

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

SCHOOL: Mount Savage Elementary School

PRINCIPAL: Martin Crump

SCHOOL PROGRESS INDEX: 1.063

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

Are you a Title I school? Yes No

Have you ever been a Blue Ribbon School? Yes No

Are you a High Poverty School? Yes No

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

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

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

Part	Table of Contents	Page
I	Title Page	1
II	School Demographics	2
III	Culture and Climate Narrative	5
IV	Universal Design for Learning	6
V	Progress Towards Meeting Academic Targets	7
VI	Early Learning	12
VII	SPI – School Progress Index	13
VIII	Attendance	16
IX	Habitual Truancy	17
X	Graduation and Dropout Rates	N/A
XI	School Safety/Suspensions	18
XII	PBIS or Behavior Management Systems	18
XIII	Principal’s SLOs	19
XIV	Parent Involvement, Title I or Non-Title I	21
XV	Professional Development Plan	N/A
XVI	TELL Survey Evaluation	29
XVII	Management Plan	31
XVIII	SIP Roster	33
XIX	Title I Components (Title I Schools Only) – Separate Document	34

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

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2015-2016 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		12	12
Itinerant staff		5	5
Paraprofessionals		3	3
Support Staff		9	9
Other			
Total Staff		31	

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2014 Official Data	2012 – 2013 Official Data
Percentage of faculty who are: <ul style="list-style-type: none"> • Highly qualified to teach in assigned area(s) • Not highly qualified to teach in assigned area(s) 	100	100	100	100
For those not highly qualified, list name, grade level course				
Number of years principal has been in the building	3	2	1	13
Teacher Average Daily Attendance		95.2%	96.1%	95.1%

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

B. Student Demographics

Table 3

SUBGROUP DATA

Data from prior year's SIP

	2015 – 2016	2014 – 2015	2013-2014
	TOTAL	TOTAL	TOTAL
American Indian/Alaskan Native	N/A	*	*
Hawaiian/Pacific Islander	N/A	N/A	N/A
African American	*	*	*
White	208	206	204
Asian	*	N/A	N/A
Two or More Races	*	*	*
Special Education	33	26	26
LEP	*	N/A	N/A
Males	103	105	107
Females	105	102	99

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014:** 59.8%

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

C. Special Education Data 2015-2016 School Year

Table 4

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

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

III CULTURE AND CLIMATE NARRATIVE

The discipline data for the elementary school for the school years 2013-14 to 2014-15 decreased from 55 referrals in 2013-14 to 47 referrals in 2014-15. However, data shows the number of referrals for Physical Aggression/Attack increased from 10 (2013-14) to 13 (2014-15) and also increased in the number of referrals occurring on the playground from less than 10 (2013-14) to 11 (2014-15). The following changes have been made to help support our behavior program:

- Meeting with classrooms regarding playground rules
- Explicitly teaching students appropriate behaviors and expectations in all settings
- Using proactive strategies (the counselor/AP) such as conferencing and contacting parents when behaviors escalate
- Increase supervision in less structured areas (playground) and utilize guidance intervention for mediation and conflict resolution when conflicts arise between students

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

IV. UNIVERSAL DESIGN FOR LEARNING

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

Table 5

UDL Principle/Mode	Representation – Process
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Digital materials and media to provide more auditory and visual opportunities for all students. ● Hard copies of documents using various fonts, sizes, background colors, and Lexile Measures to provide more opportunities for all students as they acquire information and knowledge.
<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product
	<ul style="list-style-type: none"> ● Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned.
<i>Means for Engagement: tap into learners interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<ul style="list-style-type: none"> ● Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation.

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

V. PROGRESS TOWARD MEETING ACADEMIC TARGETS

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

A. Reading/ELA Data Overview

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

Short Term Goal: To reduce the percent of non-proficient students for each subgroup and overall by half in six years (2017).

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

Table 6: ELA (Reading) MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	99	93	93.9	105	96.0	91.4	117	109	93.2
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian									
Black or African American	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander									

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

White	95	89	93.6	102	93.0	91.2	114	106	93.0
Two or more races									
Special Education	17	13	76.5	13	12	92.3	*	*	≥95
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	45	42	93.3	46	39	84.8	63	58	92.1

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

Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
	All Students	86	80	93	105	98	93.3	117	109
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian									
Black or African American	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander									
White	82	76	92.6	102	96	94.1	114	106	93.0
Two or more races									

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

Special Education	14	11	78.6	13	12	92.3	*	*	≥95
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	38	34	89.5	46	42	91.3	63	57	90.5

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.

*Historically, Mt. Savage Elementary School experiences a gap between the Special education subgroup and the total aggregate.

