

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

**SCHOOL:** Parkside Elementary

**PRINCIPAL:** Tracey Wharton

**SCHOOL PROGRESS INDEX:** 1.1114

(Please Check)	STRAND	2014 Criteria
<b>X</b>	<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>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
Teachers		15	15
Itinerant staff	10		10
Paraprofessionals	2	3	5
Support Staff		3	3
Other	10	4	14
Total Staff	22	26	48

**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
<b>Percentage</b> of faculty who are: <ul style="list-style-type: none"> <li>• Highly qualified to teach in assigned area(s)</li> <li>• Not highly qualified to teach in assigned area(s)</li> </ul>	100	100	100	100
For those not highly qualified, list name, grade level course				
Number of years principal has been in the building	1	10	9	8
Teacher Average Daily Attendance		95.4	94.9	93.5

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**B. Student Demographics**

**Table 3**

**SUBGROUP DATA**

	<b>2015 – 2016 TOTAL</b>	<b>2014 – 2015 TOTAL</b>	<b>2013-2014 TOTAL</b>
American Indian/Alaskan Native	<b>&lt;10</b>	<b>≤10</b>	<b>≤10</b>
Hawaiian/Pacific Islander	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
African American	<b>28</b>	<b>≤10</b>	<b>26</b>
White	<b>199</b>	<b>198</b>	<b>257</b>
Asian	<b>10</b>	<b>11</b>	<b>15</b>
Two or More Races	<b>17</b>	<b>18</b>	<b>N/A</b>
Special Education	<b>43</b>	<b>39</b>	<b>43</b>
LEP	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Males	<b>121</b>	<b>125</b>	<b>152</b>
Females	<b>96</b>	<b>108</b>	<b>121</b>
Total Enrollment (Males + Females)	<b>217</b>	<b>233</b>	<b>273</b>

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014**: 52.52%

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

**Table 4**

<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	N/A
02 Hard of Hearing	N/A
03 Deaf	N/A
04 Speech/Language Impaired	16
05 Visual Impairment	N/A
06 Emotional Disturbance	N/A
07 Orthopedic Impairment	N/A
08 Other Health Impaired	≤10
09 Specific Learning Disability	≤10
10 Multiple Disabilities	≤10
12 Deaf-Blindness	N/A
13 Traumatic Brain Injury	N/A
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.

For the 2014-15 school year, Parkside School was recognized at the Gold Level as a PBIS school. Parkside has three school wide rules: Be Safe, Be Respectful, Be Responsible. Students are explicitly taught what those behaviors “look like” in all settings (classrooms, hallways, cafeteria, auditorium, bathrooms, bus, and playgrounds.) Students are honored/recognized throughout the school year for demonstrating safe, respectful, and responsible behaviors through daily behavior charts, behavior celebrations and rewards, tokens for the treasure tower, citizen of the month, and other incentives. Harassment is not tolerated and discipline procedures are followed when incidents occur. The school counselor teaches lessons to every classroom regarding bullying and steps for students to follow who are feeling bullied. Additionally, diversity and tolerance lessons are taught in the areas of gender, race, ethnicity, religion, socio-economic status, and ability.

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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

<b>UDL Point of Contact: George D. Brown</b>	
<b>UDL Principle/Mode</b>	<b>Representation – Process</b>
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>● Digital materials and media (SMART boards, tables, laptops) to provide more auditory (National Geographic, Scholastic News) and visual opportunities for all students.</li> <li>● Hard copies of documents using various fonts, size, background color, and Lexile Measures (Scholastic News, Readworks, Discovery) to provide more opportunities for all students as they acquire information and knowledge.</li> <li>● Manipulatives (Rekenrek, Gel Word Boards, Dry Erase Boards, LL Teach Communicators, Tens Frames)</li> </ul>
<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- Product</b>
	<ul style="list-style-type: none"> <li>● Allow assessment/project choices to give all students the opportunities to demonstrate what has been learned.</li> <li>● Reading Contracts/Learning Centers, Independent Experiences, Interest-Based</li> <li>● Group Projects, Presentations</li> <li>● Choice Boards</li> </ul>

