

**Allegheny County Public Schools
2015 – 2016 School Improvement Plan**

SCHOOL: Frost Elementary School

PRINCIPAL: Mrs. Kim Smith

SCHOOL PROGRESS INDEX: 1.048

(Please Check)	STRAND	2014 Criteria
	1	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Minimal subgroups missing AMOs
X	2	<ul style="list-style-type: none"> ➤ Meets academic standards ➤ Some subgroups missing AMOs
	3	<ul style="list-style-type: none"> ➤ Minimally meets or does not meet academic standards ➤ Multiple groups missing AMOs
	4	<ul style="list-style-type: none"> ➤ Usually does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed
	5	<ul style="list-style-type: none"> ➤ Does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed

Are you a Title I school? Yes No

Have you ever been a Blue Ribbon School? Yes No

Are you a High Poverty School? Yes No

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

(Please check)	Category	Description
	Reward	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Closing the achievement gap
	Focus	<ul style="list-style-type: none"> ➤ Need to focus on subgroups not meeting AMOs ➤ Need to focus on the gap in subgroup performance
	Priority	<ul style="list-style-type: none"> ➤ 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		1	1
Teachers	1	16	17
Itinerant staff	10		10
Paraprofessionals	2	4	6
Support Staff	0	3	3
Other	8	2	10
Total Staff	21	26	47

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)	100%	100 %	100 %	100 %
• Not highly qualified to teach in assigned area(s)	0	0	0	0
For those not highly qualified, list name, grade level course	NA	NA	NA	NA
Number of years principal has been in the building	10	9	8	7
Teacher Average Daily Attendance		95.7%	96.0 %	95.8 %

Data from prior year's SIP

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**B. Student Demographics
Table 3**

SUBGROUP DATA

	2015 – 2016	2014 – 2015	2013-2014
	TOTAL	TOTAL	TOTAL
American Indian/Alaskan Native	NA	NA	NA
Hawaiian/Pacific Islander	<10	< 10	< 10
African American	<10	< 10	< 10
White	239	240	226
Asian	< 10	< 10	< 10
Two or More Races	<10	< 10	< 10
Special Education	27	32	27
LEP	NA	NA	NA
Males	123	116	103
Females	124	134	131
Total Enrollment (Males + Females)	247	250	234

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014:** 33.33 %

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C. Special Education Data 2015-2016 School Year

Table 4

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

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III 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.

- Our school’s referral numbers show an increase of nine referrals for the 2014 - 2015 school year.
- Of the twenty-one referrals four were verbal threats, three referrals were for physical attacks/fighting, three were for bullying / harassment, one for making a rude gesture and ten were for not following rules (disobey).
- Referrals for disobeying rules show an increase of four referrals, bullying/harassment show an increase of three referrals, and verbal threats show an increase of one referral.
- Of the twenty-one referrals, eight referrals were in the classroom, ten referrals were on the bus, one referral was on the playground, one referral was in the cafeteria, and one referral was outside of school.
- Bus referrals show an increase of six referrals for the 2014-2015 school year.
- Implementing the Positive Behavior Interventions and Support program (PBIS), our pupil service team assistance, counselor interventions, LAP room and individual behavior plans were utilized by our behavior team to address school-wide behavior and ensure a safe and orderly environment for students and staff.

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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
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Provide options for perception - offer ways to customize the display of information (adapted text, visual task schedules), offer alternatives for auditory information (speech to text- Connect Ed), and offer alternatives for visual information (choral reading and read alouds). ● Provide options for language, mathematical expressions and symbols (math dictionary, preteaching, picture choices, base ten blocks). ● Provide options for comprehension (graphic organizers, highlighting, fraction strips).
<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product
	<ul style="list-style-type: none"> ● Provide options for physical action (physical manipulatives and technologies). ● Provide options for expression and communication (illustrations, story boards, scaffolding) ● Provide options for executive functions (goal setting, problem solving checklists, and graphic organizers).
<i>Means for Engagement: tap into learners</i>	Multiple Options for Engagement