*Mt. Savage Elementary School utilizes a wide range of strategies in an effort to reduce the gap. Strategies for comprehension, phonemic awareness, phonics, fluency, and vocabulary are used by all teachers in a variety of ways. For example, all students not only access the reading main selection via the text, but also view and listen to the text online with ConnectEd and audio CDs. This provides multiple ways to access the text to bridge the gap to allow students to comprehend. Classes will also use strategies with mnemonic devices to help our special education students as well as all students with their writing. To help bridge the gap in math, students will use note taking strategies to identify mathematically important information to solve the problem.

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.
 - As we have observed historically, there has been a large achievement gap between the special education subgroup and the rest of the test takers. As we move forward, this will continue to be our focus area to ensure student achievement.
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.

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

- Twice a month, grade level teams will meet with administration and content area specialists to review student work and data. This will allow for teams to monitor their implementation of the major strategies.
- 3. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

- Title I Funding
- SRA Teachers manual: \$140.66
- 8 laptops: \$ 6,328
- Web Based Subscriptions: \$172.89
- Reading/Math Instructional Materials: \$1,672.45
- Substitutes for PD/Data Analysis Meetings: \$744.00
- PD Materials: \$648.00

C. Science

Table 12: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	42	36	85.7	35	30	85.7	41	28	68.3%
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*

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

White	40	35	87.5	35	30	85.7	40	27	67.5%
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	7	6	85.7	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	19	15	78.9	19	17	89.5	20	12	60.0%

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

*There are no challenges evident.

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.

*Grades four and five will continue to increase the student use of technology so that students will be better prepared for the format of the Science MSA test. We will also continue to increase the rigor of Science based text readings so that students become proficient with Science vocabulary and concepts. Our media specialist will be involved as well by directly instructing students in typing and various technology skills.

*STEM lessons will also be incorporated into all subject areas.

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

VI. EARLY LEARNING

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

- A. Describe the school’s plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. Include a discussion of the best practices your school has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have been effective.

*The 2014-2015 KRA data shows that 3.4% of students were Emerging Readiness, 34.48% were Approaching Readiness, and 62.06% were Demonstrating Readiness.

*The Head Start and Pre-K programs will review trend data from the KRA. They will identify areas of need and determine instructional strategies based on current data.

- 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”.

*The Kindergarten teacher currently meets with both Pre-Kindergarten and Head Start teachers yearly to review student demographic sheets that provide data on progression toward demonstrating readiness.

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

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

The 2014 (2013) School Progress Index is 1.063.

This SPI places our school in Strand 2.

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

Table 17

2013(4) Achievement Calculation	Math (MSA or Algebra/Data Analysis)	Reading (MSA or English 2)	Science (MSA or Biology)	Combined Indicator
% of students who scored Advanced or Proficient	93.3	91.4	85.7	
2013(4) Achievement AMOs	88.6	89.9	NA	
Measure Progress Scale Values	1.0538	1.0168	1.2000	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.3513	+ 0.3389	+ 0.4000	
Achievement Contribution Value				0.3271

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

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

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

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

Table 18

2013 Gap Reduction Calculation	Math	Reading	Science	Combined Indicator
2013(4) Highest Performing Subgroup and the % of Students	<i>White</i> 94.12%	<i>White</i> 92.98%		
2013 Lowest Performing Subgroup and the % of Students who Scored	<i>FARMS</i> 91.30%	<i>FARMS</i> 84.78%		
This Year's Gap (complement)	2.81%	8.20%		
2013 Gap Reduction AMO (complement)	74.48%	80.27%		
Measure Progress Scale Values	1.3048	1.1437		
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution				
Gap Reduction Value				0.4897

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

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

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

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

Table 20

2013 Student Growth Calculation	Math	Reading	Combined Indicator
2013 Growth Rate	58.33%	81.94%	
2013 Growth AMO	78.60%	90.99%	
Measure Progress Scale Values	0.7421	0.9006	
Proportional Significance	50%	50%	
Measure Contribution	0.3711	+ 0.4503	
Growth Contribution Value			0.2464

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

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

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

VIII. ATTENDANCE – Elementary and Middle Schools Data

Table 22: School Progress Attendance Rate		All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N	
All Students	95.9 %	Yes	
Grade 1	95.5 %	Yes	
Grade 2	95.9 %	Yes	
Grade 3	95.5 %	Yes	
Grade 4	95.4%	Yes	
Grade 5	97.1 %	Yes	

Table 23: Attendance Rate		All Students				
Subgroups – School Level Data	94%	90%*	94%	94%	94%	
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	
All Students	≥95.0%	≥95.0%	≥95.0%	≥95.0%	≥95.0%	
Hispanic/Latino of any race			*	*	*	
American Indian or Alaska Native			*	*	*	
Asian			*	*	*	
Black or African American			*	*	*	
Native Hawaiian or Other Pacific Islander			*	*	*	
White			≥95.0%	≥95.0%	≥95.0%	
Two or more races			*	*	*	
Special Education	94.5%	≥95.0%	94.0%	93.6%	≥95.0%	
Limited English Proficient (LEP)	*	*	*	*	*	
Free/Reduced Meals (FARMS)	94.5%	94.9%	≥95.0%	94.7%	≥95.0%	

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

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

*All subgroups met or exceeded the AMO.