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	<ul style="list-style-type: none"> <li>● STEM Activities</li> <li>● Computer-Based Assessments</li> <li>● Arts Integration Performance</li> </ul>
<p><b>Means for Engagement:</b> <i>tap into learners interests, challenge them appropriately, and motivate them to learn.</i></p>	<p style="text-align: center;"><b>Multiple Options for Engagement</b></p>
	<ul style="list-style-type: none"> <li>● Allow assessment/project choices to give all students opportunities for ownership over the assessment/project and the opportunity to practice self-regulation.</li> <li>● Group Work/Presentations, Gradual Release of Responsibility Model, Technology Infusion (Discovery Ed), Project-Based Learning Activities, STEM</li> <li>● Number Talks, Community Partnerships (Guest Presenters)</li> </ul>



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**V. PROGRESS TOWARD MEETING ACADEMIC TARGETS**

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

**A. Reading/ELA Data Overview**

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

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

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

<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	101	93	92.1	115	105	91.3	121	112	92.6
Hispanic/Latino of any race	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	≤10	≤10	100	N/A	N/A	N/A	N/A	N/A	N/A
Asian	≤10	≤10	100	≤10	≤10	100	≤10	≤10	100
Black or African American	N/A	N/A	N/A	≤10	≤10	100	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	≤10	≤10	100	≤10	≤10	100
White	91	83	91	107	98	91.6	111	103	92.8

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Two or more races	≤10	≤10	100	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	19	16	84.2	18	14	77.8	22	19	86.4
Limited English Proficient (LEP)	N/A	N/A	N/A	≤10	≤10	100	N/A	N/A	N/A
Free/Reduced Meals (FARMS)	49	42	85.7	48	40	83.3	53	44	83.0

**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	117	97	82	115	101	87.8	121	106	87.6
Hispanic/Latino of any race	≤10	≤10	100	≤10	≤10	100	N/A	N/A	N/A
American Indian or Alaska Native	≤10	≤10	100	N/A	N/A	N/A	N/A	N/A	N/A
Asian	≤10	≤10	100	≤10	≤10	100	≤10	≤10	100
Black or African American	N/A	N/A	N/A	≤10	≤10	100	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	≤10	≤10	100	≤10	≤10	100
White	104	84	80	107	94	87.9	111	97	87.4
Two or more races	≤10	≤10	100	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	23	12	52.2	18	9	50.0	22	12	54.5
Limited English Proficient (LEP)	N/A	N/A	N/A	≤10	≤10	100	N/A	N/A	N/A
Free/Reduced Meals (FARMS)	57	39	68.4	48	37	77.1	53	40	75.5

Academic Data Review

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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.

In terms of student achievement, based on student classroom performance, including classwork, and formal and informal assessments/benchmarks, writing was identified as a priority ELA need for the total aggregate in each grade. Research indicates a direct connection between reading proficiency and written language. MSA scores in 2014 indicated a gap between the FARMS (85.7) and Spec Ed (84.2) subgroups and the aggregate (92.1) in reading proficiency. In math from 2013-2014, the total aggregate decreased by 5.8%. The white subgroup decreased by 7.9%. The FARMS subgroup decreased by 8.7%. Ongoing formative local assessments are used to modify instruction and differentiate activities to meet the needs of the diverse learners. Data analysis is conducted during team meetings in collaboration with the ELA/Math specialist, reading intervention teacher, and the special education teacher in order to promote effective teaching strategies. Some examples of strategies include the following:

- Integration of the principles of UDL
- 6+1 Traits of Writing
- Teaching the Critical Vocabulary of the Common Core (Marilee Sprenger)
- Small group instruction (differentiated, flexible)
- Number Talks/Use of mental math strategies to build conceptual fluency
- Math Solutions
- Technology Integration
- Reflex Math
- STEM Initiatives and Lessons

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.

Historically, Parkside data has indicated a gap between the reading and math proficiency rates of the FARMS/Spec Ed subgroups and the aggregate. Ongoing data analysis will continue to drive decision making and instructional practices.

