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EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

Mission Statement

At Parkside Elementary School faculty and staff believe that all students can grow intellectually, personally, 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 believes in our children, our staff, our parents, and our community. We strive to model and teach divergent thinking, responsibility, respect, and safety. We believe in promoting open and honest communication between teachers, students, staff, parents, and our community. We believe that all students are entitled to appropriate instruction with necessary supports to promote individual success.

Core Values

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. 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. The staff worked to develop an easily remembered catch phrase, "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

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minds us daily that the team effort will guide our students to success.

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

nt and Sign)	Affiliation/Title
arton	Principal
er	Fourth Grade Teacher/SIT Chair
	First Grade Teacher/SIT Chair
lson	Guidance Counselor
brauer	Pre-K Teacher
abe	Kindergarten Teacher
full	Second Grade Teacher
h	Third Grade Teacher
n	Fifth Grade Teacher

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ng	Special Education Teacher
ith	Parent
aylor	Community Rep-FSU/Parent

What is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school community? **Parkside shares its vision with staff through faculty meetings, professional development, SIT meetings, and team planning the opportunity for staff to engage in dialogue. Our vision was shared with stakeholders during the first PTA meeting and is v**
e student handbook and posted on the school website. Additionally, it has been added this year to our electronic message board
e main lobby of the school.

When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur? **All teachers were invo**
activity encouraging thoughtful review of our Parkside values. This activity occurred during a school wide professional developmen
gust 24, 2017. Staff worked together to review the vision and mission that we have for our school community. This vision was sh
r principal with the entire organization during Open House on August 31, 2017.

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? **Our vision was updated to include a focus on parents and other partnerships in 2015-2016. We believe the**
rtnerships are crucial in the development of the school and student success. At the end of last year, we condensed the mission in
veloped slogan of, "Living, Laughing, Loving, Learning...Working Together, Making a Difference." We felt that this condensed
otto/mission is easily remembered and creates a clear statement of the climate we desire to see at Parkside.

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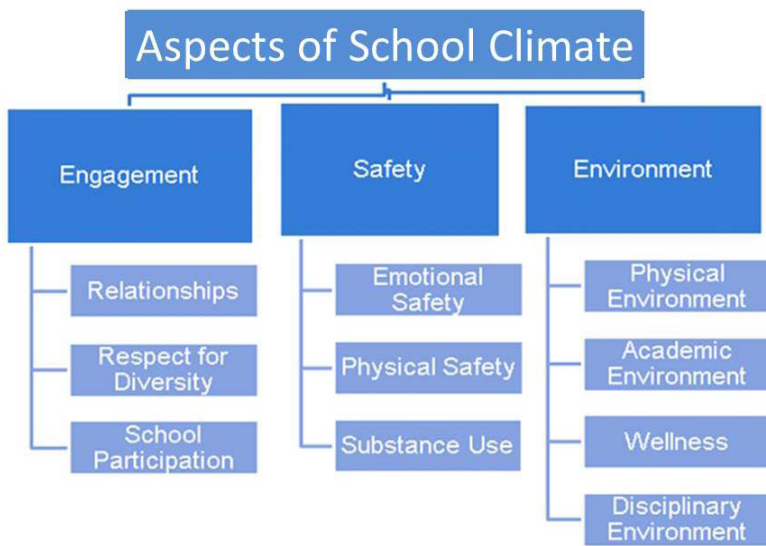
Culture, Climate, and Inclusive Community

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 experience 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.

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In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland's public schools, 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.

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

How are paraeducators (IAs) utilized in your school? **Paraeducators are highly valued as a critical component to our school climate and success. They are included in professional development, faculty meetings, and as team members on our SIT and PLE. Paraeducators and teachers are considered "equals" as members of the school community, however in terms of planning and accountability for achievement, teachers are held to a higher standard.**

How do IAs provide support for students with and without disabilities?

What are IA responsibilities at your school?

Instructional Assistants serve as a vital link between the classroom teacher and the special education teacher and help to preserve the instruction. They assist in the following as needed:

- **Work with a variety of students who have diverse learning needs both with and without disabilities**
- **Provide suggestions, feedback and support to school staff and peers regarding effective strategies for facilitating learning**
- **Keep anecdotal records of progress**

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- Help to implement teacher lessons to meet students' instructional objectives
- Implement the behavioral management strategies using the same emphasis and techniques as the teacher
- Communicate with parents under the direction of the teacher
- Carry out all duties as directed by teachers and administrators
- Establish communication, understanding, and relationships among all students
- Increase independence by identifying options and having student make choices
- Gather materials for use during lessons
- Become a part of the class by working with any student who needs accommodations
- Assist students with physical disabilities with personal needs
- Perform duties as assigned

ve you created a schedule that allows IA collaboration with teachers? **Yes, our schedule allows IA's and teachers opportunity to collaborate. Special Education Teachers and Special Education IA's have time available to collaborate on a weekly basis. Other IA's have opportunity to collaborate with regular education teachers to which they are assigned on a weekly basis as well.**

Are your general and special education teachers able to collaborate and plan together on behalf of the students for whom they have instructional and learning responsibilities? If so, how often and when? If not, what challenges are preventing the collaboration and planning? **Collaboration between the special educator and regular educator has been determined as a school priority in our MTSS profile. Collaboration is built into our schedule. Regular ed and special ed teachers meet weekly to plan and modify instruction to meet the needs of all students.**

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Provide an example (s) of how your school engages students of all abilities with each other.

Classroom rosters are designed to be heterogeneously grouped to include an equally proportioned distribution of the subgroups (Males, IEP/Non-IEP, FARMS/Non-Farms, Race, Academic High/Middle/Low, and Behavioral Needs.) These distributions are determined each year by the teachers and administration during articulation meetings in April. Throughout the year, students participate in multi-ability groups in a variety of subjects. STEM activities as well as social studies tasks lend well to this multi-ability grouping. The GRR model also provides opportunities to engage students of a variety of abilities.