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.

*We will continue with our current implementations.

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 13.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year.

Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

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

a. How many students were identified as habitual truants?

There are currently no students identified as habitual truants.

b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.

We will continue to monitor student attendance according to the current attendance policy.

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

XI. SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

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

The number of In-School Suspensions for 2013-14 was zero. The number of Out of School Suspensions for 2013-14 was less than 10. In 2014-15, there were zero In-School Suspensions and three Out of School Suspensions.

The total number of Out of School Suspensions decreased from 2013-14 to 2014-15. Strategies in place that help support the decrease are: classroom walk-throughs by administrators, guidance lessons on positive behavior, positive reinforcement to students, and monthly PBIS incentives.

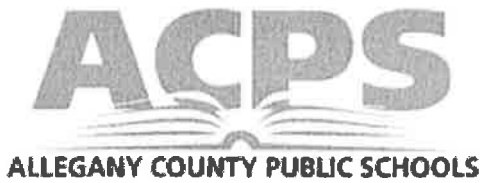
Mt. Savage also utilizes the lap program to reduce the number of suspensions and discipline referrals.

Mt. Savage School has started the “Check in, Check out” (CICO) program in 2015-16. This program has been implemented to help reduce the number of referrals/suspensions.

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.
 1. Continue to analyze discipline data at the monthly PBIS meetings
 2. Use the discipline data to plan booster activities targeting location/action
 3. Announce student’s names on the morning announcements who have earned a “feather” or have continuously displayed positive behavior



Student Learning Objective Details

Grades 1-2 Narrative Writing SLO

CRUMP, MARTIN

Subject	English	Initial Conference	N/A
Date Created	10/13/2015	Mid-Interval Review	N/A
Score	N/A	End Conference Date	N/A

Objective Summary Statement

Summarize the long term academic goal for students

Students will improve their narrative writing skills using the traits rubric for K-2. The area of focus for this SLO will be "organization. The specific areas for measurement will be "Beginning, Middle, and End, and Transitions". The content for this SLO is critical for students to advance and improve their writing skills in order to be prepared for the first PARCC assessment in grade three, Observations during classroom visits and meetings with staff last year indicated that students were not meeting the rigor necessary to be successful at this level or advance to next levels.

Data Review & Baseline Evidence

Describe and explain the process and information used to create this SLO.

Based on a 6 point rubric, the students scores were as follows:

1 Five

6 Fours

32 threes

12 Twos

5 ones.

Naturally scores at the second grade level were higher than scores of grade one students. grade 1 students however should be scoring at the 4-5 range and grade two students at the 5-6 vsix range which is not happening in either class.

In addition observations of student writing last year indicated that students were not practicing writing to attain this level of expertise.

Student Population

Describe and explain the student group(s) selected for this SLO

The student population for this SLO consist of 58 students in grades 1-2. Student names are listed in the attachment with the pre-assessment data. The group consists of 22 boys and 36 girls. There are 5 special education students and 45 FARMS students.

Learning Content

Describe the specific content focus for this SLO

The learning area of focus for a narrative writing assignment are, Ideas, Organization, Voice, Word Choice, Fluency, Conventions, and presentation. This SLO will focus on Organization and the sub areas within these two which are beginning, middle, and end, and transitions. These areas are foundation for students to be successful in the other areas of the writing rubric and to be prepared for future success on the PARCC assessments beginning with grade three.

Instructional Interval

Describe the instructional period for this SLO

The instructional interval for this SLO will be from December 17 which is the date that the administration and SIS will meet to review the pre-assessment data with teachers and discuss the parameters of this SLO, and will last until May 15, 2016. The time interval is a little longer than one semester.

Target

Describe and explain the expectation for student growth for students included in this SLO

100% of the students will meet the instructional target. which is to increase their rubric score by one point.

Evidence of Growth

Describe what evidence will be used to determine student progress or growth. Be sure to include attainment levels (insufficient, partial, and full)

Students will take a bench mark on using a narrative writing prompt in October. Scores will be recorded for the areas identified in the learning content section of this SLO. A post narrative writing assessment will be administered in May. Students will be expected to demonstrate at least one point of growth on a 6 point rubric. (See attached rubric) A mid term assessment will be administered in January using the same rubric to determine student progress towards the goal. the effectiveness of the SLO will be measured as follows:

75% of the students will show growth - Fully attained

50-74% of the students will show growth - Partially Attained

Less than 50% of the students will show growth = Not Attained

Leadership and Professional Development

Describe and explain leadership strategies and professional development to support attainment of SLO

1. The principal and reading specialist will provide professional development on effective writing strategies and scoring student work using the writing rubric.
2. Teachers will present samples of students writing assignments at monthly data meetings, discuss student growth, and why they gave a particular score to a work.
3. Teachers will also participate in a data analysis procedure with the administration to identify SMART Goals for instruction
3. School wide focus on the critical vocabulary of the common core.

