

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

SCHOOL: George's Creek  
SCHOOL PROGRESS INDEX: 0.9692

PRINCIPAL: Tara Fazenbaker

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

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
	<b>Reward</b>	<ul style="list-style-type: none"> <li>➤ Meets and/or exceeds academic standards</li> <li>➤ Closing the achievement gap</li> </ul>
	<b>Focus</b>	<ul style="list-style-type: none"> <li>➤ Need to focus on subgroups not meeting AMOs</li> <li>➤ Need to focus on the gap in subgroup performance</li> </ul>
	<b>Priority</b>	<ul style="list-style-type: none"> <li>➤ Multiple subgroups missing AMOs</li> <li>➤ Systemic whole school reform may be needed</li> </ul>

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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	2
Teachers		18	18
Itinerant staff	10		10
Paraprofessionals	2	5	7
Support Staff	0	4	4
Other	4	7	11
<b>Total Staff</b>	<b>17</b>	<b>35</b>	<b>52</b>

**Table 2**

Under each year, indicate the number or percent as indicated of individual in each category.	<b>2015 – 2016 Official Data</b>	<b>2014 – 2015 Official Data</b>	<b>2013 – 2014 Official Data</b>	<b>2012 – 2013 Official Data</b>
<b>Percentage</b> 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)				
For those not highly qualified, list name, grade level course	0	0	0	0
Number of years principal has been in the building	3	2	1	7
Teacher Average Daily Attendance		94.8%	93.0%	94.6%

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**B. Student Demographics**

**Table 3**

**SUBGROUP DATA**

Data from prior year's SIP
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	<b>2015 – 2016</b>	<b>2014 – 2015</b>	<b>2013-2014</b>
	<b>TOTAL</b>	<b>TOTAL</b>	<b>TOTAL</b>
American Indian/Alaskan Native	<b>NA</b>	<b>NA</b>	<b>NA</b>
Hawaiian/Pacific Islander	<b>NA</b>	<b>NA</b>	<b>NA</b>
African American	<b>≤10</b>	<b>≤10</b>	<b>≤10</b>
White	<b>302</b>	<b>307</b>	<b>310</b>
Asian	<b>≤10</b>	<b>≤10</b>	<b>NA</b>
Two or More Races	<b>≤10</b>	<b>≤10</b>	<b>≤10</b>
Special Education	<b>55</b>	<b>55</b>	<b>50</b>
LEP	<b>NA</b>	<b>NA</b>	<b>NA</b>
Males	<b>155</b>	<b>151</b>	<b>160</b>
Females	<b>154</b>	<b>164</b>	<b>157</b>
Total Enrollment (Males + Females)	<b>309</b>	<b>315</b>	<b>317</b>

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014:** **68.05%**

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

**Table 4**

<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	≤10
02 Hard of Hearing	NA
03 Deaf	NA
04 Speech/Language Impaired	27
05 Visual Impairment	NA
06 Emotional Disturbance	NA
07 Orthopedic Impairment	NA
08 Other Health Impaired	≤10
09 Specific Learning Disability	≤10
10 Multiple Disabilities	NA
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.**

George’s Creek Elementary is a safe school with a nurturing, family-like environment. Our number one rule is safety, followed by respect and responsibility. These behavioral rules are taught by teachers from the first day of school and administrators conduct classroom visits to also reinforce what behaviors are expected from students. Behavioral expectations are written in a positive manner and communicated daily to student by the staff. Posters of expectations are visible in classrooms, hallways, cafeteria, and other areas throughout the school as a reminder to students.

In order to keep our students achieving academically, we continue to implement strategies that include deescalating students, providing positive reinforcement, and following guidelines in the classroom before a referral is made. These guidelines include verbal warnings, removal of privileges, utilization of the school counselor, contacts with parents, and /or contact with administrators. During disciplinary conferences, students are asked what expectations have been violated, and a discussion regarding what better choices could have been made by the student follows.

Since 2011, George’s Creek students participate in the Peacebuilders program. All students recite the Peacebuilder’s Pledge each morning at the end of the announcements. In addition, the school counselor continues to integrate elements of the pledge into classroom guidance lessons throughout the school year, which emphasizes the student’s role in maintaining peace throughout the building.

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George's Creek Elementary has a "Character Tea" each month to recognize students who exhibit the character trait of the month. Classmates nominate one student per class and parents are invited to attend the monthly celebration.

We are in our second school year of the "Birthday Recognition Program." All students are recognized on their birthday over the announcements and are given a special pencil. For those students having a birthday over the summer months, we recognize their half birthday. The goal of this program is to recognize every student at least one time over the announcements.

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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
<p><i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i></p>	<p>Materials are provided through multiple means:</p> <ul style="list-style-type: none"> <li>• Visuals such as prints, photographs, videos and displaying vocabulary</li> <li>• Audio materials such as stories on CDs, technology components such as Discovery Ed. and Connect Ed. as well as laptops and SMARTboards</li> <li>• Kinesthetic activities: manipulatives for various subjects and activities, including math and STEM</li> </ul> <p>Students work together in a variety of ways which include, but are not limited to: small groups, partner work, and peer teaching</p>



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<p><b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p style="text-align: center;"><b>Expression/Action- Product</b></p> <p>When asked to demonstrate their knowledge, students are given a variety of choices for showing what they know. These include:</p> <ul style="list-style-type: none"><li>• Choosing from a variety of manipulatives</li><li>• Drawing a picture</li><li>• Writing in a journals</li><li>• Creating posters, Power point projects</li><li>• Acting things out</li><li>• Giving an oral presentation</li><li>• Utilizing Choice Boards in class</li><li>• Creating and critiquing artwork</li><li>• Creating and critiquing music performances</li></ul> <p>Students are also given opportunities to work collaboratively:</p> <ul style="list-style-type: none"><li>• small groups</li><li>• work with a partner</li></ul> <p>Students are also given opportunities to work alone.</p>
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<p><b>Means for Engagement:</b> <i>tap into learners interests, challenge them appropriately, and motivate them to learn.</i></p>	<b>Multiple Options for Engagement</b>
	<p>In order to tap into learners interests, teachers do a number of things to identify these areas.</p> <ul style="list-style-type: none"><li>• Interest surveys for enrichment groups</li><li>• Interest inventories for reading materials</li><li>• Choices for various projects.</li></ul> <p>To challenge students appropriately and to motivate them to learn, teachers incorporate the following activities into the classroom learning environment:</p> <ul style="list-style-type: none"><li>• Games</li><li>• Individual projects</li><li>• Hands-on activities</li><li>• STEM activities</li><li>• Video clips</li><li>• Pictures</li><li>• Explore activities</li><li>• Choice of tools and topics</li><li>• Literature in math</li><li>• Brain breaks</li><li>• Exit tickets</li></ul> <p>Teachers also provide opportunities for students to work alone, in flex groups, and small groups to complete various activities.</p> <p>Students are also given choices for subject matter in art class and reminded of the importance of self-expression.</p> <p>Mastering skills also provides opportunities for additional games in PE.</p> <p>Being able to play a musical instrument allows student to “go on tour” with the band.</p>

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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.**

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**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)**

<b>Table 6: ELA (Reading) MSA Results</b>									
<b>Subgroup</b>	<b>All Students</b>								
	<b>2014</b>			<b>2013</b>			<b>2012</b>		
	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>
All Students	122	98	80.4	139	123	88.5	124	114	91.9
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	119	95	79.8	130	114	81.7	115	105	91.3
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	22	15	68.2	21	15	71.4	19	17	77.1
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	76	56	73.7	85	71	83.5	75	68	81.3

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

<b>Table 9 : Mathematics MSA Results</b>									
<b>Subgroup</b>	<b>All Students</b>								
	<b>2014</b>			<b>2013</b>			<b>2012</b>		
	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>
	All Students	144	112	77.8	139	114	82	124	109
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	141	109	77.3	130	107	82.3	115	101	87.8
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	26	17	65.4	21	16	76.2	19	13	68.4
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	90	61	67.8	85	61	71.8	75	63	84.0

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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.

After reviewing academic data, it is apparent that student performance in math and reading has been decreasing over the past three years. Our FARMS and Special Education populations were and continue to be a priority.

Strategies that will promote gap reduction and growth, include:

- Data analysis
- Intervention
- Team planning
- Unpacking the Standards

Formative local assessments:

- Drive instruction
- Identify areas where reteaching needs to be done
- Identify students for flex groups
- Enables us to identify if teaching adjustments are needed, or if the curriculum needs addressed
- Allow us to manage time on task

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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.