What professional learning and/or training needs, if applicable, do your faculty/staff have regarding making your school a more inclusive environment for students? Staff training occurred at the beginning of the year county PD on use of the GRR model. Need more explicit PD on certain components of the GRR model such as the strategic structure of groupings using formative assessment and mediation; PD on standard analysis and accurately assessing mastery of the specific CCSS; PD on our continued MTSS focus--on collaborative planning, collaborative teaching, and co-teaching.

**II
DEMOGRAPHICS**

Staff Demographics

STAFF DATA 2017-2018 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
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Administrators		1	1
Teachers	2	14	16
Itinerant staff	7	0	7
Paraprofessionals	4	2	6
Support Staff	0	3	3
Other	8	3	11
Total Staff	21	23	41

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:	100	100	100	100
• Certified to teach in assigned area(s)				
• Not certified to teach in assigned area(s)	0	0	0	0
For those not certified, list name, grade level course				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	

Student Demographics

Table 3: SUBGROUP DATA			
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10

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Hawaiian/Pacific Islander	n/a	n/a	n/a
African American	28	13	12
White	199	179	182
Asian	≤10	≤10	≤10
Two or More Races	17	21	23
Special Education	43	42	45
LEP	n/a	≤10	≤10
Males	121	127	132
Females	96	93	91
Total Enrollment (Males + Females)	217	220	223

FARMS RATE	2015-2016	2016 – 2017	2017-2018
Percentage as of October 31	51.42%	54.09%	55.71

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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	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	6	14 Autism	n/a
04 Speech/Language Impaired	14	09 Specific Learning Disability	13	15 Developmental Delay	10
05 Visual Impairment	n/a	10 Multiple Disabilities	n/a		

II

ADMINISTRATIVE LEADERSHIP

What is the role of the principal in the School Improvement Process at your school. **The principal's role is to act as the facilitator and the changes needed as defined in the School Improvement Plan. The principal helps create a team structure and selects leaders to lead the team in the needed direction. The principal and the leadership team analyze data from a variety of sources to identify areas of strength and weakness and create a plan and process to stimulate needed growth. The principal is critical in monitoring the ongoing implementation of the plan.**

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the plan through meetings with the school leadership team, SLO conferences, faculty/data/team meetings, instructional walk-throughs, providing necessary professional development, working with and developing partnerships, and allocating funds appropriately.

What is the purpose of your school leadership team in the School Improvement Process? **The school leadership team works along with the principal to analyze data from a variety of sources to create a plan of action necessary to create the needed growth/changes defined as the result of the analysis. The leadership team works to implement and monitor the plan throughout the year and is crucial in communicating actions to the school faculty.**

Does your school improvement team (SIT) represent your entire school community, including parents/guardians? **Yes, our school improvement team includes a parent as well as a partner from FSU. The team also includes staff representing the following: administration, classroom teacher, resource teacher, reading intervention, special educator, and school counselor.**

What additional opportunities exist for everyone in your school community to meaningfully participate in school decision-making processes? **The school leadership team will share information with the faculty and other staff prior to moving forward with global changes. They will work to explain the results of the needs assessments and solicit feedback and suggestions regarding the next steps in the implementation of the plan. This is done through faculty meetings, team meetings, and the use of surveys and questions.**

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

SLO 1

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What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO? **The content focus is Mathematics Statement Analysis- Grade 4/5 Emphasis on Fractions, Grade 3 Emphasis on Measurement and Data and Mathematical Reasoning. Students in Grades 3, 4, and 5 will increase their Math Quantile proficiency level by 100 or more Quantile points from beginning-of-the-year benchmark assessment to the end-of-the-year benchmark assessment.**

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

Our data analysis, we have identified challenges in Mathematics as the following: Grade 3 Math Aggregate showed a decrease from 2017 (48.5%) of 8.7%; In 2017 a gap exists between the Aggregate and the FARMS scores in Grades 3, 4, and 5. (Grade 3 FARMS is 10% below the aggregate; Grade 4 FARMS Math is 4% below the aggregate, and Grade 5 FARMS Math is 13.7% below the aggregate.) Significant gaps exist in the Special Ed subgroup as well at all levels (Proficiency levels in 2017 Special Ed Subgroups- Grade 3- 25% 2/8 students, Grade 4- 25% 2/8 students, Grade 5 Special Ed Math was identified as a strength at 66.7% which was equal to the aggregate.) As a result, our Grade 3 Mathematics, Grade 4, and Grades 5 due to the fact that the 2017 third graders are now 4th grade students, and Grades 3-5 FARMS/Special Ed due to the gap between the FARMS/Special Ed students and the Aggregate. Baseline data for the SLO is based on the Quantile scores from the beginning-of-the-year Quantile Assessment.

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

As based on the PARCC analysis of student performance in grades 3,4,5. The analysis of the evidence statements by standard was used to align the SLO with the School Improvement Goals and Strategies. The Quantile Framework for Mathematics is a unique measurement system that uses a metric to assess a student's mathematical achievement level and the difficulty of specific skills and concepts. The Quantile Framework is based on a student's ability to solve mathematical problems and the demand of the skills and concepts typically taught in kindergarten mathematics, Algebra I, Algebra II, Geometry, Trigonometry and Precalculus. It is similar to Lexile Levels in Reading. Quantile Range is a proven determinant of student success in mathematical content. The Quantile success last year showed a strong correlation between that and the PARCC performance. Students who scored on Grade Level in the Quantile also scored proficient on the PARCC test. Grade 3- All 17 students who scored a 4 or 5 on the Quantile also scored on Grade Level on the PARCC; Grade 4- 19 of 20 students who scored a 4 or 5 on the PARCC also scored on Grade Level on the Quantile; Grade 5- 22 of 23 students who scored a 4 or 5 on the PARCC also scored on Grade Level on the Quantile.