Target Results

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

XIV. TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

Describe your school's parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.). Title I schools must analyze information from the Title I Parent Interest Survey.

Mt. Savage Elementary has a strong relationship with parents and the community. Parents are an essential partnership in our school. Some of the events for our students that include parental involvement are a Back to School Splash, a variety of classroom holiday activities, a book fair, family movie nights, Grandparents' Day, Fall Fun Night, and parent meetings. Mt. Savage School also organizes several parent involvement events to promote family and school relationships, including a back to school open house, holiday and seasonal music programs, quarterly awards assemblies, parent/student/teacher mile run, Joan Harden Memorial Field Day, and an end of the year PBIS Fun Fair. In addition, the administration and teachers host teacher conferences and parent advisory council meetings.

Mt. Savage incorporates our communities in a variety of venues. In August, the city of Frostburg provides our students, parents, and teachers the community pool to facilitate our back to school celebration. In the fall, we implement two community donation events. Through the Frostburg Seventh Day Adventist Church we are able to provide 30 backpacks of food every Friday to students in need. Additionally, our school sponsors Thanksgiving food baskets which are a collaborative effort between our elementary and middle school students giving back to the community. The students bring in canned or boxed foods or monetary donations and the Students Helping Other People (SHOP) students prepare full meal baskets for needy families in our school community. We access many community business members to educate our youth on career possibilities during April's Career Day. We also provide volunteer and learning opportunities for students from Frostburg State University. Our community also contributes to our PBIS program by providing materials for positive behavior celebrations. In October, the use of a hay wagon was donated by Mr. Earl Pope, hay by Leaning Pine Farm, and Beal's Bus Service director Tom Beal provided transportation for the wagon and hay to allow our students to take a hayride as a reward.

Since Mt. Savage was not a Title I school last year, we did not have an interest survey at this time to analyze information.

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

Parent Advisory/ Title I Parent Committee 2015 – 2016

Name	Grade Level Representation	Position
Jessica Sandy	2	PAC Representative
Katelyn Plummer	2	PAC Alternate
Charles Moran	NA	AP
Ashley Thompson	2,4,5	Title I Teacher
Beckie Schurg	4	Teacher
Bobbie Kirkwood	4	Teacher
Karen Bonner	5	Teacher
Susan Duckworth	5	Teacher
Sandra Stevens	NA	Community Member
Delsie Fazenbaker	NA	Parent Involvement Coordinator

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

Mount Savage Elementary School

PARENT INVOLVEMENT PLAN

Expectations

As a schoolwide Title I school, Mount Savage elementary School Parent Involvement Plan meets and exceeds the requirements of the Title I, Part A Section 1118 No Child Left Behind Act of 2001 (NCLB).

Mt. Savage School recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the staff at Mt. Savage 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

Mt. Savage 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.

Action Plan

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

Title I Requirements	Description of Activities/ Actions/ Initiatives	Date(s)	Whom should you contact for more information?
<p>I. Shared Decision Making</p> <ul style="list-style-type: none"> ◆ The school improvement plan is developed with input from parents. ◆ The school improvement plan is available for parent review and input at any time. ◆ The parent involvement plan is developed with input from parents. ◆ The parent involvement plan is distributed to all parents 	<p>Parent representatives on Title I Planning Team 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.</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 a parent representative from each Title I Targeted Assistance Grade will meet in April or May to review the current year’s plan and make revisions. SIT will review the proposed plan. In November, 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>Two parents serve on the Title I Planning Committee.</p>	<p>November 2015</p> <p>November 2015</p> <p>November 2015 February 2016 May 2016</p>	<p>Mr. Crump, Principal Ms. Fazenbaker, PIC</p> <p>Mr. Crump, Principal Ms. Fazenbaker, PIC</p> <p>Mr. Crump, Principal</p>

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

	A summary of the parent involvement plan can be accessed electronically by all families after the Central Office Technical Assistance Team has approved the school improvement plan.	November 2015 On-Going	Mr. Crump, Principal
◆ With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.	A committee that includes a least one parent representative from each Title I Targeted Assistance grade level will meet in April or May to review the 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.	May 2016	Mr. Crump, Principal
◆ Parents are involved in the decisions regarding the spending of the parent involvement funds.	A committee that includes a least one parent representative from each Title I Targeted Assistance 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	May 2016	Mr. Crump, Principal