The review of historical data will:

- Help determine teacher placement in the future
  - Help identify the areas in which adult support is needed
  - Identify Professional Development topics that focus on teaching strategies in specific areas, and the planning for delivering 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.

To ensure successful implementation of strategies and/or evidence-based practices the following will occur:

- Administration will conduct walk-throughs
- Team meeting agendas will include strategies for discussion
- PARCC assessment results will be reviewed and analyzed to determine grade level and individual needs
- DIBELS data analysis meeting will help determine the need of students for intervention
- Math Solutions strategies will continue to be in use during instruction

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

Money will be used to support ELA, math and science

- Title 1 Budget
  - RTI Conference \$1780.92
  - ELA/Math Summer School \$804.40
  - Computers for the lab \$13,200
  - Cricuit Machine and cartridges \$500.00
  - Teacher Workshops \$466.84
  - Scholastic Dyna Math subscriptions \$768.90
  - Math Summer School \$3409.12
  - Articulation Meetings \$930.00
  - Book Study: How to Teach Like A Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator \$1513.08



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**C. Science**

<b>Table 12: Maryland School Assessment Performance Results – Science MSA (Biology)</b>									
<b>Subgroup</b>	<b>All Students</b>								
	<b>2014</b>			<b>2013</b>			<b>2012</b>		
	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>
All Students	44	30	68.2	47	36	76.6	41	31	75.6
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	35	26	74.3	47	36	76.6	39	30	76.9
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	27	14	51.9	27	17	63.0	23	16	69.6

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

Science scores have been decreasing over the last several years, FARMS students continue to be a challenge.

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.

- Integrating science into cross-curricular subjects will allow for sufficient time for instruction
- Using the Next Gen standards for instruction
- Incorporating STEM lessons
- Identifying appropriate content texts for all levels in reading as well as identifying texts for topics

Funding will be used to purchase reading and instructional materials to support integration.

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**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.**

KRA data indicates the following:

- 82% of students are developing readiness
- 14% of students are approaching readiness
- 4% of students are emerging readiness

Looking at the areas of performance the data indicates the following:

- ≤ 10% of students fell below the score of 270 in Social Foundations
- 33% of students fell below the score of 270 in Language and Literacy
- 27% of students fell below the score of 270 in Math
- ≤ 10% of students fell below the score of 270 in Physical Well-being and Motor Development

Best Practices provided by teachers include, but are not limited to:

- Experiences for background knowledge
- Opportunities for listening and speaking
- Continual immersion in print
- Multiple means of instruction: kinesthetic, visual, and auditory

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**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”.**

Currently we collaborate with the following entities to ensure children are entering kindergarten “demonstrating readiness”:

- Head Start: Staff attends the end of the year articulation meeting to discuss children. The staff also communicates with our staff throughout the year when delivering students to school
- Preschool Special Education is contacted when the needs of students warrant the contact
- Judy Center is contacted to help families with needs outside the school

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

The 2014 School Progress Index is 0.9692

This SPI places our school in Strand 3

**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**

<b>2013(4) Achievement Calculation</b>	<b>Math (MSA or Algebra/Data Analysis)</b>	<b>Reading (MSA or English 2)</b>	<b>Science (MSA or Biology)</b>	<b>Combined Indicator</b>
% of students who scored Advanced or Proficient	<b>82.01</b>	<b>88.49</b>	<b>78.26</b>	
<b>2013(4) Achievement AMOs</b>	<b>87.63</b>	<b>88.71</b>	<b>60.26</b>	
<b>Measure Progress Scale Values</b>	<b>0.9359</b>	<b>0.9975</b>	<b>1.2988</b>	
<b>Proportional Significance</b>	<b>33.33%</b>	<b>33.33%</b>	<b>33.33%</b>	
<b>Measure Contribution</b>	<b>0.3120</b>	<b>+0.3325</b>	<b>+0.4329</b>	<b>1.0774</b>
<b>Achievement Contribution Value</b>				<b>0.3232</b>

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

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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**

<b>2013 Gap Reduction Calculation</b>	<b>Math</b>	<b>Reading</b>	<b>Science</b>	<b>Combined Indicator</b>
<b>2013(4) Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient</b>	<b>White 87.86</b>	<b>White 91.30</b>	<b>White 79.53</b>	
<b>2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient</b>	<b>FARMS 71.76</b>	<b>Sp. Ed. 71.45</b>	<b>FARMS 64.29</b>	
<b>This Year's Gap (complement)</b>	<b>88.94</b>	<b>80.12</b>	<b>84.74</b>	
<b>2013 Gap Reduction AMO (complement)</b>	<b>86.18</b>	<b>90.28</b>	<b>79.54</b>	
<b>Measure Progress Scale Values</b>	<b>0.9740</b>	<b>0.8875</b>	<b>1.0654</b>	
<b>Proportional Significance</b>	<b>33.33%</b>	<b>33.33%</b>	<b>33.33%</b>	
<b>Measure Contribution</b>	<b>0.3247</b>	<b>+0.2958</b>	<b>+0.3551</b>	<b>0.9756</b>
<b>Gap Reduction Value</b>				<b>0.3903</b>

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

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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**

<b>2013 Student Growth Calculation</b>	<b>Math</b>	<b>Reading</b>	<b>Combined Indicator</b>
<b>2013 Growth Rate</b>	<b>56.82</b>	<b>81.82</b>	
<b>2013 Growth AMO</b>	<b>70.68</b>	<b>90.83</b>	
<b>Measure Progress Scale Values</b>	<b>0.8039</b>	<b>0.9008</b>	
<b>Proportional Significance</b>	<b>50%</b>	<b>50%</b>	
<b>Measure Contribution</b>	<b>0.4019</b>	<b>+0.4504</b>	
<b>Growth Contribution Value</b>			<b>0.2557</b>

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

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**III. ATTENDANCE – Elementary and Middle Schools Data**

<b>Table 22: School Progress Attendance Rate</b>	<b>All Students AMO = 94.0%</b>	
<b>Grade Level – School Level Data</b>	<b>Attendance Rate</b>	<b>MET Y/N</b>
All Students	95.0	Y
Grade 1	95.7	Y
Grade 2	94.3	Y
Grade 3	96.2	Y
Grade 4	95.2	Y
Grade 5	95.7	Y

<b>Table 23: Attendance Rate</b>	<b>All Students</b>				
<b>Subgroups – School Level Data</b>	<b>94%</b>	<b>90%*</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
All Students	≥95	≥95	≥95	≥95	≥95
Hispanic/Latino of any race			*	*	*
American Indian or Alaska Native			*	*	*
Asian			*	*	*
Black or African American			≥95	≥95	≥95
Native Hawaiian or Other Pacific Islander			*	*	*
White			≥95	≥95	≥95
Two or more races			*	*	*
Special Education	94.2	94.5	≥95	94.8	≥95
Limited English Proficient (LEP)	*	*	*	*	*
Free/Reduced Meals (FARMS)	*	*	*	*	*



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

Based on trend data, attendance is not an issues at George’s Creek Elementary School. Student attendance will continue to be monitored and if a particular grade or subgroup begins to have decreasing numbers, this will be addressed.

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.

Attendance will be monitored, and phone calls will continue to be made to those who are absent.

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 131.08.01.04 states that a student is a 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.**

1. **Based on the Examination of the Habitual Truancy Data, respond to the following:**
  - a. **How many students were identified as habitual truants?** No students have been identified as habitual truants.
  - b. **Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.** While no students have been identified, there are students who have attendance issues. We will continue to monitor their attendance and to make parental contacts in order to keep students coming to school.

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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.

During the last two school years, George’s Creek has not had any in school suspensions. During the 2013-14 school year, there were less than ten out of school suspensions, and in the year 2014-15, we suspended three students out of school. However, none of these out of school suspensions were a result of sexual harassment, harassment, or bullying.

The staff and administrators work diligently each day to prevent negative behaviors. We emphasize safety as our number one rule followed by being respectful and responsible. Tim Stevens, School Resource Officer, is visible throughout our building each day. In October, our school counselor, Keith Cain, makes everyone aware of Anti-Bullying month by conducting classroom lessons in all grade levels. In addition, we have a character tea each month where students recognize their peers for exhibiting appropriate character traits.

