Allegany County Public Schools
2015 – 2016 School Improvement Plan

SCHOOL: **Cresaptown Elementary School**   **PRINCIPAL:** Scott Llewellyn

SCHOOL PROGRESS INDEX: 0.9306

(Please Check)	STRAND	2014 Criteria
	1	➢ Meets and/or exceeds academic standards ➢ Minimal subgroups missing AMOs
	2	➢ Meets academic standards ➢ Some subgroups missing AMOs
	3	➢ Minimally meets or does not meet academic standards ➢ Multiple groups missing AMOs
X	**4**	➢ Usually does not meet academic standards ➢ Multiple subgroups missing AMOs ➢ Systemic whole school reform may be needed
	5	➢ Does not meet academic standards ➢ Multiple subgroups missing AMOs ➢ Systemic whole school reform may be needed

Are you a Title I school? ☐Yes   **X No**
Have you ever been a Blue Ribbon School?   **X Yes**   ☐No
Are you a High Poverty School?   ☐Yes   **X No**

Please check if your school is identified in one of the Title I categories.

(Please check)	Category	Description
	Reward	➢ Meets and/or exceeds academic standards ➢ Closing the achievement gap
	Focus	➢ Need to focus on subgroups not meeting AMOs ➢ Need to focus on the gap in subgroup performance
	Priority	➢ Multiple subgroups missing AMOs ➢ Systemic whole school reform may be needed

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2015-2016 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators	▓	2	2
Teachers	▓	18	18
Itinerant staff	10	▓	10
Paraprofessionals	2	4	6
Support Staff	0	3	3
Other	0	14	14
Total Staff	12	41	53

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2014 Official Data	2012 – 2013 Official Data
Percentage of faculty who are: ● Highly qualified to teach in assigned area(s) ● Not highly qualified to teach in assigned area(s)	100%	100%	100%	100%
For those not highly qualified, list name, grade level course	n/a	n/a	n/a	n/a
Number of years principal has been in the building	3	2	1	7
Teacher Average Daily Attendance	▓	95.6%	94.0%	94.2%

B. Student Demographics

Table 3   **SUBGROUP DATA**

	2015 – 2016	**2014 – 2015**	**2013-2014**
American Indian/Alaskan	≤10	n/a	≤10
Hawaiian/Pacific Islander	n/a	n/a	n/a
African American	≤10	≤10	≤10
White	359	352	343
Asian	≤10	≤10	≤10
Two or More Races	11	12	15
Special Education	47	52	57
LEP	n/a	n/a	n/a
Males	191	196	195
Females	167	168	170
Total Enrollment	358	364	365

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014**:   **53.72%**

C. **Special Education Data 2015-2016 School Year**

Table 4

Disability	TOTAL
01 Intellectual Disability	
02 Hard of Hearing	
03 Deaf	
04 Speech/Language Impaired	25
05 Visual Impairment	
06 Emotional Disturbance	≤10
07 Orthopedic Impairment	
08 Other Health Impaired	≤10
09 Specific Learning Disability	
10 Multiple Disabilities	
12 Deaf-Blindness	
13 Traumatic Brain Injury	
14 Autism	≤10
15 Developmental Delay	≤10

II   CULTURE AND CLIMATE NARRATIVE

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 parents experiences of school life. School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure.

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

In narrative form, address your school's climate and culture.

There was a decrease in the number of office referrals between the 2013-2014 school year and the 2014-2015 school year. The number of referrals decreased from 111 to 103 referrals. Of the 103 office referrals last year, 49% or 50 referrals were bus referrals. This is a 10% decrease from the previous school year. In addition, 20% or 21 referrals, resulted from the classroom area. Also, 4 referrals, (4%), of the referrals resulted from the playground. Data also indicates that the highest number of referrals was related to Disobeying School Rules of which 53 of the 103 referrals, or 51% were related. Disrespect and Physical Attack on another student were the second highest problem areas in 2014-2015 with 13 of the 103 referrals or 13% of the referrals in each area. While the discipline data does indicate a decline in referrals, including on the bus, this still remains an area of needed improvement. Bus behavior and incentive programs will continue to be a focus during the 2015-2016 school year.