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<p><i>interests, challenge them appropriately, and motivate them to learn.</i></p>	<ul style="list-style-type: none">● Provide options for recruiting interest (activities with outcomes that communicate to real audiences, tasks that involve active participation, tasks with personal response, and evaluation with self reflection).● Provide options for sustaining effort and persistence (opportunities for collaboration with scaffolded rules and responsibilities, peer tutoring).● Provide options for self-regulations (use of prompts and rubrics, goal setting, and problem solving checklists).
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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 for 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	87	86	≥ 95.0	*	*	≥ 95.0	*	*	≥ 95.0
Hispanic/Latino of any race	*	*	*	na	na	na	na	na	na
American Indian or Alaska Native	na	na	na	*	*	*	*	*	*
Asian	*	*	*	na	na	na	na	na	na
Black or African American	*	*	*	na	na	na	na	na	na
Native Hawaiian or Other Pacific Islander	na	na	na	*	*	*	*	*	*
White	79	78	≥ 95.0	*	*	≥ 95.0	*	*	≥ 95.0
Two or more races	*	*	*	*	*	*	na	na	na

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Special Education	14	11	78.6	*	*	≥ 95.0	*	*	≥ 95.0
Limited English Proficient (LEP)	na	na	na	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	34	30	88.2	29	27	93.1	*	*	≥ 95.0

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	106	101	≥ 95.0	*	*	≥ 95.0	*	*	≥ 95.0
Hispanic/Latino of any race	*	*	*	na	na	na	na	na	na
American Indian or Alaska Native	na	na	na	*	*	*	*	*	*
Asian	*	*	*	na	na	na	na	na	na
Black or African American	*	*	*	na	na	na	na	na	na
Native Hawaiian or Other Pacific Islander	na	na	na	*	*	*	*	*	*
White	96	91	94.7	*	*	≥ 95.0	*	*	≥ 95.0
Two or more races	*	*	*	*	*	*	na	na	na
Special Education	14	11	78.6	14	12	85.7	10	9	90.0
Limited English Proficient (LEP)	na	na	na	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	34	30	88.2	29	27	93.1	*	*	≥ 95.0

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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.

Reading

Historical data in reading shows a decrease in the number of non-proficient students in both subgroups, Special Education and FARMS.

<u>Subgroup</u>	<u>2014</u>	<u>2013</u>	<u>Percentage of Decrease</u>
Special Education	78.6	100	21.4
Free/Reduced Meals (FARMS)	88.2	93.1	4.9

The following strategies support students and grade level curricular needs throughout the year.

Strategies to Support Student Achievement in Reading

FARMS	Special Education
Reading Intervention Programs (ERI, Foundations, SRA)	Follow IEP Goals and Strategies
Universal Design for Learning	Reading Intervention Programs (ERI, Foundations, SRA)
Reading Strategies	Universal Design for Learning
6+1 Traits of Writing	6+1 Traits of Writing
Critical Vocabulary Program - School-wide	Critical Vocabulary Program - School-wide
Respond using Multiple Sources	Respond using Multiple Sources
Flexible Grouping	Flexible Grouping

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Discovery Education	Reading Strategies
Using technology to improve student writing/reading (SMARTBoard, typingweb.com, readworks.org)	Using technology to improve student writing/reading (SMARTBoard, typingweb.com, readworks.org)
STEM Lessons	Discovery Education
Text Dependent Questions	STEM Lessons
Scholastic News	Text Dependent Questions
	Scholastic News

Identification of additional strategies will be ongoing throughout the school year.

Math

Historical data in math shows a decrease in the number of non-proficient students in both subgroups, Special Education and FARMS.

<u>Subgroup</u>	<u>2014</u>	<u>2013</u>	<u>Percentage of Decrease</u>
Special Education	78.6	85.7	7.1
Free/Reduced Meals (FARMS)	88.2	93.1	4.9

The following strategies support students and grade level curricular needs throughout the year.

Strategies to Support Student Achievement in Math

FARMS	Special Education
Universal Design for Learning	Follow IEP Goals and Strategies

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Discovery Education	Discovery Education
Number Talks	Math Solution Strategies
Math Manipulatives	Universal Design for Learning
Math Solution Strategies	Number Talks
On-Line Resources	Math Manipulatives
Adding Rigor to Math Lessons	On-Line Resources
Counting Strategies	Differentiating a Task
Rich Open Ended Tasks	Adding Rigor to Math Lessons
Differentiating a Task	Counting Strategies
Rigorous Student led Tasks	Rich Open Ended Tasks
STEM Lessons	STEM Lessons
	Rigorous Student led Tasks

Identification of additional strategies will be ongoing throughout the school year.