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**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.

George’s Creek Elementary School is not a PBIS school. However, there are many practices in place to create effective learning environments where students can learn and teachers can teach. Practices in place include the following:

- Class DoJo is used in Kindergarten through Grade 2 as a means to validate positive behavior in the classroom and other learning environments in the building.
- Discipline procedures are in place for teachers to follow when a classroom disruption occurs.
- Being safe, respectful, and responsible are the basis for student conduct in the building.
- Teacher work hard on a daily basis to make sure students are safe, and respectful.
- Expected behaviors are reviewed and retaught throughout the year as needed.

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**III. 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.**

Focus will be on writing skills based on the Maryland Common Core Framework. Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. New ELA Benchmarks require students to respond to narrative writing.

Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

1. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
3. Use a variety of transitional words and phrases to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
5. Provide a conclusion that follows from the narrated experiences or events.

For this SLO, the specific areas of focus will be Ideas, Organization and Conventions.

100% of the students (140) in Grades 3-5 will take part in this SLO. This represents 47% of the total school population. Special Education population makes up 18% of the group.

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

If we look at data for this year's fifth grade students using the MSA platform, reading scores showed that students as third graders performed at 79.2% Proficient, which was a 4.8 decrease from the previous year (84%) This was a decrease of 9.4% from the following year. Last year's county SLO focused on argumentative writing for the Intermediate grades. Students wrote throughout last year and teachers used rubrics to drive instruction. As a result, the seven teachers at GC (100%) met their personal SLO goals with full attainment.

In addition to continuing instruction in argumentative writing, the school will now focus student writing in the area of narrative writing keeping in mind that PARRC testing expects students to develop skills and understandings for all types of writing.

The following data statement will be completed when scoring of writing piece is complete:

Students (3-5) were given a school-wide writing assessment. Of the 140 students assessed, 96% (134) scored below 50%. In addition, 22% scored below 25%.

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

Students (140) in grades 3 through 5; Grade 3 (48); Grade 4 (46); Grade 5 (46), will increase writing proficiency and performance to become college and career ready. There are one or two narratives per testing module, which makes up 35% of the test. Narrative writing offers students opportunities to express personal ideas and experiences; craft their own stories and descriptions; and deepen their understandings of literary concepts, structures, and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions.

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

Monthly writing pieces based on reading materials in the classroom will be analyzed for growth as well as to make instructional decisions. All students will show growth on the pre to post writing piece using a rubric.

<b>Insufficient Attainment</b>	0-49% (0 - 68) of the students will not increase their score.
<b>Partial Attainment</b>	50-74% (69 -103) of students will increase their score by one to two points.
<b>Full Attainment</b>	75-100% (104-140) of students will increase their score by three points.

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**PRINCIPAL SLO 2**

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

The realization that reading skills are necessary for school success and that most reading problems can be prevented if they are caught early promotes early identification and intervention with students. DIBELS scores are good predictors of performance and enables teachers to intervene with students at risk for failure. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention. Such capacity then enables readers to allocate their attention to the comprehension and meaning of the text. DIBELS Oral Reading Fluency (ORF) is a measure that assesses Accuracy and Fluency. Students in grades 1 and 2 will increase their ability to effortlessly translate letters to sounds and sounds to words (Oral Reading Fluency) to become fluent readers and proficient in reading so they will become college and career ready.

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

At this time, 18 out of 44 (41%) of the students in first grade are below benchmark for their grade level composite score when using the DIBELS assessment tool for Nonsense Word Fluency. This is an assessment that proceeds Oral Reading Fluency, which is assessed in November. In second grade, 12 out of 38 (39%) are either intensive or strategic when looking at the composite scores for ORF at the beginning of the year. Fifteen out of 38 (39%) of the second graders are below grade level in Oral Fluency. The FALL ORF benchmark in second grade is 53 wpm at 90% accuracy with a Spring benchmark of 87 wpm with 96% accuracy. First Grade starts with a benchmark of 23 wpm with 78% accuracy. Their end of the year benchmark for ORF is 52 wpm with 90% accuracy. Although data for first grade is not available at this time, the SLO will include all first grade students due to the increased expectations for the end of the year. This SLO will track ORF in both first and second grade.

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

The focus for this SLO is based on the Common Core Reading Standards (Foundational Skills) that are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of reading. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to read and comprehend texts. Instruction should be differentiated. Good readers will need much less practice with these concepts than struggling readers will. Struggling readers will be placed in intervention groups based on need. The point is to teach students what they need to learn and to discern when particular children warrant more or less attention.

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

First graders will be given the benchmark as required in January. Using the county's student growth model, an individual learning target was identified for each student. Growth will be measured after students complete the end of the year DIBELS assessment in May.

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**XIV. TITLE I PARENT INVOLVEMENT**

**Parent/Community Involvement Needs**

During the 2014-2015 school year attendance at school based activities varied. On August 19, 2014, we held our Back to School Splash at Frostburg Community Pool many parents and students came to swim and meet teachers. On the evening of September 3<sup>rd</sup>, we held our annual Meet the Teacher/Title 1 Meeting, 14 parents attended this meeting. This number was down from 41 the previous year, but considering we had just held the Back to School Splash, it was not a surprise to see such a low turnout. Our most attended activity was the annual Grandparent's Day gathering which was held on September 26<sup>th</sup>, 267 grandparents attended for students in Pre-K through grade 5. During the first week of October, Ms. Juliet Bailey, media specialist hosted a "Build a Book" activity to coincide with the annual Scholastic Book Fair. Eighty-six parents and students attended this evening activity. October 2, 2014, was the date of the first Parent Conference Day and was well attended. Two-hundred eighteen parents came to meet their child's teacher. On November 7, 2014, third grade teachers invited parents in to help with a STEM activity on structures. Thirty parents came to assist students with build structures using newspaper and other materials. Between February 17<sup>th</sup> and February 24<sup>th</sup>, parents were invited to come for Math Day. During this time, parents observed teachers teaching a math lesson during which time, parents were able to observe their child during the lesson, and ask questions about the instruction. During this time, 64 parents came to observe lessons in Pre-K through Grade 5. The second Parent Conference Day was held on February 26, 2015. One hundred seventy parents came to meet with teachers. After rescheduling several times because of weather, the PARCC meeting was held on March 4<sup>th</sup>, only 6 parents attended this informational meeting. Many others had signed up, but the change in the date reduced the amount of participants for this evening gathering. On April 23, 2015, Math Game Night was held for parents and students in Pre-K through Grade 5. Eighty-three parents attended with students to learn about math concepts and fun ways to practice these concepts. Throughout the school year, grade level teams sent "Take Home Science" activity with students to be completed with a parent at home. During the school year, two hundred thirty-six activities were completed and returned with students. The End of the Year Title 1 meeting was held on May 20, 2015. Twenty-four parents attended this meeting. Pre-K and Kindergarten held orientation on May 21, 2015, more than 30 parents were in attendance. Our goal at George's Creek is to identify activities parents would like to take part in and increase attendance at all parent involvement activities.

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**Parent Advisory/ Title I Parent Committee 2015 – 2016**

Name	Grade Level Representation	Position
Shelly Winebrenner	3 and 5	PAC Representative
Shawnda Llewellyn	4	PAC Alternate
Ashton Colmer	2	
Dawn George	1	
Sherry Trenum	K	
Delsie Fazenbaker	Pre-K through 5	Parent Involvement Coordinator

Under the “Grade Level Representation” column, identify the grade level being represented by this parent. 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 parent committee must represent a cross section of the school community. Title I schools must have representations from all grade levels.**

**GEORGE’S CREEK PARENT INVOLVEMENT PLAN**



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**Expectations**

As a schoolwide Title I school, George’s Creek Parent Involvement Plan meets and exceeds the requirements of the Title I, Part A Section 1118 No Child Left Behind Act of 2001 (NCLB).

George’s Creek 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 at George’s Creek 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 – Annual meeting to explain the schoolwide Title I program
- III – Opportunities to build and increase understanding, communication, and support between home and school
- IV - Formal and informal evaluation of the effectiveness of parent involvement activities
- V – Opportunities to increase awareness of the available resources offered by Mid Atlantic Equity Consortium, Inc.  
(MAEC)
- VI – Activities that promote a positive environment of high expectations shared by home and school

George’s Creek accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent Involvement Plan with the district’s Parent Involvement Plan.