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

	Schools and Maryland State Department of Education websites.		
2) Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	<p>Parent workshops on supporting students with the CCRS</p> <p>CCRS workshop for math and reading</p> <p>Parent Newsletter</p> <p><u>Title I</u></p> <ul style="list-style-type: none"> ● Stipends: \$810.36 ● Materials: \$479.54 ● Food: \$150.00 	<p>Quarterly</p> <p>January 2016</p> <p>Monthly</p>	<p>Delsie Fazenbaker</p> <p>Mr. Crump</p> <p>Mr. Crump/Secretarial Staff</p>
3) Educate school personnel on how to work with parents as equal partners in their child's education.	<p>Written communications are completed in a parent friendly format. Communication occurs through the use of the assignment notebook, home/school connection folder, monthly newsletters, positive phone calls.</p> <p>Daily phone calls are made regarding student absences.</p>	Ongoing	Mr. Crump/Teachers/Secretary
4) Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., library, 21 st Century After School Program, Head Start, etc.	The school works in conjunction with the Allegheny County Health Department to provide dental sealants, flu vaccine clinic, and counseling services.	Ongoing	Mr. Crump/Health Nurse
5) Ensure information is presented in a format and /or language parents can	Information about school information is placed on the school website. The parent handbook is available in print format as well as on the web. Assignment notebooks are	Ongoing	School Staff

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

understand.	sent home daily. Parents of Targeted Assistance Families will receive mailings with pertinent Title I information. <u>Title I</u> <ul style="list-style-type: none"> ● Envelopes: \$30.00 ● Postage: \$ 49.00 		
6) Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent involvement opportunities	Meetings are provided in areas of the building accessible parents with disabilities. Language and transportation services are provided to parents when needed.	Ongoing	School and Central Office Staff
IV. Review the Effectiveness ◆ The effectiveness of the school's parental involvement activities will be reviewed.	Parents will complete a survey after each program or meeting they attend. Midyear Title I survey will be completed.	Ongoing March 2016	School Improvement Team PIC
V. Mid Atlantic Equity Consortium, (MAEC) ◆ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org	Information about this group will be shared with parents newsletter.	January 2016	PIC
IV. Joyce Epstein's Third Type	Volunteer Workshops: Title I: \$ 386.29	Weekly	PIC/PTA/Media Specialists/Teachi

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

<p>of Parent Involvement</p> <p>◆ Volunteering</p>	Fall Fun Night	Nov 15	Staff/Administration
	Santa’s Shop	Dec 15	
	Book Fair	October 15	
		May 16	
	Field Day	May 16	
	Fun Fair	May 16	
	Student/Teacher Mile Run	May 16	
	Grandparents Day	Spring 16	

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.

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

No results from the 2015 TELL Survey.

Q3.1 B Computers don’t work. Not enough carts.

Q3.1 A Need materials for math talks, headphones, magnetic 10 Frames

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

2015 TELL Survey

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

Table 26

Survey Factor (Domain)	Facilities and Resources
Item Number	Q3.1b
Item Statement	Teachers have sufficient access to appropriate instructional materials
School %	N/A
County %	83%
State %	78%

Strategy: To enhance the school environment and improve teaching conditions related to the _____ factor (domain).			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
Supply Budget	Input from staff will be sought regarding the present process of distributing instructional funds with the purpose of designing a new process that better aligns with teachers' needs.	Mr. Crump	January - May 2016

New Goal:

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

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

Section XVII. MANAGEMENT PLAN

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

The completed School Improvement Plan will be shared with faculty and staff in November. Minutes from monthly School Improvement Team meetings will be shared with faculty members at monthly faculty meetings. In addition, the implementation and evaluation of the School Improvement Plan will be discussed at regularly scheduled faculty meetings, grade level team meetings, and data meetings.

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

Administration will monitor progress through SLO meetings and team meetings bimonthly. Teachers will share Math and ELA data in regards to Title I Targeted Assistance Students. Additionally, ELA and Math quarterly benchmarks will be analyzed.

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

The SIT will review data to determine if adjustments will need to be made.

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

Classroom teachers will ensure that focused and targeted activities are implemented. They will also participate in SLO meetings and team meetings to review and monitor data.

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

The school improvement plan will be available for parents online at www.acpsmd.org. A paper copy will be available in the school office. School improvement goals will also be reviewed during a PTA meeting.

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

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

Revisions will be presented at faculty meetings and during grade level team meetings. The parents and community members will be advised of necessary revisions at parent meetings and in the school newsletter.

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

The Central Office will assist with data analysis and planning professional development during the school year. Central office staff will review the SIP during the month of November. As assistance is needed, central office staff will be asked to attend SIT meetings.

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

November - Share Plan with Staff

November 13th - Share Plan with Central Office Staff

Monthly SIT Meetings - The plan will be monitored and revised.