Formative assessments such as quarterly reading and math benchmarks, weekly selection tests, chapter and unit tests, enGrade assessments, and teacher-made tests and quizzes are used to assess student progress. Teachers use collected data to drive instruction. Our School Achievement Team collects and analyzes county assessments to determine grade level and school-wide strengths, weaknesses, and trends.

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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.

Viewing trends from Student Achievement Team meetings and tracking students' progress during regular team meeting will allow our school to analyze student progress, grade level instruction and curriculum implementation. Discussion of reading and math benchmark data will drive instruction and assist vertical team meetings with implementing school-wide instructional needs. Cadre meetings for reading and math provide professional development for teacher and assist in improving instruction.

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.

Reading intervention is provided for targeted students in grades kindergarten through fifth grade. DIBELS is administered to students to determine reading weaknesses and provides data used to determine those in need of intervention programs. Progress monitoring tracks students' progress and is discussed during team meetings. Progress monitoring meetings allows for conversations related to student progress and helps determine student placement. Remediation of reading skills is provided by classroom teachers during a daily intervention period when needed. Special education instruction is provided to meet identified needs using the inclusion model.

Math needs are based on math benchmark results, unit tests, classroom performance, and teacher judgement. Remediation of math skills is provided by classroom teachers during a daily intervention period when needed. Special education instruction is provided to meet identified needs using the inclusion model.

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

Frost does not receive funding in addition to the school budget allotted annually. However, Frost does have a reading and math specialist for ½ day each week. They provide assistance to classroom teachers regarding teaching strategies, best practices, model lesson instruction, assist in data analysis, and provide assistance with teacher needs. Frost will be provided professional development this school year from Math Solutions to help with instructional support. Cadre meetings for reading and math provide professional development for teacher and assist in improving instruction.

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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.
All Students	29	29	≥ 95.0	31	31	≥ 95.0	31	31	≥ 95.0
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	na	na	na	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	na	na	na	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	na	na	na	*	*	*	*	*	*
White	26	26	≥ 95.0	29	29	≥ 95.0	29	29	≥ 95.0
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	na	na	na	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	25	25	≥ 95.0	*	*	*	*	*	*

1. Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups. Continue to maintain high expectations set by teachers for all students.
2. 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 a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.
In order to maintain, no changes or adjustments need to be made at this time. 90% of third, fourth, and fifth grade students will score at proficient level of, 70% or higher, on science benchmarks. Data will be collected and analyzed at Student Achievement Team meetings.

Science Activities That Support Student Achievement

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Activity	Rationale	Timeline
STEM Lessons	Incorporates science, math, engineering, and technology to support grade level curriculum.	Ongoing
Discovery Education	Supports grade level curriculum	Ongoing
Hands on Science	Supports grade level curriculum	Ongoing
Frostburg State University Partnership	Supports grade level curriculum	Ongoing
Field Trips	Supports grade level curriculum	Ongoing
Presenters / Speakers	Supports grade level curriculum	Ongoing
McGraw/Hill selections and activities	Supports grade level curriculum	Ongoing

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.**

After reviewing KRA data, weaknesses include Language and Reading from the Language and Literacy Domain, Counting and Cardinality, Operations and Algebraic Thinking, and Measurement and Data from the Mathematics Domain, and Approaches to Learning/Executive Functioning from the Social Functions Domain. Due to these weaknesses, Frost’s plans include:

- **Direct instruction of readiness skills at the beginning of the year.**
- **Scaffolding**
- **ERA Intervention**
- **Small group instruction**

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- **Daily Phonemic Awareness activities**
 - **Support materials available as needed (alphabet strips, number lines, color coded papers, and manipulatives)**
 - **Hands on activities**
 - **PT movement groups**
 - **Math Talks**
 - **Assessments (continually assess skills, benchmarks, DIBELS)**
 - **Observations**
- 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”.**
- **Pre-K Day - handouts are distributed for “What a Kindergartener Needs to Know”**
 - **Letters go home with other students before registration begins**
 - **Judy Center - Community outreach for Pre-K**
 - **County-wide - Pre-K registration fair at the mall**
 - **Registration is advertised**
 - **Articulation Meetings**

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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 1.048

This SPI places our school in Strand 2

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.