**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 all AMO targets on the MSA for 2014-2015.

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**Action Plan**

Title I Requirements	Description of Activities/ Actions/ Initiatives	Date(s)	Whom should you contact for more information?
<p><b>I. Shared Decision Making</b></p> <ul style="list-style-type: none"> <li>◆ The school improvement plan is developed with input from parents.</li>   <li>◆ The school improvement plan is available for parent review and input at any time.</li>   <li>◆ The parent involvement plan is developed with input from parents.</li>   <li>◆ The parent involvement plan is distributed to all parents</li> </ul>	<p>Parent representatives on SIT and other decision-making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office Technical Assistance Team.</p> <p>A synopsis of the school improvement plan and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.</p> <p>A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year’s plan and make revisions. SIT will review the proposed plan. In September, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to SIT for approval.</p> <p>A summary of the parent involvement plan is distributed to all families after the Central Office Technical Assistance Team has approved the school improvement plan.</p>	<p>On-going</p>	<p>Tara Fazenbaker, Principal</p> <p>Shannon Imes, Acting Asst. Principal</p> <p>Delsie Fazenbaker, Parent Involvement Coordinator</p>
<ul style="list-style-type: none"> <li>◆ With parents, develop a written Home-School</li> </ul>	<p>A committee that includes a least one parent representative from each grade level will meet in April or May to review the</p>	<p>May, 2016</p>	<p>Delsie Fazenbaker, Parent Involvement</p>

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<p>Compact(s) supporting instruction that is signed by teachers, parents, and students.</p>	<p>current year’s Home-School Compact(s) and make revisions. The proposed compact(s) will be reviewed by SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to SIT for approval.</p>		<p>Coordinator  Shannon Imes, Acting Asst. Principal</p>
<p>◆ Parents are involved in the decisions regarding the spending of the parent involvement funds.</p>	<p>A committee that includes a least one parent representative from each grade level will meet in April or May to review the proposed budget. The proposed budget will be reviewed by SIT. In September, parents of all students will have an opportunity to review the budget and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to SIT for approval.</p>	<p>May, 2016</p>	<p>Tara Fazenbaker, Principal  Shannon Imes, Acting Asst. Principal  Delsie Fazenbaker, Parent Involvement Coodinator</p>
<p><b>II. Annual Meeting</b> ◆ Schools hold parent meetings at least annually to inform parents of the school’s role in implementing Title I, the parent’s rights, and ways the school will provide for parental involvement.</p>	<p>Parents will be informed of the school-wide Title 1 Plan along with all Parent Involvement Activities scheduled for the current school year at the Title 1 Parent Involvement Meeting.  The school-wide plan is revisited several times throughout the year during Parent Involvement activities.</p>	<p>Sept. 16, 2015          Ongoing</p>	<p>Tara Fazenbaker, Principal  Shannon Imes, Acting Assistant Principal</p>
<p><b>III. Building Parental Capacity</b>  1) Provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards, State</p>	<p>On Parent Conference Days, teachers will discuss with parents grade level expectations along with content standards and objectives in the College and Career Ready Standards.  PreK/K Orientation-Teachers will discuss with parents expectations along with content standard objectives in the</p>	<p>Oct. 1, 2015          May, 2016</p>	<p>Tara Fazenbaker, Principal          Kim Kyle, Pre-K teacher  Megan Mathews, Kindergarten teacher</p>

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and local academic assessments.	College and Career Ready Standards.		Tara Ruby, Kindergarten teacher
2) Provide materials and parent trainings/workshops to help parents improve their children’s academic achievement.	<p>Books Before Bedtime: evening program for Pre-K through Gr. 2 Budget: \$208.35 + \$315.39 = \$523.74</p> <p>Take Home Science: Families will complete Take Home Science activities this year.</p> <p>PARCC Night: Parents will learn about the PARCC test and complete a sample test on the computer. Budget: \$247.59</p> <p>Town Hall: Parents will be invited in for a question/answer session where they will be able to ask about current units of study and curriculum. Teachers will provide parents with ways to help students at home on various items. Budget: \$353.70</p> <p>Math Game Night: Students and parents will play games to reinforce math concepts. Budget: \$565.92 + 315.49 = \$881.31</p>	<p>Winter, 2016</p> <p>Quarterly</p> <p>March, 2016</p> <p>Dec. 16, 2015</p> <p>TBD</p>	<p>Tara Fazenbaker, Principal</p> <p>Shannon Imes, Acting Asst. Principal</p> <p>Teachers</p>

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	<p>Engineering Night: Students and parents learn about the field of engineering through presentations and activities.</p> <p>Budget: \$330.12 + \$315.49 = \$645.61</p>	TBD	
3) Educate school personnel on how to work with parents as equal partners in their child' education.	<p>Title 1 Parent Interest Inventory Survey: survey interest results analyzed and utilized in planning events.</p> <p>Parent Advisory Council meets monthly. Parents discuss information received at the ACPS PAC meeting and meet with teachers to discuss educational matters.</p>	<p>April, 2016</p> <p>Monthly</p>	Tara Fazenbaker, Principal
4) Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., library, 21 <sup>st</sup> Century After School Program, Head Start, etc.	<p><b>Allegheny County Public Library</b>-provides evening and summer programs for all students in our community.</p> <p><b>Allegheny County Health Department</b>-provides school health services to our students.</p> <p><b>Head Start</b>-Provides early childhood education to eligible 3 and 4 year olds, joint Kindergarten registration.</p> <p><b>Frostburg Rotary</b>-Provides students dictionaries for grade 3 students.</p> <p><b>Goodwill Fire Department</b>-Presents fire safety lessons for all students.</p> <p><b>Lions Club</b>-Vision screening for Pre-K students.</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>Fall, 2015</p> <p>Oct. 5 and 7</p> <p>Nov. 23</p>	<p>Tara Fazenbaker, Principal</p> <p>Keith Cain, Guidance Counselor</p>
5) Ensure information is presented in a format and /or language	All written communication is drafted in a parent-friendly format.	On-going	Tara Fazenbaker, Principal

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<p>parents can understand.</p>	<p>Daily homework folders are sent home for parent review.</p> <p>Tuesday folders are sent home weekly for important announcements.</p> <p>Assignment notebooks are sent home daily.</p> <p>The school website is available to provide information to parents.</p> <p>The telephone system is used to remind and provide parents with information in a timely manner.</p> <p>Parents can access the online gradebook, to keep up with student grades.</p>		<p>Delsie Fazenbaker, Parent Involvement Coordinator</p>
<p>6) Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent involvement opportunities</p>	<p>All parents regardless of their background are invited to all parent involvement activities. Special invitations are sent to parents to invite them to participate in their child’s educational program. The PIC makes personal contacts with parents.</p>	<p>On-going</p>	<p>Tara Fazenbaker, Principal  Delsie Fazenbaker, Parent Involvement Coordinator</p>
<p><b>IV. Review the Effectiveness</b></p> <p>◆ The effectiveness of the school’s parental involvement activities will be reviewed.</p>	<p>Parents will review the effectiveness of the plan at the Title 1 Parent Committee Meeting</p>	<p>May, 2016</p>	<p>Tara Fazenbaker, Principal  Shannon Imes, Acting Asst. Principal</p>
<p><b>V. Mid Atlantic Equity Consortium, (MAEC)</b></p> <p>◆ The school will inform parents about the existence of the Mid</p>	<p>The information is posted on the Parent Information Bulletin Boards and sent home in a school newsletter.</p>	<p>On-going</p>	<p>Tara Fazenbaker, Principal</p>

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<p>Atlantic Equity Consortium, Inc. <a href="http://www.maec.org">www.maec.org</a></p>			
<p><b>IV. Joyce Epstein’s Third Type of Parent Involvement</b></p> <p>◆ Volunteering</p>	<p>Parent Workshops-Parents make instructional materials for use in classrooms.</p> <p>Classroom Volunteers-Parents assist students with special classroom activities. Some volunteers come into the classroom and work on materials needed by the teacher for instruction.</p> <p>Outdoor School-Parent volunteer to chaperone grade 5 students during the week of Outdoor School.</p> <p>Grandparent’s Day</p> <p>Veteran’s Day</p> <p>Parent Conferences</p> <p>STEM Day</p>	<p>On-going</p> <p>As requested throughout the year</p> <p>Sept. 21-25</p> <p>Nov. 4 &amp; 5</p> <p>Nov. 12</p> <p>October 1 and Feb. 24 &amp; 25</p> <p>TBA</p>	<p>Tara Fazenbaker, Principal</p>

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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**

**88.2 % 2015 Factor: 8.1L** The average percent of teachers' favorable responses will increase from 83.8 % in 2013 to 88.5 % in 2015.