Based on this discipline data, the PBIS program at Cresaptown will continue to focus on modeling and teaching expectations on the bus and will work with bus drivers to continue a consistent program to reward students for exhibiting appropriate behavior. Booster weeks will be held for individual buses with incentives for good behavior. Students will be rewarded consistently, using the Pride tickets, for exhibiting behaviors, specifically respect, responsibility, safety, and being ready to learn. Expectations will be explicitly taught at the beginning of the year by classroom teachers as well as the counselor and administration. The focus of these lessons will be on appropriate behavior in the classroom as well as on the bus and the playground.

IV.   UNIVERSAL DESIGN FOR LEARNING

The purpose of Universal Design for Learning (UDL) principles is to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide schools in the development of curriculum, instructional planning, instructional delivery, material selection and assessments.

Table 5

UDL Principle/Mode	Representation – Process
Means of Representation: providing the learner various ways of acquiring information and knowledge.	- Students have opportunities throughout the day to use technology to learn and share information. - Classroom teachers use a variety of teaching strategies (such as vocabulary walls, and book reports) to meet the needs of all types of learners: auditory, visual, and kinesthetic.
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	**Expression/Action- Product**
	- Students use written and oral expression to communicate their understanding. - Allow for embedded modeling. - Students will be provided long term opportunities to communicate knowledge. (ex. Science Fair, Fluency Reads, Read Alouds, Math Talks, Word of the Week)
Means for Engagement: *tap into learners interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	- Students are given choices on how to complete certain tasks. - Students work in flex groups based on ability. - UDL Engagement Plan

V.   PROGRESS TOWARD MEETING ACADEMIC TARGETS

With greater accountability on learning and achievement, it is clear that we have to explore practices to effectively improve student achievement. As part of the 2015 2016 School Improvement Five Year Comprehensive School Improvement Plan, schools are required to analyze their historical academic State and local assessment data and their implementation of goals, objectives and strategies and/or evidence-based practices to determine their effect on student achievement and classroom practices, for all subgroups and specialized populations. Please use the 2012, 2013, 2014 Maryland School Assessment (MSA), 2014 High School Assessment (HSA), formative local assessment data, and/or other standardized research based data to respond to the following questions.

   A. 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 percent of non-proficient students within each subgroup, and overall by half in six years (2017).

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

Table 6: ELA (Reading) MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	151	136	90.1%	165	155	93.9%	168	158	94.0%
Hispanic/Latino of any race	≤10	≤10	100%	≤10	≤10	100%	≤10	≤10	83.3%
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	100%

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Asian	*	*	*	≤10	≤10	100%	≤10	≤10	100%
Black or African American	*	*	*	≤10	≤10	100%	≤10	≤10	66.7%
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	142	131	92.3%	151	142	94%	145	137	94.5%
Two or more races	≤10	≤10	66.6%	≤10	≤10	87.5%	≤10	≤10	100%
Special Education	23	14	60.9%	20	18	90%	24	19	79.2%
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	74	61	82.4%	78	71	91%	80	73	91.3%

B.   Mathematics – Proficiency Data (Elementary, Middle and High Schools)

Table 9 : Mathematics MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	169	155	91.7%	165	155	93.9%	168	158	94.0%
Hispanic/Latino of any race	≤10	≤10	100%	≤10	≤10	100%	≤10	≤10	83.3%
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	50%

Asian	≤10	≤10	100%	≤10	≤10	100%	≤10	≤10	100%
Black or African American	*	*	*	≤10	≤10	100%	≤10	≤10	100%
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	160	149	93.1%	151	142	94%	145	137	94.5%
Two or more races	≤10	≤10	66.7%	≤10	≤10	87.5%	≤10	≤10	100%
Special Education	24	14	58.3%	20	16	80%	24	20	83.3%
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	88	76	86.4%	78	72	92.3%	80	73	91.3%

Academic Data Review

1. In a review of your historical academic data (MSA, HSA, and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement. Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your school-wide thinking.