Table 17

2013(4) 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	97.27 %	97.27 %	97.30 %	
2013(4) Achievement AMOs	88.56 %	89.92 %	72.47 %	
Measure Progress Scale Values	1.0983	1.0818	1.3426	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.3661	+ 0.3606	+ 0.4475	
Achievement Contribution Value				0.3523

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

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

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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 Calculation	Math	Reading	Science	Combined Indicator
2013(4) Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	White 98.91 %	White 100 %		
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	FARMS 93.10 %	FARMS 93.10 %		
This Year's Gap (complement)	5.81 %	6.90 %		
2013 Gap Reduction AMO (complement)	95.77 %	93.10 %		
Measure Progress Scale Values	0.9835	1.1599		
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.3278	+0.3866		
Gap Reduction Value				0.4287

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

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

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- 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	66.67 %	87.88 %	
2013 Growth AMO	83.33 %	89.11 %	
Measure Progress Scale Values	0.8000	0.9861	
Proportional Significance	50%	50%	
Measure Contribution	0.4000	+0.4931	
Growth Contribution Value			0.2679

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

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

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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	≥ 95.0	Y

Table 23: Attendance Rate	All Students				
Subgroups – School Level Data	94%	90%*	94%	94%	94%
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0
Hispanic/Latino of any race			*	*	94.0
American Indian or Alaska Native			*	*	na
Asian			*	*	≥ 95.0
Black or African American			*	*	≥ 95.0
Native Hawaiian or Other Pacific Islander			*	*	na
White			≥ 95.0	≥ 95.0	≥ 95.0
Two or more races			*	*	94.6
Special Education	94.2	92.6	≥ 95.0	≥ 95.0	94.6
Limited English Proficient (LEP)	*	*	*	*	na
Free/Reduced Meals (FARMS)	≥ 95.0	94.8	≥ 95.0	≥ 95.0	94.8

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1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups. All students met AMO goal of 94% or higher. Frost's challenges will be to improve attendance rates for the subgroups : Hispanic/Latino of any race, two or more races, Special Education and Farms.
2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.
Frost will monitor attendance daily and phone calls home will be made daily to inquire about absences.
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. Not Applicable

IX. HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is an habitual truant if (a) the student is 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.

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

- a. How many students were identified as habitual truants?
Less than or equal to ten.
- b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.

We have not been identified as a school for habitual truancy, however, we still have concerns with students who are absent.

Currently, Frost monitors attendance daily and phone calls home are made to inquire about absences. Attendance is celebrated at end of each nine week period with certificates given to those students with 100% and 95% attendance. Daily banners are displayed for classrooms with 100% attendance. Classrooms with 100% attendance are recognized on the school announcements. End of the year celebrations are held for students with perfect attendance.

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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.

This is currently not an issue in our school. We had less than ten in school and out of school suspensions. We are working to prevent this as a problem at Frost Elementary School. PBIS Strategies, school counselor lessons, character trait lessons, LAP room and management behavior strategies support the positive behavior at Frost.

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.

Data:

- We had 20 referrals in the 2014-2015 school year.
- 10 of those referrals were on the bus, 8 were in the classroom
- All 20 of the referrals had to do with disrespecting someone else

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Strategies/Activities:

- Special guidance lessons were done throughout the school year to address respect and to remind students of the three school rules: to respect others, respect property, and respect ourselves
- PBIS booster sessions were done each quarter to refresh students on school and bus rules
- The Cafeteria Rewards Program has been in place for several years to reward students with a classroom game or extra recess for following cafeteria rules. There has not been a referral in the cafeteria for the last several years this program has been in place.
- Individual counseling sessions are often done with students who receive a referral to help that particular student make better behavior choices
- Quarterly school-wide rewards are given to all students who did not get a referral during that nine week period
- Character tags are distributed to students monthly for displaying the character trait of the month.
- Goodfinder Awards are given to students who have demonstrated positive behavior or who have consistently demonstrated a particular character trait.

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.

This SLO covers the two domains of reading and writing and will target students school-wide, Kindergarten through grade five. Reading for information will be the focus.

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

Based on the 2014-2015 county's opinion writing pieces, weakness were found related to students' ability to provide details from informational reading selections. Writing to express ideas , provide supportive details , and to show comprehension were also identified as weaknesses.

How does the SLO support School Improvement Needs and/or Goals?

Increasing written language skills is a focus of our Reading / ELA school wide-program. Promoting skills that will assist students in using facts from multiple informational texts to support responses to text dependent questions will be our focus. Components from the 6+1 Writing Traits program will be incorporated into reading instruction to increase written language skills. Scholastic News articles and PARCC sample

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assessments along with our school-wide common core critical vocabulary program will be utilized to strengthen comprehension and written language skills.