MET? No, by .3%

**ACTUAL Percent**

**88.2% 2015 Item: 8.1i** The average percent for teachers' favorable responses will increase from 63.6 % in 2013 to 78.0% 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?**

The factor was Professional development, and the item was 8.1i: Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices. The increase is due to the fact that time was scheduled for teachers to work collaboratively on ELA/Math, and STEM. Teachers were also provided the opportunity to have time to explore the PARCC website as well as Discovery Ed with grade level team members.



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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**

<b>Survey Factor (Domain)</b>	<b>Professional Development</b>
<b>Item Number</b>	<b>Q8.1e</b>
<b>Item Statement</b>	<b>Professional Development to meet the needs of individual teachers</b>
<b>School %</b>	<b>64.7%</b>
<b>County %</b>	<b>54.4%</b>
<b>State %</b>	<b>60.4%</b>

<b>Strategy: To enhance the school environment and improve teaching conditions related to the Professional Development factor (domain).</b>			
<b>Item to be Addressed</b>	<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
Q8.1e	A variety of Professional Development opportunities will be made available to staff based on survey results	Tara Fazenbaker, Principal	2015-2016 school year

**New Goal:**

**The average percent for teachers' favorable responses will increase from 64.7 % in 2015 to 83.0 % in 2017.**

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2015 – 2016 School Improvement Plan**

**Section XVII. MANAGEMENT PLAN**

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

A hard copy of the plan will be stored in the office and an electronic copy will be stored on the school's server. Faculty and staff will review the plan during staff meetings. Any changes or additions made to the plan will be shared with the faculty and staff during staff meetings.

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

Student writing data in grades 3-5 will be collected for the Principal's SLO. This data will be reviewed during team meetings. Once reviewed, the data will be shared with faculty, this inform everyone including the SIT Team.

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

The School Improvement Team will have monthly meetings to review these findings. Activities, strategies, and professional development will be revised as deemed necessary by the data and the team.

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

Teachers will analyze their grade level data and discussions will be held during team meetings. Changes that need to occur based on the data will be discussed at SIT meetings. Necessary changes will be implemented by classroom teachers. Grade level SIT members will share information with their grade level colleagues regarding changes and upcoming activities.

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

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

The plan will be available in the main office for anyone to look at, upon request. It will be communicated to the parents through the school newsletter that the plan is available for review and comment. A copy of the plan will also be available at our February Title 1 meeting. The Parent Advisory Committee representatives will also be given a copy of the plan to review. The principal will discuss the plan with them. The plan will also be shared with any parent attending the Title 1 meeting in March. Title 1 updates will be given to parents in each newsletter sent home throughout the school year. The School Improvement Plan can also be accessed on the ACPS website.

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

Revisions will be presented to the faculty and staff during staff meetings. Revisions will be presented to parents through the school newsletter and community members have the option to visit the school and survey the plan in the school office.

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

Central Office staff continues to play a crucial role in writing and developing the School Improvement Plan. They also attend monthly meetings at the school. Central Office staff reviews our School Improvement Plan and offers assistance with plan implementations throughout the year.

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

October 22, 2015; November 18, 2015; December 9, 2015; January 20, 2016; February 17, 2016; March 16, 2016; April 13, 2016; and  
May 18, 2016

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

**Section XVIII. SIP ROSTER**

Name	Position	Signature	Date
Tara Ruby	Kindergarten Teacher	<i>Tara Ruby</i>	10-29-2015
Nancy McGowan	Grade 1 Teacher	<i>Nancy McGowan</i>	10-29-2015
Jamie Metz	Title 1/Grade 2 Teacher	<i>Jamie Metz</i>	10-29-2015
Julie Baker	Grade 3 Teacher	<i>Julie Baker</i>	10-29-2015
Diane Sipple	Grade 4 Teacher	<i>Diane Sipple</i>	10-29-2015
Todd Snyder	Grade 5 Teacher	<i>Todd Snyder</i>	10-29-2015
Juliet Bailey	Media Specialist	<i>Juliet Bailey</i>	10-29-2015
Amanda Beeman	Instructional Assistant	<i>Amanda Beeman</i>	10-29-2015
Keith Cain	Guidance Counselor	<i>Keith Cain</i>	10-29-2015
Shannon Imes	Acting Assistant Principal	<i>Shannon Imes</i>	10-29-2015
Jodi Stanton	Reading Intervention	<i>Jodi Stanton</i>	10-29-2015
Delsie Fazenbaker	Home School Coordinator	<i>Delsie Fazenbaker</i>	10-29-2015
Shawna Llewellyn	Parent	<i>Shawna Llewellyn</i>	10-29-2015
Shelly Winebrenner	Parent	<i>Shelly Winebrenner</i>	10-29-2015
Ray Robertson	Community Member	<i>Ray Robertson</i>	10-29-2015
Daniel Montague	Community Member	<i>Daniel Montague</i>	10-29-2015
Mindy Wilkinson	Business Partner	<i>Mindy Wilkinson</i>	10-29-2015
Lisa Loar	Business Partner	<i>Lisa Loar</i>	10-29-2015

Principal: Tara Fazenbaker

*Tara S. Fazenbaker*

10-29-2015

(Signature)

(Date)

**Title I Schools – Ten Components**

The Ten Components section is an elaboration of the School Improvement Plan. Please include activities/strategies that you use in your school to support each of the Ten Components. Between the activities and strategies that are identified in the School Improvement Plan and the Ten Components, a snapshot of your efforts to meet the requirements of No Child Left Behind will be evident. These efforts should include new activities/strategies as well as the ones that you have been using to help students, staff, and parents be successful.

**ALLEGANY COUNTY PUBLIC SCHOOLS  
NO CHILD LEFT BEHIND**

**COMPONENT ONE: COMPREHENSIVE  
NEEDS ASSESSMENT**

The Comprehensive Needs Assessment (Data Examination) identifying areas of strengths and areas of needs may be found on the following pages:

<b>ELA Needs Assessment</b>	<b>page(s) 11-16</b>
<b>Math Needs Assessment</b>	<b>page(s) 11-16</b>
<b>Science Needs Assessment</b>	<b>page(s) 17-18</b>
<b>Attendance Needs Assessment</b>	<b>page(s) 24-25</b>
<b>TELL Survey</b>	<b>page(s) 40-41</b>
<b>School Progress Index</b>	<b>page(s) 21-23</b>

**ALLEGANY COUNTY PUBLIC SCHOOLS  
NO CHILD LEFT BEHIND**

**COMPONENT TWO: SCIENTIFICALLY- BASED  
SCHOOLWIDE REFORM STRATEGIES**

***ELA***

Maryland's College and Career Ready Standards for ELA instruction are utilized. In Fall 2010, the 2011 *Treasures* Series from Macmillan McGraw-Hill was implemented as the core reading program during a 120 minute language arts block. Scientifically research based strategies and best practices are the foundation of the instructional program. ELA benchmarks are administered quarterly. Include reading intervention programs such as Read Naturally, SRA, Foundations, and Orton-Gillingham.

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 14-15. Please complete the chart with additional best practices and strategies that support ELA achievement.

<b>SBR/Best Practice Strategies</b>	<b>Materials/Resources for Implementation</b>
UDL Strategies	Visual and audio materials, choice board, materials for creating display to demonstrate what has been learned, choice of tools, STEM activities
Technology	Computers and laptops; lab, carts, SMART boards, projectors, internet access
Reading Interventions	Reading Intervention Teacher, DIBELS Next materials, intervention programs and materials; Krista Trenum, specialist
Differentiated Instruction	Leveled reading material, variety of manipulatives, frequent assessments to help determine instructional needs and groups
Weekly Fluency Passages	Reading Interventionists, fluency passages, copier, paper
Fourth and Fifth Grade tutors working with identified first and second graders	Fourth and fifth grade students, Mrs.Clise; coordinator of the program, First and second grade teachers to identify students
DIBELS Data Analysis meetings and differentiating the group	Ability to schedule coverage so that these meetings can take

based on the data	place with the classroom teacher, reading interventionist, and Sp. Ed. Teacher in attendance
Additional informational text	Discovery Ed., Dyna-Math magazine, Scholastic News
Identifying comprehension skills strengths and weaknesses at each grade level	Grade level assessments to identify information, time for analyzing data and then having time to discuss the data



**MATH**

The math instructional program is based on Maryland's College and Career Ready standards. The 2012 *enVISION* series by Pearson is utilized as the core program and is based on the NCTM Standards. Teachers utilize this math resource to implement the math pacing guide. Math benchmarks are administered in grades K-5, four times per year. Please complete the following chart to include the page number of the SIP where the program or practice can be found.