Our priority for student achievement is for all students, including the Special Education and FARMS subgroups, to be successful. Since PARCC is a new assessment, we as educators are still learning what we need to do and what strategies will help our students become successful. As a school, we are utilizing grade level team meetings, weekly co-planning meetings between grade level teachers and special educators, and DIBELS data meetings to discuss student and classroom needs as well as share strategies that teachers are finding to be useful. This year classroom teachers in grades 1-5 will be using the Engrade system to give students their Reading and Math benchmarks. The benchmarks will be given on computers which will allow students to have more opportunities to practice taking assessments on computers. Since PARCC is given online it is crucial for students to have these opportunities to practice using technology to take assessments and build their typing skills.

Moving Forward

1. As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next several years to address and support students' needs to ensure improved students achievement.

Once we have data from PARCC to compare, we will be looking to see how all students, including our special education and FARMS subgroups, performed. Our classroom teachers and special education teachers will then be able to identify areas of need and will work to focus on addressing those needs in their daily instruction. Currently, we are utilizing co-teaching classes and differentiated instruction in flexible groups to meet the needs of our students.

2. Describe your school's process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes.

Our school is using weekly co-planning meetings between grade level teachers and special education teachers to address the needs of all students in the classroom. We are also using reading intervention to meet the needs of students identified as Intensive or Strategic on their grade level DIBELS Next Assessment. Grade level team meetings will also focus on reviewing data from county wide ELA and Math benchmarks with the assistance of our reading and math specialists.

3. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

Our school is in our second year working with the Maryland Coalition for Inclusive Education (MCIE) to help meet the needs and challenges of our students. Classroom teachers are also participating in county-wide Cadre meetings where they are working in the subject areas of math and reading to develop units and resources to implement the Common Cores State Standards. Teachers in grades 1-5 will participate in Math Solutions training between October 2015 and February 2016.

C.   Science

Table 12: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	**All Students**								
	2014			**2013**			**2012**		
	# Tested	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**

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All Students	53	49	92.5%	60	46	76.7%	52	49	94.2%
Hispanic/Latino of any race	≤10	≤10	100%	≤10	≤10	50%	*	*	*
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*
Asian	n/a	n/a	n/a	≤10	≤10	100%	*	*	*
Black or African American	*	*	*	≤10	≤10	100%	*	*	*
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	48	45	93.8%	53	40	75.5%	48	45	≥95.0%
Two or more races	≤10	≤10	100%	≤10	≤10	100%	*	*	*
Special Education	≤10	≤10	71.4%	≤10	≤10	50%	*	*	*
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	24	22	91.7%	26	18	69.2%	26	24	92.3%

1. Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups. Our challenges include the Special Education subgroup.

2. Moving forward to support student achievement, describe the changes or strategies, and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. Your method of measuring student progress should be written as an objective milestone.
   - K-2 teachers will be implementing the Next Generation Science Standards in their classrooms and teaching units based on those standards.
   - Zula lessons will be taught in Pre-K to grade 3 classrooms.
   - Students will participate in simulated technology testing experiences to familiarize them with the testing format.
   - Classroom teachers will teach the curriculum and provide hands-on STEM activities to provide students with real world activities.

