

**Allegany County Public Schools
2019-2020 School Improvement Plan**

School: Mount Savage Elementary

Principal: Martin Crump

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I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

Mission Statement

Students and staff at Mount Savage School will strive for and attain excellence in all we say and do.

Vision

At Mount Savage School, we are committed to upholding an environment that fosters mutual respect among members of our learning community, which includes students, parents, teachers, administrators, and other stakeholders.

Our vision is that we will create a school environment that provides engaging instruction in a safe environment, where students and teachers feel secure in taking instructional and learning risks in order to promote learning to a higher level.

As the facilitators of learning, we are prepared to collaborate with colleagues, administration, students, and parents to promote high levels of achievement. We believe that all students can learn and therefore we will hold them to high expectations.

Core Values

Excellence in Academics

- I. Focused instruction consistently based on the Maryland State Standards and MCAP assessment items
 - II. The GRRUDL instructional model implemented with fidelity in every classroom
 - III. Effective planning and preparation for classroom instruction
 - IV. Adoption of the Growth Mindset Principles for Students and Staff
-

Excellence in Behavior

- I. Staff will fairly and consistently enforce behavioral expectations
 - II. Students will respect themselves, others, and the school facility
 - III. Students will arrive to class on time and prepared to fully participate in instructional activities
-

Excellence in Communication

- I. Administrative meetings with teams on a weekly basis
- II. Morning announcements to all students in the auditorium
- III. A variety of communication tools utilized with teachers, parents, and the school community
- IV. Effective and consistent communication from teachers to the administrative staff

B. Culture, Climate, and Inclusive Community

Climate:

The climate at Mt. Savage Elementary school is built upon the characteristics of positivity, encouragement, and compassion. School climate takes time to develop, and must be adopted by all individuals within the building. Upon entering Mt. Savage everyone is greeted in a friendly manner by the office secretaries, most often being called by their names. The secretaries always speak to all individuals (students, staff, family members, substitutes, central office personnel, etc.) on a personal level, and will attempt to help solve any and all problems. This demonstrates the kind of family atmosphere that we strive to achieve at Mt. Savage. The Mt. Savage community is also comprised of staff that provide warmth and compassion to all students further developing that family style environment in school. Caring for each other and all individuals who enter the building is paramount within our school climate. Needs, concerns, and assistance is given the highest regard and attention so we as a staff can assist all individuals in achieving excellence. As we proceed through the year we will continue or adopt the following practices to aid in the development of school climate.

- Weekly character advisory lessons that teach positive behaviors, mindset shifts, and positive response to challenges
- Positive communication sheets
- Monthly PBIS behavior incentives
- Increased communication between staff and administration through weekly calendars and team visits
- Weekly staff lunch options, social committee events
- Friday morning show via announcements

Culture:

School culture builds on the idea of school climate, and encompasses the additional expectations of building goals and learning practices. At Mt. Savage we strive to ensure that our building houses safe, responsible, and respectful staff and students. We aim to make sure that all students are recognized for their positive academic achievements, as well as, personal achievements. Below is a bulleted list of practices that Mt. Savage employs to further develop our school culture.

- Quarterly awards program
- Weekly Chief Citizen Awards
- Weekly recognition of school sports teams
- 5th Grade Peer Mediators
- Weekly recognition of teachers

C. Staff Engagement Action Plan

Staff Engagement Action Plan	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Safety, Substance Abuse, 6.79
Topic Description:	The degree to which the school has adequate resources and supports to address and prevent substance abuse.
Strategies: Steps that will be taken in order to obtain the desired outcome.	<ol style="list-style-type: none"> 1. Use of videos with students that outline the dangers of vaping 2. Develop a monitoring plan for restrooms and other areas with high incidences of substance abuse 3. Students will research the dangers of substance abuse when placed in ISS for substance abuse infractions
Initiative leader and team: Who is responsible and involved in the work?	Mr. Crump Mrs. Hartsfield Mr. Orndorff Brian Hughes
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	A reduction in the number of disciplinary actions for substance abuse.
Timeline: Include dates for implementation of action steps.	<ol style="list-style-type: none"> 1. Use of videos with students that outline the dangers of vaping September 2019 2. Develop a monitoring plan for restrooms and other areas with high incidences of substance abuse September - Ongoing

	3. Students will research the dangers of substance abuse when placed in ISS for substance abuse infractions - Ongoing
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	
Topic Description:	
Strategies: Steps that will be taken in order to obtain the desired outcome.	
Initiative leader and team: Who is responsible and involved in the work?	
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	
Timeline: Include dates for implementation of action steps.	

D. Student Engagement Action Plan

<i>Student Engagement Action Plan</i>	
Primary Area of Need State the Domain, Topic, and Score	Relationships, Student to Student Relationships, 7.15
Topic Description	The degree to which other students are friendly with, care about, get along with, and respect one another
Strategies: Steps that will be taken in order to obtain desired outcome.	Peer Mediation Program
Initiative leader and team: Who is responsible and involved in the work?	Mrs. Robison
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Materials and time for Peer Mediation Program
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Reduction in referrals for class disruption and bullying

Timeline: Include dates for implementation of action steps.	Peer Mediation program in place September - Ongoing
Secondary Area of Need State the Domain, Topic, and Score	None Identified.
Topic Description:	
Strategies: Steps that will be taken in order to obtain the desired outcome.	
Initiative leader and team: Who is responsible and involved in the work?	
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	
Timeline: Include dates for implementation of action steps.	