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 14-15. Please complete the chart with additional best practices and strategies that support math achievement.

Best Practice Strategies	Materials/Resources for Implementation
UDL	Visual and audio materials, choice board, materials for creating display to demonstrate what has been learned, choice of tools, STEM activities
Technology	Computers and laptops; lab, carts, SMART boards, projectors, internet access
Differentiated instruction	Manipulatives, envision math materials, center games, intervention kits
enVision center games and videos to introduce and reinforce concepts being taught in the classroom; Dyna-Math magazine to introduce and reinforce concepts for grade 5	Computer and staff  Funds for purchasing Dyna-Math magazine for grade 5
Using assessments to drive instruction	Time to analyze data, cross grade discussion to share at articulation
STEM Lessons	Funds for purchasing materials, opportunity to create and teach lessons
After-school Math tutoring program	Funds for program, three classroom teachers to teach and supervise students, math games, and manipulatives for instruction and review

**ALLEGANY COUNTY PUBLIC SCHOOLS  
NO CHILD LEFT BEHIND**

**COMPONENT THREE: HIGHLY QUALIFIED  
STAFF**

**PROFESSIONAL STAFF:**

According to the teacher requirements of the NCLB and the State of Maryland, 19 of 19 teachers (100 per cent) are highly qualified for the grade level in which they provide core subject instruction and are the teacher of record. (Core subjects: English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, Geography)

100 % of teachers holds an advanced professional certificate.

0 # of teachers with National Board Certification.

**PARAPROFESSIONAL STAFF:**

According to the NCLB requirements for all instructional assistants (Title I funded, Special Education funded, and locally funded) 7 of 7 instructional assistants (100 per cent) have met one of the three qualification requirements. Instructional assistants work under the direct supervision and in close proximity of the classroom teacher.

Highly qualified teacher,

**STAFF Funded by Title I:**

Complete the following chart to identify the Title I funded personnel assigned to your school. Include his/her job responsibilities.

Personnel Name	HQ Status/Position	Job Responsibilities	Rationale for the Position
Brian Grove	Highly Qualified Teacher	Highly qualified teacher, provides high quality, differentiated instruction to grade 1 students in all curricular areas using the College and Career Ready Standards, while adhering to the Allegany County Academic Pacing Guide.	Reduce the teacher/student ratio from 18 to 1 in grade 1.
Sarah Cessna	Highly Qualified Teacher	Highly qualified teacher, provides high quality, differentiated instruction to grade 3 students in all curricular areas using the College and Career Ready Standards, while adhering to the Allegany County Academic Pacing Guide.	Reduce the teacher/student ratio from 16 to 1 in grade 3.
Delsie Fazenbaker	Parent Involvement Coordinator (PIC)	PIC may serve as a member on the School Improvement Team, family involvement team and the Title I Parent Committee. She encourages the participation of parents from diverse backgrounds through personal contacts.	Encourage involvement by parents in school activities.

**ALLEGANY COUNTY PUBLIC SCHOOLS  
QUALITY  
NO CHILD LEFT BEHIND  
DEVELOPMENT**

**COMPONENT FOUR: HIGH  
PROFESSIONAL**

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

**Please see School Improvement Plan:**

- ELA**            **pages 14-15**
- Math**           **pages 14-15**
- Science**        **pages 17**

In the table below are additional Professional Development activities that will support the implementation of the plan, but are not listed in the plan due to the narrow focus on subgroup performance.

**Professional Development Calendar/ Funding Table**

Initiative Focus	School Improvement Plan Alignment	What/How (Content/Process)	Date(s)	Evidence of Successful Completion	Presenters/Facilitators Audience	Funding Source	Budget Calculation
<input checked="" type="checkbox"/> Title I Districtwide Initiative  <input type="checkbox"/> School Initiative	Strategy: Improve effective math instruction	One staff member will attend the NCTM conference.  Follow up: Participant will share information, strategies, etc at the school and district levels	Oct 21-23, 2015  Ongoing at school level	Conference attended  Facilitator shared information at PD sessions	Presenters/Facilitators: NCTM  Audience: Title I teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I districtwide <input type="checkbox"/> Other	
<input checked="" type="checkbox"/> Title I Districtwide Initiative  <input type="checkbox"/> School Initiative	Strategy: Improve effective math instruction	Teachers in Grades 3, 4 and 5 will attend Fractions by Math Solutions  Follow up: Participants will discuss the strategies at grade level team meetings	January 5, 6, or 7, 2016 Depend on grade level	Attendance at PD session	Presenters/Facilitators: Michelle Spiers, Math Solutions  Audience: grade 3, 4, 5 teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Other	
<input checked="" type="checkbox"/> Title I Districtwide Initiative  <input type="checkbox"/> School Initiative	Strategy: Cadre for grades K-5	Teachers in Grades K-5 have the opportunity to work with grade level teachers, to examine the Common Core standards and development items for classroom use	Ongoing at county level	Attendance at Cadre sessions	Presenters/Facilitators: Dee Blank, Supervisor; Reading and Math Specialists	<input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Title I <input type="checkbox"/> Other	

		Follow up: Evidence of understanding the Common Core and utilizing developed items in lessons during "Look fors"					
<input checked="" type="checkbox"/> Title I Districtwide Initiative  <input type="checkbox"/> School Initiative	Strategy: Improve effective math instruction	Training for teachers who were not on the Math Leadership Team. Focus: Math Talks, Student Discourse, Unit Planning, and Open-ended tasks  Follow up: Participants will discuss the strategies at grade level team meetings and incorporate items into math instruction	March 1 & 2 29 & 30 May 2&3	Attendance at PD session	Presenters/ Facilitators: Michelle Spiers, Math Solutions  Audience: grade level teachers who did not attend last year	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Other	
<input type="checkbox"/> Title I Districtwide Initiative  <input checked="" type="checkbox"/> School Initiative	Strategy: Motivational book to improve teaching in all areas	Teachers will participate in a book study using the text: <u>How to Teach like a PIRATE: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator</u>	April 5, 20 May 5, 11	Participate in discussions during the sessions; and evidence of material being incorporated into the daily teaching routine seen during administration "Look fors"	Presenters/ Facilitators: Tara Fazenbaker, Principal	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Other	\$1350.60 stipends \$162.48 books

**ALLEGANY COUNTY PUBLIC SCHOOLS  
HIGH  
NO CHILD LEFT BEHIND  
SCHOOLS**

**COMPONENT FIVE: ATTRACT AND RETAIN  
QUALITY TEACHERS IN HIGH NEEDS**

- **ACPS**

The recruitment and hiring of teachers is the role of the Human Resources Department of the Allegany County Public Schools. Human Resources follows a recruiting process. Representatives from ACPS travel to job fairs to interview and share information about the school system and about Allegany County. Long term substitutes and student interns are observed by principals and supervisors, and recommendations for hiring are made. A team from the Central Office and a principal interviews candidates and forms a pool of applicants. The Supervisors of Elementary Education make recommendations to principals for candidates to be personally interviewed. The principal informs Human Resources of a selection for final approval for hiring.

ACPS and Frostburg State University collaborate closely in the Professional Development School Program. This program places student interns in the schools. Frostburg State responds to the concerns of the ACPS. An added benefit for teachers is that the tuition for college classes is free for a designated number of participants per semester. Professors from Frostburg State University serve as members of School Improvement Teams at various county schools. This provides an opportunity for them to participate in school decision-making and to understand the needs of the schools.

A Mentoring Program for first year teachers has been established. First year teachers are provided the opportunity to participate in professional development sessions to enhance their understanding of the role of a teacher, delineate the expectations of ACPS, and give background information about system initiatives. Another important part of the mentoring program is the pairing of a first year teacher with a more experienced teacher in the school. The teachers meet weekly to share concerns and to offer support.