VI. **EARLY LEARNING**

Based on the examination of the 2014-2015 R4K Kindergarten Readiness Assessment Data:

A. **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. Include a discussion of the best practices your school has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have been effective.**

The Maryland Kindergarten Readiness Assessment (KRA) was given for the first time during the 2014-15 school year. At Cresaptown Elementary School we had 22 students who scored Approaching Readiness and 17 students who scored Emerging Readiness. Our kindergarten teachers are utilizing UDL, differentiated instruction, and flexible groups in their classrooms. Reading intervention is also being utilized for those students identified as intensive or strategic on the DIBELS Next Assessments. ELA and Math benchmarks are given throughout the school year and data will be collected to track student growth in those subject areas. Our pre-K and kindergarten classrooms are utilizing new technologies to support student learning. Students have access to a computer lab, laptops, Smartboards, and a Smart Table. Our Kindergarten teachers assess students each nine weeks on their letter recognition, letter sound knowledge, sight word knowledge, number recognition, counting to 100, handwriting, as well as other important kindergarten skills as identified in the Common Core State Standards.

B. **Describe how the school is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten "demonstrating readiness".**

Cresaptown Elementary School has 2 half-day pre-K classrooms as well as students who participate in the Head Start program. Our kindergarten teachers collaborate with our pre-K teacher and the head start program as needed throughout the school year.

VII. **SPI (SCHOOL PROGRESS INDEX) – Use 2014 SPI Data – which is 2013 Data for Elementary and Middle Schools**

The 2014 (2013) School Progress Index is   0.9306

This SPI places our school in Strand   4

A. **Achievement – Elementary, Middle and High** The Achievement Contribution Value represents your school's performance on the MSA, Alt MSA and HSA in meeting Math, Reading and Science proficient and advanced levels relative to the school's targets.

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Table 17

2013 Achievement Calculation	Math (MSA or Algebra/Data Analysis)	Reading (MSA or English 2)	Science (MSA or Biology)	Combined Indicator
% of students who scored Advanced or Proficient	93.94%	93.94%	76.36%	
2013 Achievement AMOs	88.56%	89.92%	88.56%	
Measure Progress Scale Values	1.0607	1.0447	0.8623	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.3536	+0.3482	+0.2874	
Achievement Contribution Value				0.2968

List any content area where the Measure Progress Scale Value is less than 1.   Science

Any content area listed should be addressed in the AMO Progress section of the plan.

B. **Gap Reduction – Elementary, Middle** The Gap Reduction is defined as a decrease in the performance gap between the highest-achieving subgroup and the lowest-achieving subgroup by content area. The gap percent for each school and content area is calculated using the combined result of Alt-MSA and MSA for elementary and middle.

Table 18

2013 Gap Reduction	Math	Reading	Science	Combined Indicator

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Calculation			
2013 Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	White 95.07%	White 95.07%	White 95.45%	
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	Special Education 80%	Special Education 90%	FARMS 69.57%	
This Year's Gap (complement)	15.07%	5.07%	25.89%	
2013 Gap Reduction AMO (complement)	81.30%	94.44%	94%	
Measure Progress Scale Values	1.0447	1.0051	0.7884	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.3482	+0.3350	+0.2628	=0.9461
Gap Reduction Value				0.3784

List any content area where the Measure Progress Scale Value is less than 1. Science

Any area listed should be addressed in the AMO Progress section of the plan.

C. **Student Growth – Elementary and Middle Schools Only** Student Growth is defined as the progress a student makes from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school for the following measures: Mathematics Proficiency (MSA Math) and Reading Proficiency (MSA Reading)

Table 20

2013 Student Growth Calculation	Math	Reading	Combined Indicator
2013 Growth Rate	52.34%	83.18%	
2013 Growth AMO	70.30%	86.80%	
Measure Progress Scale Values	0.7445	0.9583	
Proportional Significance	50%	50%	
Measure Contribution	0.3723	+0.4791	=0.8514
Growth Contribution Value			0.2554

List any content area where the Measure Progress Scale Value is less than 1.   Math & Reading

Any content area listed should be addressed in the AMO Progress section of the plan.