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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 improve the implementation of the CCSS and increase readiness for PARCC, teachers are regularly participating in cadre work which includes “Unpacking the State Standards” as well as creating a pacing guide to ensure implementation of all content. To improve online test preparedness, county benchmarks will be given using the Engrade computer assessment program. To further ensure improved student achievement, the strategies and data analysis steps listed in the question above will be implemented as well. Administration will conduct walk-throughs and observations using the “ACPS Instruction “Look Fors” Protocol.”

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

School Improvement funds are used prior to the school year for SIT to meet to analyze data. Throughout the year, instructional money is allocated based on needs addressed in the School Improvement Plan.

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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	39	32	82.1	39	33	84.6	44	40	90.9
Hispanic/Latino of any race	N/A	N/A	N/A	≤10	≤10	100	≤10	≤10	100
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	≤10	≤10	100	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	37	30	81.1	34	30	88.2	38	35	92.1
Two or more races	≤10	≤10	100	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	≤10	≤10	50.0	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Free/Reduced Meals (FARMS)	19	13	68.4	18	12	66.7	21	17	81.0

1. Based on available data, describe the challenges in Science. In your response, identify challenges in terms of subgroups.
  - The total number of students tested remained constant from 2013 to 2014. The number of proficient students decreased by one student from 2013-2014 (33 to 32). The percent proficient from 2013 2014 decreased from 84.6% to 82.1%.
  - The white subgroup increased by three in number of students tested in 2013 to 2014. The number of proficient students remained constant at 30. The percentage of proficient white students decreased from 88.2 % to 81.1%.

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- The number of students tested in the FARMS subgroup increased by 1 student from 18 in the 2013 school year to 19 in the 2014 school year. The percent proficient increased from 66.7% to 68.4%, which equated to one test taker (12 to 13).
  - In the 2012 and 2013 school years, there were not special education subgroups. In the 2014 school year, the percent proficient was 50%.The number tested was 10 or less.
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.
- The pacing guide will be followed, and changes will be made accordingly with both groups of students in response to weather related delays.
  - The fifth grade is no longer departmentalized.
  - STEM lessons will be enhanced from previous years, and integrated with other content areas meaningfully.
  - Real-world science connections will be made across the curriculum, including resource classes and field trips.

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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.

Data collected from the Kindergarten Readiness Assessment for the 2014-2015 school year, 18 out of 31 students scored at the emerging level for social foundations and 14 out of 31 students scored at the emerging level for physical development and well being. Based on this data, the following activities will be implemented to target social foundations in Pre K:

- Pretend Play through daily centers- 10 minutes for teacher assigned and 10 minutes for student choice
- Journal about safety, school-wide rules, PBIS
- Curiosity Exploration through science centers- students encouraged to ask questions such as, "What items can wind blow?"
- Scientists as guest presenters
- Practicing waiting and taking turns-Morning meetings, strategies for not blurting out in class and taking turns

The strategies to be used to target students' physical development and well-being are:

- Finger fun center- targeting fine motor skills
- Pencils broken to 2 inches to encourage proper grip
- Collaboration with physical therapy for suggested activities such as red light/green light
- Personal care- pack and unpack independently, pictures of bathroom care, tasks made from Boardmaker, "Hip to Zip" club
- Whistle Wednesday- use of playground equipment
- Daily movement- balance beams, parachute, crawl through tunnel, boat/bridge

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- 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”.**

Parkside works collaboratively with the Head Start program. Seven out of 20 pre-K students attend afternoon Head Start located at Mt. Savage Elementary/Middle School. The special education teacher along with two instructional assistants are present in the classroom throughout the morning. Physical therapists as well as speech and occupational therapists work with students weekly. Additionally, community agencies and programs such as the Allegheny County Health Dept and the LaVale Lions Club assist with early detection and screening of children with issues such as hearing or vision difficulty.