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

will take an end-of-the-year Quantile Measure Assessment. The scored will be compared to their beginning of the year Quantile Measure. Showing growth of 100 or more points from the beginning of the year to the end-of-the-year assessment will be determined to have met the target. A mid-interval benchmark will be taken in January to monitor the ongoing progress of the SLO. This will provide opportunity to determine strategic goals for particular students at each grade level. Our goal will be for 70% or more of the students in grade 3 to show growth of 100 or more Quantile points from the beginning-of-the-year test to the end-of-the-year test. (See supporting document for individual growth target.) Students performing at 0-50% will indicate Insufficient Attainment; 51-69% will indicate Partial Attainment; 70-89% will indicate Full Attainment. Throughout the year, classroom teachers will use multiple ongoing assessment measures such as Unit Test Data, Weekly Think Through Math Reports and other informal and formal assessments to determine ongoing progress toward the goals.

SLO 2

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

For this SLO, the objective of this SLO will focus on Grade 3 Written Expression and Convention. Students will increase the level of writing correctness according to the PARCC Scoring Rubric for Prose Constructed Response Items in *one* of the following areas: Reading Comprehension *OR* Knowledge of Language and Conventions. Students receiving the highest level on the first writing exercise must maintain that level. A student may decrease a level in either area. If a student scored a "3" in one area, they must maintain that score and grow in the other area.

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

Assessment Data is scored based on the student responses to the 1st Quarter Writing Prompt. Responses are scored based on the PARCC Scoring Rubric for Prose Constructed Response.

Assessment Data (Grade 3 Class 1)-

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the 18 students in Class 1- **in the area of Reading Comprehension and Written Expression:**

students scored a "0" on the pre-writing assignment

students scored a "1" on the pre-writing assignment

students scored a "2" on the pre-writing assignment

student scored a "3" on the pre-writing assignment

the 18 students in Class 1- **in the area of Knowledge of Language and Conventions:**

student scored a "0" on the pre-writing assignment

students scored a "1" on the pre-writing assignment

students scored a "2" on the pre-writing assignment

students scored a "3" on the pre-writing assignment

2-Assessment Data (Grade 3 Class 2)

the 18 students in Class 2- **in the area of Reading Comprehension and Written Expression:**

students scored a "0" on the pre-writing assignment

students scored a "1" on the pre-writing assignment

students scored a "2" on the pre-writing assignment

student scored a "3" on the pre-writing assignment

the 18 students in Class 2- **in the area of Knowledge of Language and Conventions:**

students scored a "0" on the pre-writing assignment

students scored a "1" on the pre-writing assignment

students scored a "2" on the pre-writing assignment

student scored a "3" on the pre-writing assignment

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

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Grade 3 scored at 38.1% proficient on the 2017 PARCC test. This was a significant gap of 21.9% below the aggregate score of 60%. Special Education students scored proficient on the ELA portion of the 2017 PARCC Test. Analysis of the areas of weakness of the 14 RMS students scoring below proficient yields the following: 12 of the 14 students had Written Expression and Conventions identified as areas of weakness.

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

Student progress or growth will be determined using the PARCC Rubric. Graphic organizers, rough drafts of writing with teacher feedback and corrections, and products students create will be collected and filed in the students' county Writing Folders.

Sufficient Attainment	Partial Attainment	Full Attainment
59 and below	60-79	80+

IV

C PROGRESS

The district 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.

For 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?

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e the ACPS Goal Planning Process

- What is the Issue? **FARMS ELA Grade 3 is falling below the aggregate's PARCC performance.**
- What data support the need for a resolution to the identified issue? **FARMS ELA Grade 3 scored at a 38.1% proficient on the 2017 PARCC test. This was a significant gap of 21.9% below the aggregate score of 60.0% proficient.**
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align? **ACPS Goal: To prepare 100% of the students to be College and Career Ready by graduation. PARCC is a measure of the College and Career Readiness standards. Proficiency on PARCC correlates to College and Career Readiness.**
- What is currently preventing the identified goal from being attained? **Why- 14 of the 21 Grade 3 FARMS students were not proficient on the 2017 PARCC. Of the 14 not proficient, the following were identified as areas of weakness: READING: Literature- 8 Vocabulary- 11 WRITING: Expression-12 Conventions-12. Why- 11 of the 21 students are a year below grade level according to the Scholastic Reading Inventory scoring Basic or Below Basic (Based on entry level Grade 4 Sept). Why- Vocabulary is identified as a particular area of weakness. Vocabulary is critical to reading comprehension. Reading comprehension is critical to Written Expression on PARCC.**
- What outcome (s) will determine the identified goal has been met? **Student progress will be assessed by analyzing results of the Principal Writing SLO as well as by assessing the subgroup gap once the PARCC 2018 test results are available.**
- What resources are needed to meet the identified goal? **Last year, we implemented an after-school Math/ELA PAI program. This consisted of 6 sessions for targeted students to work with teachers on PARCC-like activities. This required approval from the BOE and the use of school funds to pay staff members to instruct and plan for the sessions. We will continue this program.**
- What resources are currently available to meet the identified goal? **PARCC prep activities, Disaggregated Data, Reliability Studies, Tasks, Technology**
- What resources are not currently available to meet the identified goal? **Some identified standards have few or no practice items and make it difficult to be certain the standard is being implemented correctly.**

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- What steps will be taken to fully implement the plan in the effort to reach the identified goal? **Monthly writing activities will be administered to the students, results will be analyzed, writing conferences will be held with each student, more appropriate responses will occur, targeted lessons will occur based on analysis of student responses.**
- How will implementation be monitored to reach the identified goal? **The steps above will be used to monitor the progress. Final analysis will occur using the ELA End-of-the-Year Benchmark Writing Prompt as well as by the analysis of student PARCC data from the 2018 implementation.**