VIII. ATTENDANCE – Elementary and Middle Schools Data

Table 22: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All Students	≥95.0	Y
Grade 1	≥95.0	Y
Grade 2	≥95.0	Y
Grade 3	≥95.0	Y
Grade 4	≥95.0	Y
Grade 5	94.6	Y

Table 23: Attendance Rate	All Students				
	94%	**90%***	**94%**	**94%**	**94%**
Subgroups – School Level Data	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**
All Students		≥95.0	≥95.0	≥95.0	95.1
Hispanic/Latino of any race			*	*	97.1
American Indian or Alaska Native			*	*	*
Asian			*	*	94.2
Black or African American			*	*	89.4
Native Hawaiian or Other Pacific Islander			*	*	*
White		≥95.0	≥95.0	≥95.0	≥95.0
Two or more races		≥95.0	94.9	94.9	93.5
Special Education		94.6	94.8	93.1	93.1
Limited English Proficient (LEP)		*	*	*	*
Free/Reduced Meals (FARMS)		≥95.0	≥95.0	≥95.0	94.3

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.

The Special Education subgroup was 0.9% from the AMO of 94%. The two or more races subgroup was 0.5% from the AMO of 94%. The Black or African American was 4.6% from the AMO of 94%.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

The Special Education subgroup attendance data will be monitored monthly and discussed at School Improvement Plan meetings. Ms. Little, school counselor, will monitor the students in this subgroup for individual motivation and rewards for good attendance. The Pupil Service Team will monitor students' attendance and hold parent conferences when needed. School personnel will make phone calls to parents to check on students for every absence.

3. *If applicable*, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

IX.   HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13A.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

2.   Based on the Examination of the Habitual Truancy Data, respond to the following:
   a. **How many students were identified as habitual truants?** ≤10 students met the criteria for habitual truancy.
   b. **Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.**

Phone calls are made daily to students who are absent. The pupil service team meets with parents to develop plans. The counselor creates behavior incentives to encourage attendance. Daily announcements are made to recognize classrooms with perfect attendance.

XI.   SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

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

Examine the number of in school and out of school suspensions for the 2013-2014 and 2014-2015 school year. Also look at the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and what you plan to do to reduce that number.

During the 2013-2014 school year, there were <u><10</u> Out of School Suspensions and zero for sexual harrassment, harrassment and bullying. During the 2014-2015 school year, Cresaptown Elementary School had 11 out of school suspensions. There were zero suspensions for sexual harassment, harassment, and bullying. We plan to continue to use the PBIS program to promote positive behavior in our school, model positive behaviors, and reward examples of positive behaviors throughout the school.

XII.   POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

According to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems 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.

1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school.
   - Continue to focus on bus behaviors and recognize buses with zero referrals as the bus of the week.
   - Continue to support the bus driver in rewarding positive behaviors.
   - Continue to model the behavior expectations in all locations throughout the school: classroom, hallway, cafeteria, playground, restrooms.
   - Continue to recognize students for demonstrating positive behaviors by distributing school-wide Pride ticket incentives which may be redeemed for tokens to be used at the Token Tower for a reward.
   - Implement Tier 2 strategies, including the Check-In/Check-Out activity for students needing additional behavior support.
   - Implement informal behavior plans for students needing additional Tier 2 level support.

XIII.   PRINCIPAL'S SLOs

PRINCIPAL SLO 1

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
Math in grades 4-5

Describe the information and/or data that was collected or used to create the SLO.
All students in grades 4-5 will be taking pre- and post-tests for fractions.

How does the SLO support School Improvement Needs and/or Goals?
The goal of the SLO is to have 80% of all students, including the Special Education and FARMS subgroups, meet their individual growth targets determined by their pre-test scores.

Describe what evidence will be used to determine student growth for the SLO.
Data will be collected each nine weeks and recorded into the Growth Calculator formula which will be used to determine if students meet their individual growth target.

PRINCIPAL SLO 2

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
Reading fluency in grades 2-3.

Describe the information and/or data that was collected or used to create the SLO.
All students in grades 2-3 will be taking the DIBELS Next ORF assessment in September, January, and May.

How does the SLO support School Improvement Needs and/or Goals?
The goal of the SLO is to have 80% of all students, including the Special Education and FARMS subgroups, meet their individual growth targets determined using the end of the year goals for 2nd and 3rd grade students on the ORF assessment.