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

Baseline data will be established using text dependent questions related to Scholastic News informational text that support grade level selections. Student progress will be measured by comparing student's individual growth on the text dependent questions. Kindergarten through grade 2 will use levels of competency on a PARCC-like rubric for scoring a prose constructed response to measure growth. Grades three through five will use the levels of competency on the new PARCC Condensed Scoring Rubric for Prose Constructed Response to measure growth.

PRINCIPAL SLO 2

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

The content area is in the Domain of Numbers - Fractions and will target all students in the fourth grade.

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

County benchmark assessments in the Domain of Numbers - Fractions shows a decrease in the percentage of fourth grade students scoring at a proficient / advance level. 33% of the fourth grade students scored at the basic level.

How does the SLO support School Improvement Needs and/or Goals?

Math strategies will be implemented to support student, instructional, and grade level curricular needs as identified. Specific strategies will be utilized in classroom instruction and intervention to assist low performing students in reaching their individual growth target. Subgroup needs will be assessed and addressed for re-teaching purposes using additional resources.

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

Evidence of growth will be accessed by using a fraction assessment tool which is aligned with the targeted fourth grade curriculum. The pre-test and post-test will assess the Domain of Numbers - Fractions. The time interval will be nine weeks beginning January 27th - March 16th. Student growth and progress will be determined using the county's growth calculator.

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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.).

Parent/Community Involvement Activities for the 2014-2015 school year included:

Back to School Night - 168 parents

Parent Conference Days - October 2, 260 parents; February 26 and 27 - 180 parents

STEM ACTIVITY - 110 parents

Grandparent Luncheon - 352 adults

Volunteer Breakfast - 32 volunteers

Jump Start Day - 104 parents

Veteran's Day Readers - 10 Veterans

Dads Read, Kids Succeed - 30 dads

Career Day - 14 presenters

Visitors - 537

Volunteer Hours - 537 Hours

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Parent Advisory Committee 2015 – 2016**

Name	Position
Daniell Shertzer	PAC Representative
Jayci Duncan	PTA President, Parent
Amy Malone	PTA Vice President, Parent
Amanda McKenzie	PTA Secretary, Parent
Jennifer Porter	PTA Treasurer, Parent
Jackie Komatz	SIT Chair, Teacher
Kim Smith	Principal

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.**

Frost Elementary School PARENT INVOLVEMENT PLAN

Expectations

Frost Elementary School 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

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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 2015-2016.

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<p>I - Shared Decision Making</p> <ul style="list-style-type: none"> The parent involvement plan is developed with input from parents. 	<p>Two parents and a community member /parent are members of the Partnership Action Team who attend monthly meetings and share in decision making.</p> <p>Parents serve on the Parent Advisory Committee.</p> <p>Parents serve on the Executive Board of the P.T.A. with a teacher representative.</p>	<p>Monthly</p> <p>Monthly</p> <p>Monthly</p>	<p>Laurie Lohnas</p> <p>Daniell Shertzer</p> <p>Jackie Komatz</p>
<p>II- Building Parental Capacity</p> <p>1) Provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards, and State and local academic assessments.</p>	<p>Back to School Night - Teachers share curriculum and general information with parents.</p> <p>Jump Start Day - Teachers meet with parents of the previous grade level to share what is expected of their child the next school year.</p> <p>SIT plan will be shared with parents at a P.T.A. meeting and be posted on the school website.</p>	<p>8/26/15</p> <p>May 2016</p> <p>11/18/15</p>	<p>Faculty and Staff</p> <p>Classroom Teachers</p> <p>School Improvement Team</p>

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<p>2) Provide materials and parent trainings/workshops to help parents improve their children’s academic achievement.</p>	<p>STEM Day - Parents will be invited to participate in a STEM activity with their child.</p> <p>Math activity - Parents and students will cooperatively complete an interactive homework math assignment.</p> <p>PARCC like activities will be shared with parents.</p>	<p>Nov.</p> <p>Feb.</p>	<p>Partnership Action Team</p> <p>School Achievement Team</p> <p>Faculty and Staff</p>
<p>3) Ensure information is presented in a format and/or language parents can understand.</p>	<p>Information shared with parents will be shared in a parent friendly manner during parent / teacher conferences and throughout the school year. Educational terms will be simplified and explained when necessary.</p>	<p>Monthly</p>	<p>Faculty and Staff</p>
<p>4) Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	<p>Initial requests for attendance at programs will be sent to parents. Parents are encouraged to contact the principal if there are any concerns that may prevent them from participating. Reminders will be sent to all parents. Phone calls will be made to parents of targeted students. Pupil Personnel Worker will make home visits for repeated attendance problems.</p> <p>Recommend assistance for parents such as English Learning classes, translators and materials.</p>	<p>Ongoing</p>	<p>Kim Smith, Principal</p> <p>Kelli Clark, Counselor</p> <p>Tracy Dunn-Court</p> <p>Sonya Sell</p>