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 promote positive academic outcomes for all students.**

Principle/Mode	Representation – Process
Principle of Representation: <i>Presenting the learner various ways of acquiring information and knowledge.</i>	Digital materials and media (SMART boards, tables, laptops) to provide more auditory (National Geographic, Scholastic News,) and visual opportunities for all students. ● Hard copies of documents using various fonts, background color, and Lexile Measures (Scholastic News, Readworks, Discovery) to provide more opportunities for all students as they acquire information and knowledge.
Principle of Expression:	Expression/Action- Product

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<i>ing the learner tives for demonstrating nowledge and skills they know).</i>	Allow assessment/project choices to give all students the opportunities to demonstrate what has been le • Reading Contracts/Learning Centers, Independent Experiences, Interest-Based • Group Projects, Prese • Choice Boards •STEM Activities • Computer-Based Assessments • Arts Integration Performance
<i>s for Engagement: tap arners interests, nge them appropriately, otivate them to learn.</i>	Multiple Options for Engagement Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation. • Group Work/Presentation Gradual Release of Responsibility Model, Technology Infusion (Discovery Ed), Project-Based Lea Activities, STEM • Community Partnerships (Guest Presenters) • Mystery Science

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.

	2015	2016	2017
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	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Le
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#
s	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	2
Indian 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
	<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
African	<10	<10	50.0	<10	<10	<10	50.0	<10	<10	<10	<10	<10	<10	100.0	<10	<10	<10	<10	50.0	<
Latino of	<10	<10	<10	<10	<10	<10	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	100.0	<1-	<1-	<
Hawaiian or Pacific	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/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	1
re 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	<
cation	<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	<
English (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n

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ed Meals	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	<
	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	<
	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	1

	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	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	
Indian or Pakistani	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Black	<10	<10	<10	<10	<10	<10	100.0	<10	<10	<10	<10	66.7	<10	33.3	<10	<10	0.0	<10	0.0	<10	
African American	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	

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atino of	<10	<10	0.0	<10	0.0	<10	100.0	<10	<10	0.0	<10	0.0	<10	100.0	n/a	n/a	n/a	n/a	n/a	n
raiiian or ic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/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
re races	<10	<10	0.0	<10	100.0	<10	0.0	<10	0	<10	<10	100.0	<10	0.0	<10	<10	0.0	<10	40.0	<1
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	<1
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
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
	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	<1
	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

	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	

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	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#
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
ndian or ve	<10	<10	0.0	<10	100.0	<10	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n
	<10	<10	0.0	<10	0.0	<10	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	0.0	<10	50.0	<1
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	100.0	<1
itino of	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	0.0	<10	0.0	<10	100.0	<10	<10	0.0	<10	0.0	<1
raian or ic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/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
re races	<10	<10	50.0	<10	0.0	<10	50.0	<10	<10	0.0	<10	100.0	<10	0.0	<10	<10	0.0	<10	100.0	<1
cation	<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	<1
lish (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

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ed Meals	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
	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
	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

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?

Describe the ACPS Goal Planning Process

- What is the Issue? **FARMS Grade 3 and 5 PARCC performance is falling below the aggregate.**
- What data support the need for a resolution to the identified issue? **FARMS Math Grade 3- 23.8 (Aggregate 48.6; 24% below the aggregate) FARMS Math Grade 5- 53.0 (Aggregate 66.7; 13.7% below the aggregate)**
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align? **ACPS Goal: To prepare 100% of the students to be College and Career Ready by graduation. PARCC is a measure of the College and 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 analysis of PARCC 2017 data indicate areas of greatest concern were in the following: Supporting Content, Reasoning, and Modeling. Fractions also were identified as a significant area of weakness. According to the Math Quantile Benchmark Test, a strong correlation exists between PARCC success and the Quantile score. (Students who scored on Grade Level on the Quantile also scored proficient on the PARCC test. Grade 3- All 17 students who scored a 4 or 5 on the PARCC also scored on Grade Level on the Quantile; Grade 4- 19 of 20 students who scored a 4 or 5 on the PARCC also scored on Grade Level on the Quantile; Grade 5- 22 of 23 students who scored a 4 or 5 on the PARCC also scored on Grade Level on the Quantile)**

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Quantile.) The reverse is also the case. Students scoring below grade level on the Quantile were not proficient on PARCC. Below grade level would indicate that prerequisite standards needed to be addressed and mastered before level standards could be attained. As a result, pacing made it difficult to produce more than one year's growth within a school year even with small group and differentiated instruction.

- What outcome (s) will determine the identified goal has been met? **Analysis of the Principal Math SLO results as well as analysis of the PARCC 2018 subgroup scores will determine whether or not the goal has been met.**
- What resources are needed to meet the identified goal? **Last year, we implemented an after-school Math/ELA PARCC program. This consisted of 6 sessions for targeted students to work with teachers on PARCC-like activities. This required approval from the BOE and the use of school funds to pay staff members to instruct and plan for the sessions. We will continue this program.**
- What resources are currently available to meet the identified goal? **PARCC prep activities, Disaggregated Data, Review Tasks, Technology**
- What resources are not currently available to meet the identified goal? **Some identified standards have few or no review practice items and make it difficult to be certain the standard is being implemented correctly. A variety of math resources are used at each grade level. Consistency of resources are needed with a spiraling scope and sequence which maintain rigor and expectations as defined in the evidence statement tables under "clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks" section. Also, no math specialist is assigned to our building for on-site support.**
- What steps will be taken to fully implement the plan in the effort to reach the identified goal? **Ongoing data analysis will occur to target student needs. Activities will be created to address identified needs. A mid-year Quantile test will be used to assess progress and determine necessary adjustments to instructions and targeted groupings.**
- How will implementation be monitored to reach the identified goal? **Grade-level teams, the principal, and special education teachers will have monthly team meetings to examine progress and analyze data.**

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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?