Describe what evidence will be used to determine student growth for the SLO.
Data will be collected in September, January, and May and recorded into the Growth Calculator formula which will be used to determine if students meet their individual growth target.

XIV.   NON-TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

Describe your school's parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.).

Cresaptown School's parent involvement remains strong as parents and grandparents are given numerous opportunities to participate on school team committees; attend many PTO and school conducted functions; learn about various reading and math interventions and strategies; and to communicate with the school through assignment notebooks, newsletters, school website, emails, telephone calls, daily take home folders, and parent conferences.

Cresaptown parents can participate in a wide variety of extracurricular activities with his/her child(ren). We strive to obtain greater participation in all activities so that parents can join with the Cresaptown staff to further strengthen the positive home-school relationship. In addition to special activities, Cresaptown School and the PTO will continue to provide opportunities for volunteers to assist with Career Day, field trips, school book fairs, Santa's Secret Workshop, regularly-scheduled volunteer workshops, and other needs as they arise. Due to a large number of grandparents that are the child's primary caretaker or actively involved in the day to day care of the child(ren), the term parent also includes grandparents.

Cresaptown School works to maintain a strong business relationship with Martin's, Food Lion, and the Cresaptown Civic Improvement Association.

Volunteer hours totaled over 1,100, in addition to the hours volunteers spent attending and assisting with the extra-curricular activities on the following pages. One of our largest activities attended by parents and community members is our Science/Interest/Tech/Art Expo. Over 400 people were in attendance for the activity.

Allegany County Public Schools
2015 – 2016 School Improvement Plan

Parent Advisory Committee 2015– 2016

Name	Position
Courtney Martinson	PAC Representative
Hope Jensen	PAC Alternate Representative

Non Title I Parent Involvement Plan

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

CRESAPTOWN PARENT INVOLVEMENT PLAN

Expectations

Cresaptown recognizes 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 welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

I – Shared decision-making opportunities

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

III – Formal and informal evaluation of the effectiveness of parent involvement activities

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

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet the AMO target for 2014-2015.

Action Plan

Requirements	Description of Activities/Actions/Initiatives	Date(s)	Who should you contact for more information?
I - Shared Decision Makin The parent involvement plan is developed with input from parents.	S.I.T. – Team includes parent/community members which have input on the different activities planned for the students.	Monthly	SIT Chair – Meredith Irons
	S.A.T. and C.A.T. – Team includes parent/community members which have input on the different activities planned for the students.	Monthly	CAT Chair – Tania Pressman SAT Chair – Jennie Lockard
II- Building Parental Capa 1) Provide assistance to parents in understanding the State's academic	Grade Level Expectations provided by ACPS -County and state standards are shared with		

content standards and student academic achievement standards, and State and local academic assessments.	parents on Parent Conference Day.	October/February	Classroom Teachers
	Parent Conferences -Materials are shared with parents during parent conference day that include standards, strategies, and assessments.	October/February	Classroom Teachers
	Parent Newsletter & School Website -Parents will receive a monthly newsletter updating them on activities happening in the school. The school website will be updated with information throughout the year.	Monthly	Mandy Abe/Scott Llewellyn
2) Provide materials and parent trainings/workshops to help parents improve their	STEM Day – Parents/Grandparents will participate in STEM lessons giving them strategies to	April/May	Jennie Lockard, SAT Chair/Offi Staff/Faculty

children's academic achievement.	use at home with his/her children.		
	Orientation – Parents of Pre-K and Kindergarten meet staff and are given information and packets to work with their child. This preparation will help improve their child's academic achievement.	August & May	Pre-K/Kindergarten Faculty/ Guidance Counselor/Nurse/ Reading Specialist
	Reading/Math Day (Curriculum Information Sessions) – Parents/Grandparents observe and participate in Common Core curriculum based reading/math activities that will focus on PARCC preparation.	February	Jennie Lockard, SAT Chair/Office Staff/Faculty
3) Ensure information is presented in a format and/or language parents	Assignment Notebooks – Assignment notebooks are sent home each day for	Daily	Classroom Teachers

