce quality lessons, activities, and assessments will be ready for the immediate use of upcoming standards along with plans for remediation, if needed.**

What knowledge and skills will the participants attain in this professional learning to make these changes happen? **Clarify areas of ne through Evidence Statements. Adjustment to lesson strategies and intentional planning to apply best practices to increase s Teachers will have the ability to look ahead and pace out quality lessons to keep on pace towards completing all standards e in a timely manner.**

How will you measure the implementation of the the knowledge and skills in the classroom? **We will reflect on on formative assess and needed remediation to ensure all students are mastering the standards presented. Continuous spiral review will assist a students in mastering math concepts. Customized pathways, through TTM ,can be developed and used to assess succes specific skills that have been noted at each grade level. The principal's SLO will target specific areas in Math and ELA results will be compared to 2018 scores to determine if the needs have been addressed and growth has been achieve**

Professional Learning Title: Reading Strategies with focus on Informational Text and Rigor

Allegany County Public Schools
2018 – 2019 School Improvement Plan

Date (s):   TBD

Location and Time: Parkside Elementary School

Intended Audience: Classroom teachers

What changes are expected to occur in the classroom as a result of this professional learning?
Teachers will be guided in creating lessons that increase the rigor and demand an integrated response from students that incorporates text evidence. Lessons will focus on supporting comprehension in non-fiction. The teacher created lessons wil culminate with activities that require thoughtful written responses related to non-fiction text.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
Teachers will design lessons using the *Reading Strategies Book* by Jennifer Serravallo, and research PARCC like activities a assessments through edcite.com.

How will you measure the implementation of the the knowledge and skills in the classroom? **PARCC results will be compared to 2 scores to determine if the needs have been addressed and growth has been achieved. County benchmarks will also data to assess growth.**

How will the plan be shared with the faculty and staff? **The 2018-2019 School Improvement Plan will be shared with all Parkside staff and interested stakeholders, through Google Drive, and with SIT members, including parents and community representatives during the meeting following the SIP review. The SIP will be discussed during professional staff development days, faculty meetings, team meetings, and Title I meetings. During the meetings, current SIP expectations, objectives, and activities will be revisited to drive best practice instruction for targeted groups and all students at Parkside School. The quarterly Title I meetings will provided us with an opportunity to make any changes.**

How will student progress data be collected, reported to, and evaluated by the SIT? **Milestone data will be collected and evaluated at the close of each benchmark and DIBELS administration. Student data will be disaggregated and distributed to grade level teams during team data meetings. Based on this data, teachers and administrators will evaluate Title 1 targeted groups, intervention groups; flex groups, and provide us with an opportunity to evaluate and adjust instructional practices.**

How will the SIP be revised based on student progress and the method(s) used to measure student progress? **The SIT will meet monthly to review and evaluate the effectiveness of the activities implemented, and as available, the benchmark, Reading Inventory, Imagine Math, and Monthly Math Task data that has been collected. Based on the outcome of these evaluations, the SIP will be revised to reflect changes in our needs.**

What role will classroom teachers and/or departments have in implementing and monitoring the plan? **SIT members along with math/reading specialists will collect and disaggregate benchmark data and Monthly Math tasks. Data meetings with classroom teachers will be scheduled following benchmark/DIBELS data collection. SIT members will monitor the implementation by meeting monthly.**

How will the initial plan be shared with parents and community members? **The SIP will be available on the Parkside website and the Board of Education website. Parents and community members will be made aware of the SIP and its availability via school newsletter and school website.**

How will revisions to the SIP be presented to the staff, parents, and community? **As revisions to the SIP are needed, they will be communicated to all staff during staff development, faculty meetings, through Google Drive, and email as needed. Community members and parents will access the Parkside website, and Board of Education website for updates and revisions. Copies of the S re made available in the main office at the parents' request.**

What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan? **Central Office provided school principals with data through Google Drive for ease of access to members of the SIT for review. Central Offi taff remains responsive to questions regarding the writing and revision of the SIP. Members of Central Office are available and h articipated in faculty and team meetings, provide resources, and coordinate professional development among schools.**

List the approximate dates and/or calendar for sharing, monitoring, and revising the plan. T**he plan will be submitted at the end of November. SIP review will occur during the month of December. In January the plan will be shared with the faculty and stakehol Monitoring and revision of the plan will occur monthly.**

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

ie (Print and Sign)	Affiliation/Title
	Principal
Joy Wilt Joy Wilt	Co-Chair of SIP/ Reading Intervention Teacher
eslie Roser Leslie Roser	Co-Chair of SIP/ Fourth Grade Teacher
oan Charlene Welsh	Title I Resource Teacher
Susan Defibaugh	5th Grade Classroom Teacher.
Amy Stevens	3rd Grade Classroom Teacher
aren L McCabe	Kindergarten Teacher
inhelle L Mull	2nd grade teacher (classroom)
tienne Beaner	Media Pre K
eri Parks Keri Parks	1st grade teacher
eather King Heather King	Special Ed. Teacher
elissa Nelson Melisa Nelson	School Counselor
achel Smith Rachel Smith	Parent
ebekah Taylor RDT	Community Representative -FSU

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