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

Section XVIII. SIP ROSTER

Name	Position	Signature	Date
Martin Crump	Principal	<i>M Crump</i>	11/20/15
Charles Moran	Assistant Principal	<i>Charles Moran</i>	11/20/15
Samantha Mongrain	SIT Co-Chair	<i>Samantha Mongrain</i>	11/20/15
Beckie Schurg	SIT Co-Chair	<i>Beckie Schurg</i>	12-1-15
Ashley Thompson	Title I Teacher	<i>Ashley Thompson</i>	12/1/15
Sandra Stevens	Community Rep	<i>Sandra Stevens</i>	11/21/15
Christy Bucy	Parent Rep	<i>Christy Bucy</i>	12/1/15
Delsie Fazzenbaker	Parent Involvement	<i>Delsie Fazzenbaker</i>	12/01/15

Principal

:

(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:

ELA Needs Assessment	page(s) 9,11
Math Needs Assessment	page(s) 10,11
Science Needs Assessment	page(s) 12-13
Attendance Needs Assessment	page(s) 19-20
TELL Survey	page(s) 33-34
School Progress Index	page(s) 15-18

**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 ERI, Read Naturally, SRA, Foundations, Wilson Reading, etc.

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 9,11. Please complete the chart with additional best practices and strategies that support ELA achievement.

SBR/Best Practice Strategies	Materials/Resources for Implementation
UDL Strategies	Audio visual resources, student choice for responses, manipulatives, and UDL wheel are used daily
Technology	Use of Treasures website, school computer lab, SMART Boards, laptop carts, school computer lab, Discovery Education, and Reading Counts website are used.
Reading Interventions	SRA, FUNdations, and ERI are the scripted scientifically research based programs used with selected students.
Differentiated Instruction	Treasures reading series, leveled readers and materials are used to support flex groups, UDL strategies and practices are used throughout instruction. Lexile levels are used when selecting additional instructional material. Bloom’s Taxonomy is used for planning leveled questions.
Formative and Summative Assessments	Assessments will be used to monitor students’ progress and

	opportunities to dialogue with other professionals to meet the varied needs of students will be given during team meetings. Weekly/Unit test from Treasures, DIBELS Next, progress monitoring, and writing samples will be utilized in consultations with the county reading specialist.
Vocabulary Instruction	Treasures reading series, vocabulary squares, vocabulary in context, word walls, and reading journals/notebooks are used to enhance vocabulary instruction. A big emphasis is placed on focusing on using CCSS and PARCC vocabulary.
Writing Instruction	Graphic organizers and the 6+1 trait crates are used to enhance writing instruction.

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 10,11. Please complete the chart with additional best practices and strategies that support math achievement.

Best Practice Strategies	Materials/Resources for Implementation
UDL	Audio visual resources, student choice for responses, manipulatives, and UDL wheel are used daily.
Technology	Use of Pearson Success website, SMARTboards, laptop carts, school computer lab, Discovery Education, and math websites are used.
Differentiated instruction	Use of flex groups, UDL strategies, formative and summative assessments are practiced and used throughout instruction. Bloom’s taxonomy is used for planning leveled questions.
Vocabulary Instruction	A big emphasis is placed on focusing on using CCSS and PARCC vocabulary. Math journals/notebooks and word walls are also used during vocabulary instruction.
Writing Instruction	Graphic organizers and PARCC related writing tasks are used to enhance math instruction.
Formative and Summative Assessments	Assessments will be used to monitor students’ progress and opportunities to dialogue with other professionals to meet the varied needs of students will be given during team meetings. County Benchmark tests will be utilized in discussions with the county math specialist.

**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, 14 of 14 teachers (100 %) 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)

93 % of teachers holds an advanced professional certificate.

0 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), 3 of 3 instructional assistants (100%) have met one of the three qualification requirements. Instructional assistants work under the direct supervision and in close proximity of the classroom 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
Ashley Thompson	Highly Qualified Teacher	Provide interventions for grades 4 and 5, provide small group instruction of identified Title I students in grade 2 for reading and math and grade 4 for reading and math.	Provide reading intervention, differentiated instruction, support students in read and math.
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.	Promote parent involvement and communication between home and school. Provide instructional resources for parent use of identified Title I students.

ALLEGANY COUNTY PUBLIC SCHOOLS QUALITY NO CHILD LEFT BEHIND	COMPONENT FOUR: HIGH PROFESSIONAL DEVELOPMENT
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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 11**
- Math** **pages 11**
- Science** **pages 12**