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

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Principle/Mode	Representation – Process
<i>s of Representation: ding the learner various of acquiring information knowledge.</i>	Modeling and Reasoning is emphasized with visual and manipulative approaches and materials. As a supplemental resource, classroom teachers are using Eureka across grade levels PreK through 5. Think T Math is used to provide student opportunities to respond to mathematical problems utilizing computeriz programs. ● Hard copies of documents using various fonts, size, background color, and Quantile Measur provide more opportunities for all students as they acquire information and knowledge. ● Manipulatives (Rekenrek, Dry Erase Boards, L.L. Teach communicators, Ten frames, Pearson .) ● Zearn is used to enga students in lessons using a video format to reinforce lesson concepts.
<i>s for Expressions: ding the learner atives for demonstrating knowledge and skills they know).</i>	Expression/Action- Product Allow assessment/project choices to give all students the opportunities to demonstrate what has been le ●/Learning Centers, Independent Experiences, Interest-Based ● Group Projects, Presentations ● Choice I ●STEM Activities ● Computer-Based Assessments ● Arts Integration Performance ● Think Through Math (Students are given a personalized study pathway.)
<i>s for Engagement: tap arners interests, nge them appropriately, otivate them to learn.</i>	Multiple Options for Engagement Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation. ● Group Work/Presentation Gradual Release of Responsibility Model, Technology Infusion (Discovery Ed), Project-Based Lear Activities, STEM ● Number Talks, Community Partnerships (Guest Presenters) ● After School Ha Equations Enrichment Activity ● Mystery Science

3. Mathematics Data Overview

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

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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.

	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	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	
Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Hispanic	<10	<10	0.0	<10	33.3	<10	66.7	<10	<10	0.0	<10	0.0	<10	100.0	n/a	n/a	n/a	n/a	n/a	n/a	
African American	<10	<10	100.0	<10	0.0	<10	0.0	<10	<10	0.0	<10	0.0	<10	100.0	<10	<10	50.0	<10	50.0	<10	
Latino of Hispanic or Latino of Hispanic or	<10	<10	0.0	<10	100.0	<10	0.0	<10	<10	0.0	<10	0.0	<10	0.0	<10	<10	100.0	<10	0.0	<10	
Latino of Hispanic or Latino of Hispanic 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	
Latino of Hispanic or Latino of Hispanic or	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	1	

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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	<
cation	<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	<
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
ed Meals	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	<
	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	<
	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	1

	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		Le	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%		
s	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	2	
ndian 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	
	<10	<10	0.0	<10	0.0	<10	100.0	<10	<10	0.0	<10	0.0	<10	100.0	<10	<10	0.0	<10	50.0	<	

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frican	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
itino of	<10	<10	0.0	<10	33.3	<10	66.7	<10	<10	0.0	<10	100.0	<10	0.0	n/a	n/a	n/a	n/a	n/a	n/a
raillian or ic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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	1
re races	<10	<10	0.0	<10	100.0	<10	0.0	<10	<10	0.0	<10	100.0	<10	0.0	<10	<10	20.0	<10	60.0	<10
cation	<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
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
ed 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	1
	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
	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	1

	2015							2016							2017					
--	------	--	--	--	--	--	--	------	--	--	--	--	--	--	------	--	--	--	--	--

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	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#
Students	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	25
Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	<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
Latino of Hispanic or Latino	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	<10	0.0	<10	0.0	<10	100.0	<10	<10	0.0	<10	100	<10
Asian or Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Two or more races	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	25
English Language Learners (ELL)	<10	<10	50.0	<10	0.0	<10	50.0	<10	<10	0.0	<10	100.0	<10	0.0	<10	<10	0.0	<10	0.0	<10
Special Education	<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
Gifted/Talented	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Reduced 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
	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	1
	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	1

V

ENHANCED SYSTEM OF SUPPORT

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?

Informal survey and discussion revealed that Parkside will be highlighting collaborative teams and data based decision making as priority for this school year.

1. How will the priority/ priorities be addressed?

Continued attention will be focused on collaborative planning between the fourth grade teachers and the special education teacher. Next year this effort will be expanded to include an additional special education teacher and the first grade team. Intentional planning will be based on data review and with reference to the specific needs of individual students. Planning will emphasize the use of UDL strategies and specific differentiated lessons, again designed with needs of the students in mind.

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

new special education teacher will participate in the New Teacher Academy, in addition to being mentored by the District Specialist. and Fourth grade teachers will participate in collaborative planning quarterly to promote co-planning and the use of co-teaching strategies.

VI

WARNING

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

Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. Discussion of the best practices your school has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment and the data that will be collected to show that the best practices have been effective. **Data collected from the Kindergarten Readiness Assessment at the beginning of the 2017-2018 school year indicate the following areas of weakness: 17 out of 25 students scored at the emerging/approaching levels for social foundations and 23 out of 25 students scored at the emerging/approaching levels for physical development and well being. Based on this data, the following activities will be implemented to target social foundations in Pre K: Play through daily centers-10 minutes for teacher assigned and 10 minutes for student choice, Journal about safety school-wide rule curiosity Exploration through science centers- students encouraged to ask questions such as, "What items can wind blow?", Scientific presenters, Practicing waiting and taking turns-Morning meetings, strategies for not blurting out in class and taking turns. The strategies to be used to target students' physical development and well-being are: Finger fun center-targeting fine motor skills, Pencil grip to 2 inches to encourage proper grip, Collaboration with physical therapy for suggested activities such as red light/green light personal care-pack and unpack independently, pictures of bathroom care, tasks made from Boardmaker, "Hip to Zip" club, Whistle Wednesday-use of playground equipment, Daily movement-balance beams, parachute, crawl through tunnel, boat/bridge.**