can understand.	parents/teachers to communicate with one another in a parent friendly format. Daily Take Home Folders – Folders are sent home for parent review and comments.		
4) Provide full opportunities for participation of parents of students from diverse backgrounds.	Career Day – A variety of speakers from diverse careers will share information about their career path. Food Drive – Students /parents donate food to needy families in the area through the Salvation Army. Recycling/Phone Books, Aluminum Soda Tabs – Students/parents collect	Spring January Ongoing	Guidance Counselor Jennie Lockard/Office Staff/ Faculty Jennie Lockard/Office Staff

	Allegany County phone books to be recycled so they don't go to our landfills. Aluminum Soda Tabs are collected to be recycled to help fund Ronald McDonald house.		
	Art/Tech/Science/AEP Expo – AEP students demonstrate their inquiry project. Art projects are chosen and displayed. Classroom technology projects are demonstrated. Science/Interest projects are created by students in grades K-5 (at home) and displayed. Many of these projects are an extension of a curriculum interest.	Spring	Sue Willingham/Marne Troutman/Office Staff/Faculty
	Family Heritage – 3rd grade students interview and research family tree. Students will share album	December	3rd Grade Faculty

	including family recipes with classroom students and parents/grandparents. Recipe booklets are made for each family.		

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
III- Review the Effectivene The effectiveness of the school's parental involvement activities will be reviewed.	Effectiveness of Cresaptown's parental involvement is reviewed by the evaluation and calculation of each activity.	Monthly	SI Team/Office Staff/Meredith Irons - S.I.T. Chair

IV - Other School Level Parent **Involvement Initiatives Based** **on Joyce Epstein's Third Type** **of Involvement:** **Volunteering**	Homeroom Parents/Chaperones – Homeroom parents coordinate activities for the students or attend field trips as chaperones. Parent Volunteers – Parents laminate, collate miniature books and classroom papers. Parents also volunteer to help with the Book Fair and other school activities.	Ongoing	PTO Members

XVI.   TELL SURVEY

2015 EVALUATION

Teaching Empowering Leading & Learning Survey - (TELL Maryland)

The TELL Survey is a perceptual survey that allows educators to TELL Maryland if they have positive teaching and learning conditions that research has shown to be important to student achievement and teacher retention.

2013 to 2015 Evaluation:

ACTUAL Percent
___2.1c___2015%   Factor: The average percent of teachers' favorable responses will increase from 42.9% in 2013 to 70% in 2015.

        MET? Yes - 90% in 2015

ACTUAL Percent
___2.1d___2015%   Item: The average percent for teachers' favorable responses will increase from 57.1% in 2013 to 70% in 2015.

        MET? Yes - 75% in 2015

Identify the factor and the item. What do you attribute the increase or decrease to from the 2013 to the 2015 TELL Survey?

Both our factor and item had to do with time. 2.1c was the non-instructional time provided for teachers in my school is sufficient and 2.1d was efforts are made to minimize the amount of routine paperwork teachers are required to do. Our school resource schedule was modified to give classroom teachers one additional planning time per week. This was accomplished by using the guidance counselor and media specialist to teach a technology and life skills class. Most of the routine paperwork that is required to be completed by grade level teachers are things that can be done as a grade level team and not by an individual teacher. This has helped to eliminate some paperwork.

2015 TELL Survey

Collaborate and determine one domain (Construct, Factor) that your school will focus your school improvement efforts to improve/enhance the school environment and improve teaching conditions at your school. Under each domain are several items that may focus your efforts even more. Compare your 2015 results to the County and to the State. Set the Goal for the 2017 TELL Survey. Complete the Strategy Chart.