**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 1.1114

This SPI places our school in Strand 1

- 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>
<b>% of students who scored Advanced or Proficient</b>	87.8	91.3	89.2	
<b>2013(4) Achievement AMOs</b>	89.0	91.2	72.4	
<b>Measure Progress Scale Values</b>	1.0	1.0	1.2	
<b>Proportional Significance</b>	33.33%	33.33%	33.33%	



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<b>Measure Contribution</b>	.3288	+.3336	+.4102	
<b>Achievement Contribution Value</b>				.3218

**List any content area where the Measure Progress Scale Value is less than 1.** The measure progress scale values in all content areas are 1 or more. **Any content area listed should be addressed in the AMO Progress section of the plan.**

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

**Table 18**

<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>	White 88.99%	White 94.50%		
<b>2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient</b>	FARMS 77.08%	FARMS 83.33%		
<b>This Year's Gap (complement)</b>	88.09	88.84		

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<b>2013 Gap Reduction AMO (complement)</b>	72.34	77.07		
<b>Measure Progress Scale Values</b>	1.2	1.1		
<b>Proportional Significance</b>	33.33%	33.33%	33.33%	
<b>Measure Contribution</b>	.4059	+.3842		
<b>Gap Reduction Value</b>				.4741

List any content area where the Measure Progress Scale Value is less than 1. The measure progress scale values in all content areas are 1 or more.

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**

<b>2013 Student Growth Calculation</b>	<b>Math</b>	<b>Reading</b>	<b>Combined Indicator</b>
<b>2013 Growth Rate</b>	74.24%	87.88%	
<b>2013 Growth AMO</b>	64.79%	91.78%	

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<b>Measure Progress Scale Values</b>	1.1	.957	
<b>Proportional Significance</b>	50%	50%	
<b>Measure Contribution</b>	.5730	.4787	
<b>Growth Contribution Value</b>			.3155

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

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

**VIII. 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	Y
Grade 1	≥95	Y
Grade 2	93.9	N
Grade 3	94.8	Y
Grade 4	≥95	Y
Grade 5	≥95	Y

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Table 23: Attendance Rate	All Students				
	94%	90%*	94%	94%	94%
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	94.4	94.9	≥95	≥95	94.9
Hispanic/Latino of any race			*	*	*
American Indian or Alaska Native			*	*	*
Asian			*	*	*
Black or African American			*	*	*
Native Hawaiian or Other Pacific Islander			*	*	*
White			≥95	≥95	94.7
Two or more races			*	*	*
Special Education	94.9	92.8	92.0	93.4	94.3
Limited English Proficient (LEP)	*	*	*	*	*
Free/Reduced Meals (FARMS)	94.4	93.2	93.5	94.3	93.3

- Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.  
Grade 2 and FARMS subgroup did not meet the AMO of 94% attendance. Challenges found were student illnesses and parents keeping child(ren) home from school without an excuse. A major challenge found through attendance calls was if a child misses his/her bus, many parents do not have alternative transportation and would not send the student to school. We also found a challenge to be when students attended mental health and medical appointments they did not have transportation to the school.
- 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.  
Incentives will be developed to recognize excellent attendance.  
The school health nurse and school counselor will continue to make daily attendance calls. Logs will be completed and chronic student absences will be referred to the pupil service team for follow-up.

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The pupil service team will meet weekly to discuss student attendance issues. Attendance plans are put in place based on the amount of absences a student has accumulated.

Mental health counselors will meet with eligible students at school eliminating absences for visits to the health department for appointments.

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.
- We are going to continue with the attendance protocols with modifications being made as data is disaggregated. Safe cleaning wipes will be available for surfaces that are shared frequently and healthy hand washing practices will continue to be encouraged. Parents will be notified through school newsletters on healthy tips and when and when not to send children to school with illnesses.

**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?**
  - b. **Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.**
- 
- a. **There were no students identified as habitual truants during the 2014-2015 school year.**
  - b. **The pupil service team will continue to monitor truancy and take the following preventive measures:**
    - **Daily phone calls home**
    - **Attendance incentives**
    - **Home visits**
    - **Guidance phone calls/intervention**

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- **Referrals to community agencies**

**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.

Less than ten ISS and OSS occurred during the 2013-14 school year. Less than 10 ISS and OSS also occurred during the 2014-15 school year. None of the ISS/OSS were indicated to be related to sexual harassment, harassment, or bullying. The school continues to take a proactive approach to mediate between students and prevent bullying/harassment from escalating.