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scribe 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 children are entering kindergarten “demonstrating readiness”. **Parkside works collaboratively with the Head Start program. Eleven of twenty PreK students attend afternoon Head Start located at Mt. Savage Elementary/Middle School. The special education teacher with an instructional assistant service in the classroom at times in the morning. Physical therapists as well as speech and occupational therapists work with students weekly. Additionally, community agencies and programs such as the Allegany County Health Dept and the Vale Lions Club assist with early detection and screening of children with issues such as hearing or vision difficulty.**

VII

NCE

Table 12: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	94.0	Y
Grade 1	95.0	Y
Grade 2	94.0	Y
Grade 3	95.2	Y
Grade 4	95.7	Y
Grade 5	92.6	N

Table 13: Attendance Rate			
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017
All Students	≥ 95	94.9	94.0
Hispanic/Latino of any race	≥ 95	≥ 95	94.0

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American Indian or Alaska Native	*	*	*
Asian	≥ 95	≥ 95	≥ 95
Black or African American	≥ 95	≥ 95	93.8
Native Hawaiian or Other Pacific Islander	*	*	*
White	≥ 95	≥ 95	93.9
Two or more races	94.4	94.6	94.4
Special Education	94.1	92.7	92.4
Limited English Proficient (LEP)	≥ 95	94.8	≥ 95

be where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially Special Education, ELL and lowest attending. **The area presenting a challenge is Grade 5. Grade 5 did not meet the AMO of 94% attendance. Challenges were student illnesses and parents keeping child(ren) home without an excuse.**

be 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline. **Pupil personnel worker, school counselor, and principal will work with the family to remediate the problem. Reward activities, such as lunch with a staff member for attending school as an incentive. The problem will also be addressed through the Check In/Check Out program used to encourage positive behavior and increase student responsibility for appropriate behavior.**

VIII

1. TRUANCY

of 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 three 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

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at meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership 91 or less days.

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

w many students were identified as habitual truants? **Less than 10 students were identified as habitually truant.**

scribe reasons and specific changes/adjustments in place to reduce the number of habitually truant students. **Reasons stated for suspensions were student illnesses and parents keeping child(re) home from school without an excuse. A major challenge identified during the school year recognized the difficulty parents having getting their child to school when they have missed their bus.**

X

X

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 total number, if applicable.

the examination of school safety suspensions, a decrease of 2 occurred in the number of suspensions between the 2015-2016 school year and the 2016-2017 school year. Both years, ISS and OSS totals were less than 10. In 2016-2017, there were no ISS and less than 10 OSS. These suspensions were not due to sexual harassment, harassment, and/or bullying. Parkside continues to take a proactive approach to mediate and prevent bullying/harassment from escalating.

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KI

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 for your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

Team, which includes representatives from each grade level, meets monthly to review discipline data and discuss trends in behavior and to plan both school-wide behavior incentives as well as to target specific areas of concern where behavior modification is needed. Over the 2016-2017 school year, the following PBIS incentives were conducted: ongoing Blue Bees for tokens to the treasure chest, Popsicle Recess, Trick or Treat, Pajama and Movie day, PBIS/Field Day Fun Fair, Monthly focus on Citizenship - Citizenship highlighted on TV/Bulletin Board in the Lobby and featured in the newsletter. The PBIS team should be commended for being recognized as Exemplar School for the 2016-17 school year.

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

Check-in/Check out, was initiated last year and developed this year with a greater degree of specificity. Targeted students are monitored through behavior rewards. Written communication occurs with parents on a daily basis.

Explicit instruction by classroom teachers and school counselor of expected behaviors in all settings. Beginning of the year classroom meeting provide an opportunity for all students to be made aware of expectations, consequences, and recognition opportunities. PBIS is highlighted in the newsletter each month and a variety of opportunities for students to be recognized are highlighted throughout the school year.

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II.

d Community Engagement; Non-Title I School

Parent/Community Involvement Needs

Provide a narrative your school's parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation sheets, type and number of parent activities, etc.). Parkside strongly believes that parent/community involvement is a critical piece of the growth of a school and its culture. Parkside is proactive in developing parent and community events, activities, and partnerships to build a strong relationship. The following is a list of related activities and a brief description of each that occur throughout the school year:

School Night- 8/31- (Back to School Night, PTA meeting, classroom visitation, meet the teacher, volunteer training, pizza and prizes for students in attendance)

Workshop- Ongoing- Parents help teachers with copying, laminating, cut-outs, etc.

Open House- September- Grandparents/ family friends participate in 20 minute rotations that include all students for Bingo, craft, and games (10+ grandparents in attendance)

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with Grade 2 students- Community volunteer(s) come in weekly and read with selected grade 2 students

e (Frostburg State University) works with Ms. Roser's class throughout the year (STEM integration)

er- Kindergarten parent involvement classroom activity- 22 parents

y/Fire Dept Visits- Grades Prek-2

: Night at Buffalo wild Wings, Rio Grande, Roy Rogers, Kids Kingdom

ic Library Outreach Storytime (Quarterly)

light- Games, Prizes, Snacks- October - Parents/community members- Games, food, and f. (80+ students/ 50+ family members)

arade/Party- 10/31-All students participated, 175+ parents in attendance

March- Grade-Level Parent Involvement Activities- Average 25 parents per grade level

Day- November- Family members/relatives who have served in the armed forces are invited to our school. Students from all grades the have worked on in collaboration with Mrs. McDowell, the music teacher. (30+ veterans)

ons Christmas Shopping event- 20 students

; Round-about Theatre, December

op, December- Parents and PTA officers organize and volunteer to allow students to shop for gifts for family members.

ten holiday program- 12/16- All Kindergarten students participated.