There are many factors which make ACPS an attractive employer. Elementary schools maintain a low student/teacher ratio. Teachers have many opportunities to participate in school decision-making through membership on the School Improvement Team, Student Achievement Team, Climate Action Team, or Partnership Action Teams. In addition, all teachers newly hired as well as current employees will be given credit for their years of teaching experience.

The quality of life in Allegany County is good. The county is located in a rural area, yet the metropolitan areas of Baltimore, Pittsburgh, and Washington, D.C. are within a two and one-half hour drive. Lower real estate prices allow young families to purchase homes at more reasonable costs. Traffic congestion is minimal. The crime rate is low. The close proximity of Frostburg State University allows minimal disruption to schedules for completion of a Master's degree.

Therefore, attracting and retaining high quality teacher is not a concern at this time.

- **School Level**

How are you attracting teachers to your building?

Teachers are attracted to our school for many reasons. We were a Reading First school for six years, and continue to follow the Reading First model. Our teachers, interventionist, and Special Education staff have had a wealth of professional development in the area of reading. These teachers are an invaluable tool to classroom teachers. Teachers at our school also have access to a variety of technological tools such as portable computer labs, a desktop lab, LCD projectors, and digital cameras. In addition, each grade level teacher has a document camera or a light ray projector. Teachers at our school also have had the opportunity to be trained and have received their own SMARTBoard for instructional use. Finally, class sizes are generally small in the primary grades with around 20 students per class.

How are you attempting to retain teachers in your building?

To retain quality teaching staff we use our Climate Action Team. This team, which is an important part of our school, initiates events and organizes functions that allow the faculty and staff to find time to relax in an informal setting. Leadership at our school continues to work with faculty and staff when making decisions.

Please complete the chart counting only those teachers who are responsible for instructing students in the following areas: Reading, Math, Writing, Science, Social Studies, Art, or Music. Special Education teachers who teach these subjects must be included.

<b>Years Teaching in this School</b>	<b>Number of Teachers</b>	<b>Percentage</b>
First year teaching	1	5 %
2 – 5 years teaching	1	5 %
6 – 10 years teaching	3	16%
More than 10 years teaching	14	74%



**ALLEGANY COUNTY PUBLIC SCHOOLS  
NO CHILD LEFT BEHIND**

**COMPONENT SIX: BUILDING PARENT  
CAPACITY**

Educators in the school recognize the importance of the home-school connection. Involving parents in the school is a crucial step toward enhancing student performance. The Allegany County Public Schools' Parent Involvement Policy is published on the ACPS web site. Title I schools post and distribute a copy of the Allegany County Parent Involvement Plan to the families of the students in the school. Each school, in conjunction with the Title I Parent Committee, develops its own parent involvement plan. This plan is posted and a summary is distributed to parents.

A Parent Involvement Coordinator is on-site at George's Creek Elementary School for 1 days each week; and an additional day every other week. In this position, the Parent Involvement Coordinator serves as a liaison between the home and school and assists in planning parent activities.

Parents are encouraged to be involved in the education of their child(ren) in a variety of ways. NCLB identifies six requirements designed to build parents' capacity to be involved in school. Strategies designed to ensure the implementation of these requirements are found in the school's Parent Involvement Plan. **Please refer to the Parent Involvement section on pages 30-38 for a description of the implementation of these standards.**

During the 2014-2015 school year school based activities varied. On August 18, 2015, we held our Back to School Splash at Frostburg Community Pool many parents and students came to swim and meet teachers. On the evening of September 16<sup>th</sup>, we held our annual Meet the Teacher/Title 1 Meeting, parents attended this meeting to find out about the School Improvement Plan, Title 1 staff, and to visit with teachers in attendance. Our annual Grandparent's Day gathering will be held in November, for grandparents of students in Pre-K through grade 5. During the week of the Book Fair, Ms. Juliet Bailey, media specialist will host a "Build a Book" activity. In December, third grade teachers will invite parents in to help with a STEM activity on structures. In December, we also hold our first "Town Hall" meeting. At this meeting, parents will be invited to ask questions about curriculum, specific questions regarding instruction in a certain area, as well as topics of study. This year we will hold a Math Week instead of a Math Day. Therefore, we will have a Math Week during which time parents may visit their child's math class to observe a lesson and ask questions about the strategies being used in during the lesson. Books Before Bedtime will be held in January, during this evening, parents will be given multiple strategies to help student in the area of ELA. PARCC Night will be held in the spring, during this time parents will be provided information about the state assessment and ask questions. Math Game Night will be held for parents and students in Pre-K through Grade 5. Throughout the school year, grade level teams sent "Take Home Science" activity with students to be completed with a parent at home. The End of the Year

Title I meeting will be an opportunity for parents to reflect on this year's activities and to suggest activities for next year. During this meeting they will also review the budget. Pre-K and Kindergarten orientation will be held in May.

**ALLEGANY COUNTY PUBLIC SCHOOLS  
FROM NO CHILD LEFT BEHIND  
PROGRAMS**

**COMPONENT SEVEN: TRANSITIONS  
EARLY CHILDHOOD**

<b>Program</b>	<b>Date/ Timeline</b>
Meetings with Head Start and Pre-K teachers	August 2015; May 2016
Transition reports provided by Head Start for entering Kindergarten students	August, 2015
Pre-K and Kindergarten Parent interviews	August, 2015
IEP meetings	Ongoing
Pre-K and Kindergarten Orientation Meetings- include dates	May, 2016
Buster the Bus Program	September 23, 2015
Joint registration with Head Start and Pre-K	March, 2016
Transportation between Head Start and Pre-K	Ongoing
Open House	September 16, 2015
Articulation meetings between Pre-K and K	May, 2016
Articulation meetings between K and Grade One	May, 2016
Articulation meetings between grades 1-5	May, 2016
Data analysis meetings	Sept., Jan., May, 2015-2016
Articulation meetings with middle school staff	May, 2016
Grade 5 middle school visitation	May, 2016
Annual Title I Meeting	September 16, 2015

**ALLEGANY COUNTY PUBLIC SCHOOLS  
NO CHILD LEFT BEHIND**

**COMPONENT EIGHT: TEACHER INVOLVEMENT  
IN DECISION-MAKING**

Teachers are members of the School Improvement Team and other school committees. Instructional decision-making reflects student assessments and feedback from parents on Title I surveys.

School Improvement Team membership at each school is comprised of teachers representing various grade levels and areas of expertise. The School Improvement Team manages the development, implementation, and evaluation of the School Improvement Plan. The team makes site-based decisions regarding school operations and procedures, curriculum, parent involvement activities, and budget items based upon assessment data, survey data, and observations. Serving as members of the SIT are the chairpersons from each Action Team.

In addition to the SIT, three other decision making Action Teams may operate in each school: Student Achievement Team (SAT); Partnership Action Team (PAT); Climate Action Team (CAT). The Parent Involvement Coordinator may participate in SIT or any team dealing with parent involvement as available according to her schedule. Teacher representation is mandated on each team.

Utilizing Dr. Lawrence Lezotte's Correlates of Effective Schools, the SIT, SAT, PAT, and CAT provide the governance structure for shared leadership and decision making. They effectively engage the school community in an ongoing, problem solving, goal setting, and decision making process. However, the SIT is ultimately responsible for providing leadership and for monitoring the school plan.

**Correlates of Effective Schools**

**The School Improvement Team (SIT)** focuses on the correlates of:

- Shared Instructional Leadership that is collaborative and promotes clear and focused school improvement efforts as the team works and shares the responsibility necessary for accomplishing their mission.
- Clear and Focused Mission which reduces fragmentation of effort, encourages continued development of commitment to and accountability for improving the agreed upon indicators of success for all.

**The Student Achievement Action Team (SAT)** focuses on the correlates of:

- Increased Opportunities to Learn/Time on Task through interdisciplinary integration of subject matter performance based instruction, and real world application of knowledge and problem solving skills.
- Frequent Monitoring of Student Progress and Instructional Approaches and Programs ensure effective implementation/accountability and/or the modifications necessary for increasing learner outcomes and indicators of success.

**The Partnership Action Team (PAT)** focuses on the correlate of:

- More authentic family/school/community partnerships through the building of trust and shared involvement between and among all stakeholders in the educational process.

**The School Climate Action Team (CAT)** focuses on the correlates of:

- Safe and Orderly Environment which is conducive to teaching and learning and to the development of sound character and ethical citizenship.
- A Climate of High Expectations that fosters learning and provides high quality educational opportunities and successful experiences for all.