**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 plan.

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The PBIS team, which included representatives from each grade level, met monthly to review discipline data and discuss trends in behavior. This data was used to plan both school wide behavior incentives as well as to target specific areas of concern where behavior modification was needed such as on the buses.

The following PBIS incentives were conducted over the 2014-2015 school year:

Ongoing- Blue Bees for tokens to the treasure tower

12/14- Wii Dance activity

2/15- Pajama and Movie day

4/15- Rita's Ice treat and/or Dance Party

5/15- Popsicles/Walking the track

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**XIII. PRINCIPAL'S SLO**

**PRINCIPAL SLO 1**

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

Narrative writing. Grades 1 & 2- All Students

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

Baseline Narrative Data on County ELA Benchmark 1, 2014 MSA Scores (Gap between aggregate 92.1 and FARMS 85.7)

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

Writing is identified as a priority ELA need for the total aggregate in each grade. Research indicates a direct connection between reading proficiency and written language.

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

Students will increase the level of writing competency in Reading Comprehension and Written Expression by one level according to the using the 6+1 Writing Rubric for Ideas and Organization. County growth calculator will be used.

**PRINCIPAL SLO 2**

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

Numbers and Operations- Base Ten, Fractions, Grade 5 Students

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



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Benchmark data, MSA 2014 Scores, Trend data from 2011-2014 (91.4, 90.9, 89.7, 76.3). Further analysis of benchmark data indicates a deficit in 3rd quarter content with only 35% demonstrating proficiency on the 3rd Quarter County Benchmark. Further item analysis indicates particular deficits in 5.NBT.7 (29%) and 5.NF.2 & 4 (39% and 32% respectively.)

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

In math from 2013-2014, the total aggregate decreased by 5.8%. The white subgroup decreased by 7.9%. The FARMS subgroup decreased by 8.7%. Ongoing formative local assessments are used to modify instruction and differentiate activities to meet the needs of the diverse learners. Data analysis is conducted during team meetings in collaboration with the ELA/Math specialist, reading intervention teacher, and the special education teacher in order to promote effective teaching strategies.

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

The county developed electronic pre and post benchmark tests utilizing the Engrade Program will provide the individual data used in determining student growth.

- Insufficient- 0-59%
- Partial- 60-79%
- Full Attainment- 80%+

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**XIV. NON-TITLE I PARENT INVOLVEMENT**

**Parent/Community Involvement Needs**

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

**2014-2015**

Back-to-School Bash- 8/14- Event held at Bel Air pool. Students and parents may come and enjoy swimming and a picnic and meet the upcoming year's teacher. (80+ family/students in attendance)

Volunteer Training/Meet the Teacher Night- 9/14- PTA meeting and a parent orientation followed by classroom visitation. (60+ parents/students attended, 40+ volunteers signed-off on training)

Grandparents Day- 9/14- Grandparents are invited to enjoy a snack and visit classrooms (150+ grandparents in attendance)

Trunk-or-Treat- Parents/community members decorate trunks and give candy to students in attendance. (80+ students/ 50+ family members)

Harvest Parade/Party- All students participated, 150+ parents in attendance

Visit from LaVale Volunteer Fire Dept. for PreK and K- 10/14

Veteran's Day- 11/14- Family members/relatives who have served in the armed forces are invited to our school. Students from all grades present songs they have worked on in collaboration with Mrs. McDowell, the music teacher. (30+ veterans)

Kindergarten holiday program- 12/14- All Kindergarten students participated. (60+ parents attended.)