deer Games with parent volunteers, 12/20

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air/Art Show- 4/15- Participants from all grade levels. Run by Dr. Taylor and students from FSU. (100+ family members attended)

r appreciation breakfast/presentation- 4/15

Hunt- 4/15 All prek students participated. (30+ parents/family members)

ow- Kindergarten through Grade 5, 4/17

y- 20-30 community members come to Parkside and share with students regarding their career choice

- 5/15 Parent volunteer provided assistance with each event (40+ parents involved)

rientation- 5/15 Upcoming pre-k students and parents/guardians. (17 out of 20 students had a parent in attendance)

School Parent Informational Meeting 6/15 (12 parents attended)

ten Beach Party -6/15 (End of the year event for Kindergarten students/parents)

Parent Advisory Committee 2017 – 2018

Name	Position
Bekah DeBlock	PAC Rep
Rebecca Taylor	PAC Alternate
Rachel Smith	Parent

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Leslie Roser	Teacher
Tracey Wharton	Principal
Melissa Nelson	Counselor
Dr. Larivee	FSU

Part I Parent Involvement Plan

the “Position” column, identify the school’s representative and alternate for the county Parent Advisory Council with “PAC.” Identify members as Parent, Teacher, Community Member, and so forth. **The committee must represent a cross section of the school community.**

PARKSIDE PARENT INVOLVEMENT PLAN

Expectations

recognizes the importance of forming a strong partnership with parent/family and community members in order to positively impact the school. To promote effective parent/family engagement, the staff welcomes and encourages parents and community members to join the school in the Action Plan as follows:

- Shared decision-making opportunities
- Opportunities to build and increase understanding, communication, and support between home and school

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- Formal and informal evaluation of the effectiveness of parent/family engagement activities
- Activities that promote a positive environment of high expectations shared by home and school

Offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skill at home, the school will meet their targeted goals.

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
Shared Decision Making ➤ The parent involvement plan is developed with input from parents.	Parent Advisory Council holds meetings as needed to review and develop parental involvement activities. Additionally, PAC reps attend monthly county level meetings and reports to the school level Parent Advisory Committee.	On-going	PAC Representative PTA President Principal

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Building Parental Capacity	Common Core Information and PARCC update shared with parents via newsletters and parent conferences.	Aug-June	Principal, Grade Level Teachers, Media Specialist, Title Coordinator/Counselor
➤ Provide assistance to parents in understanding the State's academic content standards and students academic achievement standards, and State and local academic assessments.			
➤ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement	Assignment notebooks and home/school communication folders are sent home daily. Parent involvement activities occur several times a year and give parents ideas and strategies to better help students achieve.	On-going	Classroom Teachers
➤ Ensure information is presented in a format and/or language parents can understand.	School staff makes accommodations so that parents with disabilities are able to fully participate in planned parent involvement activities. School staff collaborates with parents to facilitate transportation to school events when necessary.	On-going	Principal, Counselor, Secretary
➤ Provide full opportunities for participation of parents of students from diverse backgrounds.	Introduction of building facilities made during Back to School Night/PTA Meetings		Pupil personnel worker, Nurse

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Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
Review the Effectiveness effectiveness of the school's parental involvement activities will be reviewed.	Open communication and feedback is welcomed and encouraged on a continual basis. Monthly newsletters Includes ways for parents to volunteer and give input.	ongoing	Principal/Secretary/SIT
Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	See the list included in Section XII of parent volunteer opportunities throughout the school year.	ongoing	Principal/SIT/PTS

Two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities.
Please include a timeline for implementation.

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use of the Blackboard Messenger system to make parents aware of upcoming activities. (Ongoing)
making personal contact with parents regarding volunteer opportunities and other activities (specifically targeting parents from the Cuyahoga Falls area.)

ensure to do an evaluation following events to get direct feedback from those involved. Have the School Improvement Team analyze the feedback and use it to better meet the needs of the parent/community. (Ongoing-Following each event.)

IV.

Professional Learning Community for Teachers and Staff- Standard 7

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a critical feature 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: ELA Evidence Statement Analysis- Targeting Writing and Responding to Text Dependent Questions

Start Date(s): January 24

Location and Time: Parkside Elementary- AM Staff Development

Intended Audience: Teachers

What changes are expected to occur in the classroom as a result of this professional learning? Students will be better prepared to read and respond appropriately.

What knowledge and skills will the participants attain in this professional learning to make these changes happen? Focus will be on the following: Helping students to take a text-dependent stem/prompt and use it to create a topic sentence; Analyzing the requirements of PARCC rubric for Constructed Response and Reading Comprehension; Targeting areas of ELA need using Evidence Statement Analysis; Reviewing

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leased Writing-related Tasks and Anchor Sets

How will you measure the implementation of the knowledge and skills in the classroom? The Principal ELA SLO will target the above standards. Monthly Writing activities will be administered and grade-level team meetings will be used to analyze the results and progress. Analysis of .RCC results will be compared to 2017 scores to determine if the needs have been addressed and growth has been achieved.

V.