Table 26

Survey Factor (Domain)	Facilities and Resources
Item Number	3.1a
Item Statement	Teachers have sufficient access to instructional materials.
School %	80%
County %	83.4%
State %	79.4%

Strategy: To enhance the school environment and improve teaching conditions related to the _____ factor (domain).			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
3.1a Teachers have sufficient access to instructional materials.	The school has purchased a new guided reading library for grades K-5. The county has purchased Scholastic Weekly Readers for each classroom. Grade level teachers are attending Math and ELA Cadre meetings monthly where they are developing units and lessons that will focus on the Common Core State Standards. K-2 teachers will be using new NGSS units developed by the county to teach science this year.	Scott Llewellyn Shannon Green Classroom Teachers	Ongoing throughout the school year

New Goal:

The average percent for teachers' favorable responses will increase from 80% in 2015 to 90% in 2017.

Section XVII.   MANAGEMENT PLAN

1. **How will the plan be shared with the faculty and staff?**

   The initial plan will be shared with faculty during a faculty meeting in October and at future faculty meetings as needed.

2. **How will milestone data be collected, reported to, and evaluated by the SIT?**

   Each grade level will utilize the AMS (Assessment Management System) to retrieve and disaggregate benchmark data and implement instructional changes as needed. ELA and Math benchmarks will be given using the Engrade computer program. Classroom teachers will be able to view their own classroom data and share at team meetings. The reading intervention teacher will collect DIBELS data to share with appropriate grade level teachers, action team chairs, and SIT. Data from county intervention specialists will also be disaggregated and shared at grade level team meetings. Math benchmarks will be reported to the principal and county level supervisor using the SLO growth calculator.

3. **How will the SIP be revised based on milestone and objective assessment data?**

   The SIP will be revised as the Action teams and the SIT analyze data. Adjustments will be made when necessary.

4. **What role will each of the classroom teachers/departments have in implementing and monitoring the plan?**

   Classroom teachers will meet in team meetings and discuss classroom data from benchmarks and assessments. Classroom teachers also participate in the Climate and Student Achievement committees which will be responsible for completing various activities throughout the year as designated in the plan.

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

Parents and community members will be notified through a school newsletter that a copy of the SIP is in the office for their consideration. The SIP will also be discussed at a PTO meeting. The SIP will also be available to preview on the school website.

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

    The staff will be notified of changes to the plan during faculty meetings, team meetings, and/or staff development meetings. Parents and community members will be notified of changes to the SIP at PTO meetings and/or Action team meetings.

7. **How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?**

    Cresaptown School will utilize the Elementary Office to develop the plan. Our intervention specialists, Sue Burke and Mandy Schall, will be available to help assess, implement, and monitor the plan. Funds were provided by the Central Office to develop the SIP. A meeting will be held with Central Office staff to review the plan.

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

    The School Improvement Team meets the first Wednesday of every month in the school library. The SI team will share, monitor, and revise the plan throughout the school year.

Section XVIII. SIP ROSTER

Name	Position	Signature	Date
Scott Llewellyn	Principal		12/2/15
Shannon Green	Assistant Principal		12/2/15
Meredith Irons	SIT Chair, 2nd Grade Teacher		12/2/15
Becky Lawrence	Pre-K Teacher		12/2/15
Debra McElvie	Kindergarten Teacher		12/2/15
Vicki Hardman	1st Grade Teacher		12/2/15
Karen Sue Irons	1st Grade Teacher		12/9/15
Brenda Bauer	3rd Grade Teacher		12/2/15
Mandy Abe	4th Grade Teacher		12/2/15
Tania Pressman	CAT Chair, 4th Grade Teacher		12/8/15
Staci Rank	5th Grade Teacher		12/2/15
Jennie Lockard	SAT Chair, Reading Intervention Teacher		12/2/15
Susan Willingham	Media Specialist		12/2/15
Justin Jones	Special Education Teacher		12/2/16
Tracey Little	Guidance Counselor		12/2/15
Courtney Martinson	PTO President		12/2/15

Principal: _____   12/2/15

(Signature)   (Date)

October 2015