Science Fair/Art Show- 4/15- Participants from all grade levels. (100+ family members attended this event)

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

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

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

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

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

**Parent Advisory Committee 2015 – 2016**

Name	Position
Heidi Croyle	PAC Representative
Jessica McCutcheon	PTA President
Kari Johnson/Lori Sadlier	PTA Vice President
Chrissy Ruhl	PTA Treasurer
Jessica McCutcheon	PTA Volunteering
Stacey Zeunges	PTA Secretary
Tracey Wharton	Principal
Moriah Cohen	Faculty Representative

**Non Title I Parent Involvement Plan**

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

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**PARKSIDE ELEMENTARY PARENT INVOLVEMENT PLAN**

**Expectations**

Parkside School recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the staff welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

- I – Shared decision-making opportunities
- II – Opportunities to build and increase understanding, communication, and support between home and school
- III – Formal and informal evaluation of the effectiveness of parent involvement activities
- IV – Activities that promote a positive environment of high expectations shared by home and school

**Goal:** By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet the AMO target for 2015-2016.

**Action Plan**

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<b>I - Shared Decision Making</b> <ul style="list-style-type: none"> <li>• The parent involvement plan is developed with input from parents.</li> </ul>	Parent Advisory Council holds meetings as needed) to review and develop parental involvement activities. Additionally, PAC reps attend monthly council level meetings and report to the school level Parent Advisory Committee.	<b>Ongoing</b>	<b>PAC Representative</b>  <b>PTA President</b>  <b>Principal</b>

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<p><b>II- Building Parental Capacity</b></p> <p>1) Provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards, and State and local academic assessments.</p>	<p>Common Core Information and PARCC update shared with parents via newsletters and parent conferences</p>	<p><b>Jan- May</b></p>	<p><b>Principal, Grade Level Teachers, Media Specialist</b></p>
<p>2) Provide materials and parent trainings/workshops to help parents improve their children’s academic achievement.</p>	<p>Read to Me: Parents of pre-kindergarten and kindergarten students are invited to a workshop presented by the media specialist regarding developing early reading skills, focusing on read-aloud strategies</p>	<p><b>January</b></p>	<p><b>Media Specialist</b></p>
<p>3) Ensure information is presented in a format and/or language parents can understand.</p>	<p>Assignment notebooks and communication folders are sent home daily.</p>	<p><b>Daily</b></p>	<p><b>Classroom Teachers</b></p>
<p>4) Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	<p>School staff makes accommodations so that parents with disabilities are able to fully participate in planned parent involvement activities. School staff collaborates with parents to facilitate transportation to school events when necessary</p> <p>Introduction of building facilities made during Back To School Night/PTA Meeting</p>	<p><b>Ongoing</b></p> <p><b>Ongoing</b></p>	<p><b>Classroom Teachers/School Staff</b></p> <p><b>Principal, Counselor, Secretary, Pupil Service Worker</b></p>

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	Introduction to school staff made during Back to School Night/PTA Meeting	<b>Sept</b>	<b>Principal</b>
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Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<b>III- Review the Effectiveness</b>  <ul style="list-style-type: none"> <li>• The effectiveness of the school’s parental involvement activities will be reviewed.</li> </ul>	Read to Me: Participants will complete an evaluation following each activity  Open communication and feedback is welcomed and encouraged on a continual basis.	<b>January</b>  <b>Ongoing</b>	<b>Media Specialist, Reading Specialist, Principal</b>  <b>Principal, Secretary, Counselor</b>
<b>IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein’s Third Type of Involvement: Volunteering</b>	Grandparents Day  Volunteer Breakfast  Classroom Story Readers  Career Day  Daily track walking program with parent volunteers & Parent Volunteer Workshops	<b>9/15</b>  <b>5/16</b>  <b>Ongoing</b>  <b>6/65</b>  <b>Ongoing</b>	<b>PTA, Principal, Classroom Principal, Counselor, LAP IA, Classroom Teachers</b> <b>Classroom Teachers, Counselor</b> <b>Counselor</b> <b>Parent Volunteers/Counselor</b>  <b>Classroom Teachers</b>

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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**

**66.7 2015%** **Factor: Q2.1d** The average percent of teachers' favorable responses will increase from 30.8% in 2013 to 50% in 2015.

MET? Yes

**ACTUAL Percent**

**50.0 2015%** **Item: Q2.1e** The average percent for teachers' favorable responses will increase from 30.8% in 2013 to 50% 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: Time.** Efforts are made to minimize the amount of routine paperwork teachers are required to do/Teachers have sufficient instructional time to meet the needs of all students. Due to this being an area of focus in last year's plan, team meetings were limited to 2-3 weeks/month. Meeting time was limited to 30 min. Faculty meetings were held bi-weekly and information was disseminated via email to reduce instructional interruptions.