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Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
III- Review the Effectiveness <ul style="list-style-type: none"> • The effectiveness of the school's parental involvement activities will be reviewed. 	The Frost Elementary Partnership Action Team Survey will be utilized to evaluate activities.	May -Sept	Partnership Action Team Faculty and Staff
IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Parents will volunteer to assist teachers with instructional activities such as reading, classroom activities, speakers, and action team members.	On going	Faculty and Staff
	Dads will be invited to participate in "Read Across America Week."	March	Partnership Action Team
	Parents will participate in activities during "National Education Week."	Nov.	Partnership Action Team

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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

8.1l 2015 - 92.9% **Factor:** The average percent of teachers' favorable responses will increase from 80 % in 2013 to 87 % in 2015.

MET? Yes

ACTUAL Percent

8.1e 2015 - 71.4% **Item:** The average percent for teachers' favorable responses will increase from 55.6 % in 2013 to 70 % in 2015.

MET? Yes

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

8.1l - Professional development enhances teachers' abilities to improve student learning.

There was an increase in the percentage of favorable responses due to professional development opportunities throughout the school year in regards to math and ELA cadre meetings (unpacking standards and unit formation) and team meeting discussions.

8.1e - Professional development is differentiated to meet the needs of individual teachers.

There was an increase in the percentage of favorable responses when meeting in grade level teams with the principal and with the reading and math specialists as needed.

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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)	Professional Development
Item Number	Q8.1j
Item Statement	Professional Development is evaluated and results are communicated to teachers.
School %	69.2%
County %	61.4%
State %	58.1%

Strategy: To enhance the school environment and improve teaching conditions related to the Professional Development factor (domain).			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
Q8.1j	The School Improvement team will create a survey to be distributed to teachers after each Professional Development activity	School Improvement Team Faculty and Staff	2015-2016 school year

New Goal:

The average percent for teachers' favorable responses will increase from 69.2 % in 2015 to 75 % in 2017.

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Section XVII. MANAGEMENT PLAN

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

- *The plan will be shared during a faculty meeting with faculty and staff.*
- *The plan will also be shared on Google Share.*
- *SIT meeting minutes distributed to faculty and/or displayed on the faculty room bulletin board.*
- *Implement, review, and update in scheduled faculty meetings throughout the year.*

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

- *Scores from benchmark data will be collected upon completion by the SAT and reported to SIT for evaluation.*
- *Grade level teachers will analyze data in team meetings.*
- *Data will be shared in SAT minutes and displayed on the faculty room bulletin board.*

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

- *Through the use of team meetings, necessary data will be analyzed based on SIP and SLO progress. SIP strategies and activities along with SLOs will be adjusted as needed.*

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

- *Grade level teachers will be responsible for administering assessments, analyzing data, and providing results to SAT. Teachers will also analyze data related to school and individual SLOs.*

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

- *A PowerPoint presentation will be displayed at PTA meetings.*
- *SIP will be posted on school website.*

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

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- *Staff will be presented revisions in school wide staff development, faculty meetings, and/or Google sharing.*
- *Revisions will be made to the plan on the school website for parents to view.*

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

- *Central office creates a SIP template, guidance document, evaluation rubric, data worksheets, and recommends data resources.*
- *Central office staff assists the school's SIT as needed in the development of the SIP.*
- *Upon completion, Central office will review the plan using the SIP rubric.*
- *Central office will meet with Frost SIT to discuss the SIP.*
- *When necessary data is received by the SIT, a 2015-2016 evaluation report will be forwarded to the Superintendent of Schools.*

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

- *Upon completion the school SIP will be shared. The SIP will be revisited in January. Milestones will be discussed and adjusted if necessary. Revisions will be made to the plan if needed to support concerns or weaknesses.*