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	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	Grade 4 teachers will attend Fractions by Math Solutions Follow up: Participants will discuss the strategies at grade level team meetings	January 6, 2016	Attendance at PD session	Presenters/Facilitators: Michelle Spiers, Math Solutions Audience: grade 4 teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Other	
<input type="checkbox"/> District Initiative <input checked="" type="checkbox"/> School Initiative	Strategy: Develop a better understanding of writing instruction.	Teachers will attend grade level team meetings to collaborate and receive information from the county reading specialist. Follow up: Teachers will implement the strategies during their instruction	Ongoing	Improved scores on writing benchmarks	Presenters/Facilitators: Jaymie Golliday Audience: Teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input type="checkbox"/> Title I <input type="checkbox"/> Other	
<input checked="" type="checkbox"/> Title I	Strategy: Improve effective	Teachers in Grades K-5 will attend monthly cadre	Monthly	Attendance at PD sessions	Presenters/Facilitators:	<input type="checkbox"/> Local	

School: Mt. Savage Elementary

Allegany County Public Schools
2015 - 2016 School Improvement Plan

Title I 10 Components

<p>Districtwide Initiative</p> <p><input type="checkbox"/> School Initiative</p>	<p>math and reading/ELA instruction</p>	<p>meetings to further develop and understand the MD CCRS</p> <p>Follow up: Participants will discuss the strategies at grade level team meetings</p>			<p>County Reading and Math Specialists</p> <p>Audience:K-5 Teachers</p>	<p><input type="checkbox"/> Grant</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> Other</p>	
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**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

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

- **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?

- Small community school
- Pleasant working environment
- PBIS program/low rate of behavior referrals
- Supportive relationships among staff

How are you attempting to retain teachers in your building?

- Site-based decision making
- Community support
- Positive family/staff relationships
- Positive school climate
- PBIS program
- Wellness Program
- Staff support

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.

Years Teaching in this School	Number of Teachers	Percentage
First year teaching	2	13%
2 – 5 years teaching	5	31%
6 – 10 years teaching	2	13%
More than 10 years teaching	7	44%

**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 website. 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 Mt. Savage Elementary School for 1 day per week. In this position, the Parent Involvement Coordinator serves as a liaison between the home and school and assists in planning parent activities for identified Title I students.

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 24-33 for a description of the implementation of these standards.**

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

**COMPONENT SEVEN: TRANSITIONS FROM
EARLY CHILDHOOD PROGRAMS**

Program	Date/ Timeline
Meetings with Head Start and Pre-K teachers	May 2015, May 2016
Transition reports provided by Head Start for entering Kindergarten students	May 2015, May 2016
Pre-K and Kindergarten Parent interviews	August 24, 2015
IEP meetings	Monthly
Pre-K and Kindergarten Orientation Meetings- include dates	August 24, 2015
Buster the Bus Program	September 17, 2015
Joint registration with Head Start and Pre-K	March 2015, March 2016
Transportation between Head Start and Pre-K	Ongoing
Open House	August 25, 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	June 2016
Data analysis meetings	Monthly team meetings
Articulation meetings with middle school staff	May 2015
Grade 5 middle school visitation	May 2015
Annual Title I Meeting	May 2016

**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.

Grade Level Teams focus 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.

Parent Involvement Committee 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 Social Committee 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.

Due to the nature of the small staff in the elementary school, team responsibilities are assigned to different groups to ensure equity.

Please see the Management Plan page(s) 33-37 of the SIP.

ALLEGANY COUNTY PUBLIC SCHOOLS **COMPONENT NINE: EFFECTIVE, TIMELY ADDITIONAL ASSISTANCE**
NO CHILD LEFT BEHIND

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, attends IEP meetings as needed, is available for any crisis, interacts daily with students, parents, and staff. ICT is available for teacher referrals for social, behavioral, or academic concerns. Personnel from the special education department are available to assist students - school psychologist, behavior specialist, SEF. County reading and math specialists provide assistance for academic support.
Tutoring program	PARCC Tutoring is provided for identified students during after school sessions.
Differentiated instruction	Teachers provide differentiated instruction through small groups, intervention groups, and by implementing various UDL strategies. Special Education Inclusion Teacher and Title I Targeted Assistance Teacher provide support in reading and math instruction.
Small group instruction	Instructional assistants, special education teacher, and classroom teacher utilize small group instruction to reinforce skills in reading and math.
Inclusion in general education classes	Instructional assistants and special education inclusion teacher collaborate with the classroom teachers to provide additional support to identified students.