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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>	School Leadership
<b>Item Number</b>	Q7.1j
<b>Item Statement</b>	The school improvement team provides effective leadership at this school.
<b>School %</b>	45.5%
<b>County %</b>	84.9%
<b>State %</b>	79.7%

<b>Strategy: To enhance the school environment and improve teaching conditions related to the School Leadership factor (domain).</b>			
<b>Item to be Addressed</b>	<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
Q7.1J Effective Leadership of School Improvement Team	School Improvement Team will meet monthly with representation from grade levels and resources teachers. Minutes will be shared with all staff. Input and follow-up will occur.	Principal, SIP Chairs: Cohen/Wilt	Ongoing- Monthly

**New Goal: The average percent for teachers' favorable responses will increase from 45.5 % in 2015 to 79.7% in 2017.**



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**Management Plan**

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

The 2015-16 SI plan will be shared and distributed to all Parkside staff and SIT members including parents and community representatives following the SIP review. The SIP will be discussed during professional staff development days, faculty meetings, and team meetings. During meetings, current SIP expectations, objectives, and activities will be revisited to drive best practice instruction for targeted groups and all students at Parkside School. An electronic copy will be available to all staff and interested stakeholders.

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

Milestone data will be collected and evaluated at the close of each benchmark and DIBELS administration. Student data will be disaggregated and distributed to grade level teams during team data meetings. Based on this data, teachers and administrators will evaluate intervention groups; flex groups, and instructional practices.

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

The SIT will meet monthly to review and evaluate the effectiveness of the activities implemented, and as available, the benchmark data collected. Based on the outcome of these evaluations, the SIP will be revised to reflect changes in or needs.

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

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SIT members along with math/reading specialists will collect and disaggregate benchmark data. Data meetings with classroom teachers will be scheduled following benchmark/DIBELS data collection. SIT members will monitor and update the SIP on a bi-weekly basis.

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

The SIP will be available on the Parkside website and the Board of Education website. Parents and community members will be made aware of the SIP and its availability during the monthly PTA meetings.

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

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

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

The Central Office provided school principals with data and the data was given to SIT for review. Central office staff avails itself to answer questions regarding the writing and revision of the SIP. Central Office is available to disaggregate benchmark data, participate in team and faculty meetings, provide resources, and coordinate professional development among schools.

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

A digital copy of the SIP will be sent to the Central Office. The SIP will be reviewed by the Central Office and revisions will be made. The SIP will be shared with the faculty after it has been reviewed.

<b>August / September</b>	<b>SI Planning</b>
<b>October</b>	<b>Finalize SI Plan</b>
<b>November 1</b>	<b>Submit SIP to BOE</b>
<b>November 10</b>	<b>SIP Review with BOE</b>
<b>November</b>	<b>Share revisions with staff</b>
<b>November – May</b>	<b>Revisit SIP as needed to make changes and additions</b>

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**Section XVIII. SIP ROSTER**

Name	Position	Signature	Date
Tracey Wharton	Principal	<i>Tracey Wharton</i>	11/2/15
Moriah Cohen	SIT Chair/School Counslor	<i>Moriah Cohen</i>	11/2/15
Joy Wilt	SIT Co-Chair/Grade 1 Teacher	<i>Joy Wilt</i>	11/2/15
Michelle Mull	Grade 2 Teacher	<i>Michelle Mull</i>	11/2/15
Tina Mullan	Grade 3 Teacher	<i>Tina Mullan</i>	11/2/15
Leslie Roser	Grade 4 Teacher	<i>Leslie Roser</i>	11/2/15
Kate Tummino	Grade 5 Teacher	<i>Kate Tummino</i>	11/2/15
Wendy VanMeter	Kindergarten Teacher	<i>Wendy VanMeter</i>	11/2/15
Adrienne Brauer	PreK Teacher, Media Teacher, AEP	<i>Adrienne Brauer</i>	11/2/15
Rebekah DeBlock	Parent Representative	<i>Rebekah L. DeBlock</i>	11/2/15