If your school has modified this decision making model as a result of site based management, please describe in detail how teachers are involved in decision making. If the description of your Management Plan in your School Improvement Plan is detailed, please cite the pages. If the description is not detailed please describe your Management Plan in detail in this section.

**Please see the Management Plan page(s) 41-42 of the SIP.**

**ALLEGANY COUNTY PUBLIC SCHOOLS  
NO CHILD LEFT BEHIND**

**COMPONENT NINE: EFFECTIVE, TIMELY ADDITIONAL ASSISTANCE**

The school provides many additional services for students who are experiencing difficulties. These safety nets include:

Service	Explanation of Service
Health care	School nurse provides health support to students and their families.
Social, personal, or academic support	School counselor presents classroom lessons, counsels small groups and individuals; serves on the pupil services team, is available for any crisis, and interacts with students, parents, and staff. Other mental health agencies are available to provide assistance when needed.
Tutoring program	PARCC Tutoring is provided for identified students during after school sessions.
Extended learning time targeting grades 3 through 5	After school tutoring
Differentiated instruction	Teachers provide differentiated instruction through the use of daily observations and assessments to determine the individual needs of students in reading and math. Flex groups, intervention groups and instruction address the needs of students.
Small group instruction	Instructional assistants, special education teacher, and classroom teacher use differentiated instruction in reading and math in order to meet the needs of students.
Inclusion in general education classes	Instructional assistants and special education teacher collaborate with classroom teachers to provide an extra level of support for students with special needs. The inclusion teacher works within the classrooms to provide instructional support and assist teachers with accommodations/modifications as needed
Extended learning time for targeted special education students	Summer school program is conducted at a regional center,

	provides IEP-driven instruction as determined by the IEP team. Transportation is provided to and from the center.
Assistance to families based on identified needs	Pupil Service Team meets weekly to evaluate resources to assist families and students in need. Parent contacts are made by team members regarding academic concerns, enrollment, and attendance.
Dental screening	Allegany County Health Department provides screening for primary grade students and dental sealants for grade 1 students.
Vision screening	Lion's Club provides vision screening for Pre-K students and financial assistance for students needing eye glasses. The school health nurse provides vision screening for students in grades Pre-K, K, 1, and 5.
Social and emotional support	Mental health counselors from the Health Department and ???? provides support to identified students. School counselor meets with small groups to provide support as needed.
Behavior and academic support	Learning Assistance Program (LAP) supports students who require assistance socially and academically.  ICT supports teachers in order to enhance instruction for students and to help to develop strategies to help students in areas of need.
Behavior support	CSEFEL, Learning Assistance Program, School Counselor provide assistance to students and teachers to promote success in the classroom.
Nutrition support	Weekend Backpack Program provides families with supplemental food items every weekend. Holiday food baskets are coordinated by the school and provided by local community resources for families in need. Summer Lunchbox Program provides students with lunch during the summer vacation.
Clothing	Safe and Snug Program by Allegany County Social Services provides winter coats, etc. for identified students. Referrals for this program are given to the health nurse who works with the pupil services team.
School Supplies	Schools, through local funding, purchase all basic supplies so they are available for all students on the first day of school.

	Some local churches/organizations also donate supplies to be used by teachers and students throughout the year as needed.
Opportunities to discuss progress of child	Parent conferences are conducted twice a year as scheduled by ACPS. Conferences are conducted by teachers and school staff as requested by parents and teachers during the school year. The PIC contacts parents to establish positive rapport and to encourage involvement. IEP Meetings are scheduled as mandated to share information with parents regarding children with special needs. Articulation meetings and data analysis meetings are also held in order for teachers to discuss student progress. Attendance conferences are also a time for progress to be discussed.
Reading intervention programs	Ortan-Gillingham, Foundations, Read Naturally, SRA: Corrective Reading Program, and Wilson are programs available in this building. Students are identified for this program based on assessments and requests from teachers. Based on student needs the correct program is offered daily to students for 30 minutes. Progress is monitored every two to three weeks to track progress to track student improvement.
Identification of student areas of need	KRA, EIPP, ICT, professional development is offered to teachers to assist with the identification of students. Appropriate referrals are made on the basis of student assessments. The ICT facilitator coordinates evaluations, strategies, and student progress to improve, increase, and enhance student and staff performance.
Opportunity to address student educational needs	ICT and data analysis meetings are conducted on a regular basis. Professional discussions focus on instructional strategies and student progress. Teachers may request additional support from ICT, administrators, and support specialists.
Drug Awareness	D.A.R.E. Program provides information to grade 5 students on the effects of drug abuse and strategies on how to resist using drugs. School awareness to all students is promoted during the Red Ribbon Week. Various school-wide activities are conducted to promote awareness.
Math intervention program	<i>enVISION</i> Intervention Program is available to classroom teachers, this program provides many opportunities to collect

	<p>data in order to move students from concrete/iconic/ and symbolic lessons. Math lessons from each grade level also address these transitions and include opportunities for teachers to use assistive technologies.</p>
<p>Assistance to families of young children</p>	<p>Judy Center and the Infants and Toddlers Programs provide support to families of young children. Referrals to Infants and Toddlers program can provide early intervention within the home to help provide early intervention within the home to help parents understand the developmental stages of childhood.</p>
<p>Resources to support homeless students</p>	<p>Title I funding provides homeless students with financial assistance to enable students to remain in the "home school," educational programs, acceptable "social-school" activities as well as Title I-like academic services.</p>



**ALLEGANY COUNTY PUBLIC SCHOOLS      COMPONENT TEN: COORDINATION OF FEDERAL,  
NO CHILD LEFT BEHIND STATE, AND LOCAL PROGRAMS**

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

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

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 16.

FY 16 Coordination of Funding Sources – George's Creek Elementary

Activity	Title I Funds	Title II Funds	21 <sup>st</sup> Century Learning Centers Grant	Local Funds	Judy Center	Other Source		
Professional Development	\$4,224							
Extended Day/School Year	\$6,467.52							
Materials of Instruction	\$2,040.14			\$19,589				
Salaries	\$163,941.34							
Parent Involvement	\$2,651.85							
Equipment	\$13,700			\$3,000				
Contracted Expenses								
Consumable				\$5,338				
Office				\$2,641				

Title I Budget 2015 – 2016

**Instructional Program: \$19,149.26**

**Materials**

**\$804.40**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Summer School	\$500	\$500	FARMS Special Education
ELA/Math	Materials to support Classroom Instruction	\$304.40	\$304.40	FARMS Special Education

**Equipment**

**\$13,700**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	20 Desktop Computers for the Lab	20 x \$660	\$13,200	FARMS Special Education
ELA/Math	Cricut Machine and cartridges	\$500.00	\$500.00	FARMS Special Education

**PIC Materials**

**\$466.84**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Materials to support teacher workshop	\$306.84	\$306.84	FARMS Special Education
ELA/Math	Laminating Film	2 x \$80	\$160	FARMS Special Education

**Subscriptions**

**\$768.90**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Scholastic Dyna Math	110 students x \$6.99	\$768.90	FARMS Special Ed.

**Summer School**

**\$3,409.12**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Math Summer School Grades K-5	4 days x 4 hours x \$23.82 x 8 teachers	\$3,048.96	FARMS Special Education
ELA/Math	Math Summer School Grades K-5	2 hours x \$22.51 x 8 teachers	\$360.16	FARMS Special Education

Budget 2015 – 2016

**Professional Development: \$4,224.00**

**Stipends / Substitutes**

**\$2,280.60**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Articulation Meetings	10 Substitutes x \$93	\$930	FARMS Special Education
ELA/Math	Book Study	15 Teachers x \$22.51 x 4 hours	\$1,350.60	FARMS Special Education

Hourly Stipends: Teaching- \$23.82

Non-Teaching- \$22.51

Substitutes: Highly Qualified- \$93.00

**Materials**

**\$162.48**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Book Study, <u>Teach Like a Pirate</u>	8 x \$20.31	\$162.48	FARMS Special Education

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**Conferences**

**\$1,780.92**

(Include Registration, Travel, Food, Hotel, Substitutes, Tips, Parking)

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Conference: RTI At Work Institute	\$1,780.92	\$1,780.92	FARMS Special Education

Food: Breakfast- \$16, Lunch \$20, Dinner-\$35; or Daily-\$71