POLICY STRUCTURE AND PRACTICE

How does your school's mission and vision support the district's mission and vision? **Parkside's vision and mission correlates well with that of the district, both focus on meeting and addressing the needs of the whole child, beyond simply academic growth and performance. Both focus on the balance of caring relationships along with high expectations in the journey toward college career readiness. The goal of the school and the district is to create a foundation which will lead to the eventual result of students to becoming productive members of our community.**

How do you see ways your school and district can jointly establish buy in with teachers for the GRR and UDL? **Follow-up at the school level to the Professional Development of the GRR and UDL is critical to its implementation. During faculty meetings continued emphasis on the model will be discussed and clarifications and suggestions will be addressed to improve its implementation. Analysis of walk-throughs will be conducted with the faculty, in particular those areas related to the GRR and UDL model.**

What additional professional learning, if any, is needed at your school to support GRR and UDL within the classroom? **To continue growing in the use of the model, teachers will need PD on the development of groupings and the effective implementation of the collaborative learning model.**

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ent Plan

will the plan be shared with the faculty and staff? **The 2016-2017 School Improvement Plan will be shared and distributed to all side staff and SIT members including parents and community representatives following the SIP review. The SIP will be discussed during professional staff development days, faculty meetings, and team meetings. During meetings, current SIP expectations, activities, and activities will be revisited to drive best practice instruction for targeted groups and all students at Parkside School. An electronic copy will be available to all staff and interested stakeholders.**

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 intervention groups; flex groups, and instructional practices.**

will the SIP be revised based on student progress and the method(s) used to measure student progress? **The SIT will meet monthly to view and evaluate the effectiveness of the activities implemented, and as available, the benchmark data collected. Based on the outcome of these evaluations, the SIP will be revised to reflect changes in or needs.**

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

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.**

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

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nts' request.

t assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan? **The Central e provided school principals with data and the data was given to SIT for review. Central office staff avails itself to answer tions regarding the writing and revision of the SIP. Central Office is available to participate in team and faculty meetings, provide rces, and coordinate professional development among schools.**

he approximate dates and/or calendar for sharing, monitoring, and revising the plan. **January- Plan submitted and reviewed, uary- plan shared with faculty and stakeholders, Monitoring and revision of the plan will occur monthly.**

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OPPORTUNITY: An opportunity identified by the team in order to achieve their vision.

PRACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the vision.

LAYING THE FOUNDATION 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
Choose Practice	Train	Reflect and Recommend Improvements in Practice and System	Competent, Organized, Well-Led System for Practice

We know what options (practices) exist for this priority.

We agree on which practice we want to implement.

We have people and systems prepared to implement this practice.

We have well-trained people who will be trying-out this practice.

We have tried out this practice.

We have reflected and recommended improvements in the practice and systems that support it.

We have student and system outcomes that show this practice is working.

We have a competent, organized, well led system for this practice.

1 Collaborative Team Meetings and Co-Teaching

Grade level and special educators collaborative plan to monitor progress and plan tiered instruction and intervention

Action Step	Who	By When	Status Update / Next Steps
FOUNDATION			
Develop a planning schedule for collaborative planning between gen. and spec. ed teacher(s)	Admin. Spec. Educator	<ul style="list-style-type: none"> Fall 2017 	reflect on barriers to planning and provide needed
<p>Implement collaborative planning and co-teaching, special education and service providers for entire staff.</p> <p>Develop a schedule for PD topics for the year and add to calendar.</p> <p>Identify two gen. ed teachers to work in the collaborative model as a pilot. Spec. Ed and Admin.</p> <p>Provide 18 Grade 1 general education teachers to work with a new full time special education teacher to incorporate strategies for collaborative planning and co teaching with teams weekly to establish the process and facilitate the PD</p>	<p>District, Admin</p> <p>H. King L. Roser Cheshire</p> <p>Admin</p> <p>Admin.</p>	<ul style="list-style-type: none"> during team mtgs. ongoing 	<ul style="list-style-type: none"> Plan for when team mtgs. are Identify a protocol and process for planning Continue to build collaborative relationships Work with District for support process Establish quarterly dates for general teachers to collaborate with special staff Schedule possible visits to to observe and watch collaborative planning
IMPLEMENTING			

<p>ment and pilot co-teaching model</p> <p>ef, reflect and refine process in “model rooms”</p> <p>ok and listen for collaborative teaching</p> <p>list to evaluate process</p> <p>ok and listen for collaborative teaching</p> <p>list to evaluate process</p>	<p>H. King</p> <p>L. Roser</p> <p>Cheshire</p> <p>Admin</p> <p>S. Twigg</p> <p>L. Speir</p> <p>J Wilt</p>	<ul style="list-style-type: none"> • Nov/Dec • Nov/Dec-ongoing 	<ul style="list-style-type: none"> • discuss observation process for learn • share collaborative observation teacher to use as a learning pr • Identify and address possible l observation
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SCHOOLWIDE IMPLEMENTATION

<p>have a plan to scale up the collaborative</p> <p>fy the next possible fit</p> <p>iers/classrooms, continue grade 4 and d) for co-teaching scale up.</p> <p>r and examine data to support the ce, progressing monitor, improvement dent achievement</p>	<p>Admin.</p> <p>Staff</p>	<ul style="list-style-type: none"> • December 2017 • January 2018 • Fall 2018 	<ul style="list-style-type: none"> • continued conversation and le staff to overcome barriers and successes. • Identify the data to be examin • Begin to look ahead for the up year and identify needs
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izing the essential component Collaborative Planning is multi-faceted and will be an ongoing practice needing time to fully develop at than one year and will continue into the school years 2017-18, 19-20

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2

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

Name (Print and Sign)	Affiliation/Title
Tracey Wharton <i>Tracey Wharton</i>	Principal
Leslie Roser <i>Leslie Roser</i>	Fourth Grade Teacher/SIT Chair
Joy Wilt <i>Joy Wilt</i>	First Grade Teacher/SIT Chair
Melissa Nelson <i>Melissa Nelson</i>	Guidance Counselor
Adrienne Brauer <i>Adrienne Brauer</i>	Pre-K Teacher
Karen McCabe <i>Karen McCabe</i>	Kindergarten Teacher
Michelle Mull <i>Michelle E. Mull</i>	Second Grade Teacher
Mary Lough <i>Mary Lough</i>	Third Grade Teacher
Tina Mullan <i>Tina Mullan</i>	Fifth Grade Teacher
Heather King <i>Heather King</i>	Special Education Teacher
Rachel Smith <i>Rachel Smith</i>	Parent
Rebekah Taylor <i>Rebekah Taylor</i>	Community Rep-FSU/Parent

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