Extended learning time for targeted special education students	Summer school program is offered to students based on IEP requirements.
Assistance to families based on identified needs	Pupil Service Team meets regularly to offer support to students and families.
Dental screening	Allegany County Health Department screens primary grade students in order to identify students dental needs.
Vision screening	The school nurse conducts vision screening year for selected students as identified by Allegany County Health Department. Lion's Club provides vision screening for our Pre K students.
Social and emotional support	Mental health counselors are available through the Allegany County Health Department.
Behavior and academic support	Learning Assistance Program (LAP) provides support for students experiencing difficulties in the regular classroom on a short term basis. Strategies are planned for dealing with difficult situations. PBIS rules are reviewed. ICT meets monthly to discuss identified students and strategies for supporting those students.
Behavior support	PBIS Program is implemented daily to encourage positive students behaviors. CSEFEL is available on an as needed basis for pre-k and kindergarten students.
Nutrition support	Weekend Backpack Program is offered daily at this school. Holiday food baskets are provided for needy families. Summer Lunchbox Program is available from community churches.
Clothing	Safe and Snug Program by Allegany County Social Services provides winter apparel for students in need. Referrals for this program are given to the school counselor who works with the Pupil Services worker.
School Supplies	Schools, through local funding, provide school supplies.
Opportunities to discuss progress of child	Parent conferences are scheduled twice a year and on an as requested basis. The Parent Involvement Coordinator is often used to contact Title I target parents to establish positive rapport with the parent and to encourage involvement. IEP meetings are scheduled as mandated to share information with parents regarding children with special needs.
Reading intervention programs	ERI, Foundations, and SRA are utilized daily with selected students. Progress monitoring is completed regularly to

	determine progress of students and to decide when students are to be dismissed from intervention programs.
Identification of student areas of need	KRA is administered in order to identify students with academic concerns.
Opportunity to address student educational needs	ICT and data analysis meetings are held regularly to identify students with instructional needs. Teachers may request additional support as needed from ICT, the principal, or the county instructional specialists.
Drug Awareness	The school counselor provides classroom lessons and additional activities for students during Red Ribbon Week. D.A.R.E. Program is offered to fifth grade students.
Math intervention program	Teachers provide small group work to address identified individual needs of students. While no formal math intervention is used, teacher use UDL strategies in planning lessons/activities and rely upon manipulatives to help students gain a better understanding of mathematics.
Assistance to families of young children	Judy Center and the Infants and Toddlers Programs offer support and programs to families of young children.
Resources to support homeless students	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.

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

**COMPONENT TEN:COORDINATION OF
FEDERAL, 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

Activity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center
Professional Development	\$3,192				
Extended Day/School Year	\$1,614.80				
Materials of Instruction	\$2,372.29			\$12,896	
Salaries	\$78,354.55				
Parent Involvement	\$1,518.90				
Equipment	\$6,328			\$3,000	

Contracted Expenses					
Consumable				\$3,366	
Office				\$1,561	

Title I Budget 2015 – 2016

Instructional Program: \$8,700.29 (including PIC)

Materials

\$ 1,813.11

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA	Instructional Materials to support Reading and Math	1813.11	1813.11	White, FARMS, Special Ed.

Equipment

\$6,328.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math Reading	8 Laptops	8 x 791	6328	White, FARMS, Special Ed.

PIC Materials

\$386.29

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math, ELA	Materials to support teacher workshops for instructional	386.29	386.29	White, FARMS, Special Ed.

	materials			
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Subscriptions

\$172.89

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA	Teacher File Box	1 year @ 99.99	99.99	White, FARMS, Special Ed.
Math/ELA	Super Teacher Worksheets	1 year@ 19.95	19.95	White, FARMS, Special Ed.
ELA	Spelling City	1 Year @ 52.95	52.95	White, FARMS, Special Ed.

Budget 2015 – 2016

Professional Development: \$3,192 (including \$1,800 for Conference)

Stipends / Substitutes

\$ 1,116.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math ELA	Subs for professional development and data analysis in Reading and Math	93.00 x 2 days x 12 subs	1116.00	White, FARMS, Special Ed.

Hourly Stipends: Teaching- \$23.82
Substitutes: Highly Qualified- \$93.00

Non-Teaching- \$22.51

Materials

\$ 276.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA	Materials for professional	276.00	276.00	White, FARMS, Special

	development sessions			Ed.
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Conferences

\$1,800

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

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math/ELA	Registration,Lodging, Meals, Travel	1800.00	1800.00	White, FARMS, Special Ed.

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

Budget 2015 – 2016

Parent Involvement: \$1,518.90

Stipends

\$810.36

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Stipends for Parent Workshops	3 Workshops x 6 staff at \$22.51 x 2 hours	\$810.36	White, FARMS, Special Ed.

Hourly Stipends: Teaching- \$23.82

Non-Teaching- \$22.51

Materials

\$659.54

***Food Allowance – 10% = \$151.89**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Food for Parent Workshops	3 Workshops x \$50.00	\$150.00	White, FARMS, Special Ed.

School: Mt. Savage Elementary

Allegany County Public Schools
2015 - 2016 School Improvement Plan

Title I 10 Components

Parent Involvement	Envelopes for Parent Notifications	3 boxes x \$10.00 a box	\$30.00	White, FARMS, Special Ed.
Parent Involvement	Miscellaneous supplies for parent workshops	Paper, Cardboard, laminating film, markers, pens	\$479.54	White, FARMS, Special Ed.

Other

\$49.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Postage for parent notifications	100 Stamps x \$.49	\$49.00	White, FARMS, Special Ed.