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers	5	12	17
Itinerant staff	5		5
Paraprofessionals	1	5	6
Support Staff	1	4	5
Other	4	14	18
Total Staff	16	38	54

Table 2				
Under each year, indicate the percent as indicated of individual in each category.	2016-2017 Official Data	2017 – 2018 Official Data	2018-2019 Official Data	2019-2020 Official Data
Percentage of faculty who are: <ul style="list-style-type: none"> • Certified to teach in assigned area(s) • Not certified to teach in assigned area(s) 	100% 0	100% 0	94% 6%	95% 5%
For those not certified, list name, grade level course			Sharon Ryan Art K-5	Sharon Ryan Art K-5
Number of years principal has been in the building	4	5	6	7
Teacher Average Daily Attendance	96.3%	95.2%	95.3%	

B. Student Demographics

Table 3			
SUBGROUP DATA			
SUBGROUP	2017-2018 TOTAL	2018-2019 TOTAL	2019-2020 TOTAL
American Indian/Alaskan Native	n/a	n/a	n/a
Hawaiian/Pacific Islander	n/a	n/a	n/a
African American	n/a	n/a	n/a
White	186	194	185
Asian	n/a	n/a	n/a
Two or More Races	≤10	≤10	≤10
Special Education	31	25	29
LEP	n/a	n/a	n/a
Males	91	95	97
Females	100	105	92
Total Enrollment (Males + Females)	191	200	199
Farms (Oct 31 data)	114	130	61%

Special Education Data 2019-2020 School Year (As of September 30, 2019)

Table 4					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability		06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	6	14 Autism	1
04 Speech/Language Impaired	10	09 Specific Learning Disability	9	15 Developmental Delay	3
05 Visual Impairment		10 Multiple Disabilities			

III. ATTENDANCE

Table 5	2018-2019	
School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All (Excluding PreK & K)	95.5	Y
Grade 1	96.4	Y
Grade 2	94.6	Y
Grade 3	95.8	Y
Grade 4	95.2	Y
Grade 5	95.5	Y

Table 6				
Attendance Rate				
Subgroups – School Level Data	2016-2017	2017-2018	2018-2019	Indicate if current rate is less than 94%
All Students	≥95.0%	≥95.0%	≥95.0%	
Hispanic/Latino of any race	≥95.0%	≥95.0%	84.4%	YES
American Indian or Alaska Native	N/A	N/A	N/A	
Asian	N/A	N/A	N/A	
Black or African American	N/A	n/A	≥95.0%	
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	
White	≥95.0%	94.8%	94.8%	
Two or more races	≥95.0%	≥95.0%	≥95.0%	
Male	≥95.0%	≥95.0%	≥95.0%	
Female	94.7%	94.5%	94.6%	
EL	N/A	N/A	N/A	
Special Education	93.8%	92.7%	94.3%	
Free/Reduced Meals (FARMS)	94.8%	94.1%	94.6%	

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially Special Education, FARMS, ELL and lowest attending.

The one area where we did not meet the AMO involved the attendance of a small number of students. We will enlist a check in/check out procedure with these students to assist in improving attendance.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rate.

The PST will review student attendance and schedule home visits or parent conferences.
Students with excessive absences will not be permitted to participate in extracurricular activities.
Positive attendance announcements will be made daily by administration at dismissal.
The Check In/Check Out program for students with poor attendance will be implemented.

IV. HABITUAL TRUANCY and CHRONICALLY ABSENT

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is 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.

	2018	2019
Count Habitual Truant	0	0
Percent Habitual Truant	0	0
Percent Chronically Absent	13.09	9.02

- A. Describe reasons and specific changes/adjustments in place to reduce the number of habitually truant students.

N/A

- B. If the chronically absent percent is higher than 20%, state plans or changes to reduce the number. If the chronically absent percent is less than 20%, state plans to maintain or improve.

Mount Savage maintains a positive and supportive learning environment where students feel accepted and want to be in school. The classroom environment is engaging with students active in the learning experience. The staff genuinely cares for students. We plan to continue this environment that supports our positive attendance rate in terms of chronically absent students.

V. SCHOOL SAFETY/ SUSPENSIONS

Table 9: SUSPENSIONS				
Subgroup	All Students			
	2016-2017	2017-2018	2018-2019	Percent of increase (+)/decrease (-) from 2017-2018
Total Referrals	48	36	30	-16.6
All Suspensions	2	1	0	-100
In School	1	0	0	N/A
Out of School	1	1	0	-100
Sexual Harassment Offenses	0	0	0	N/A
Harassment/Bullying Offenses	0	0	0	N/A

2. Comment on the number of referrals, suspensions, and specific offenses. Provide a plan to reduce the number, if applicable or comment on what is attributing to the low, decreasing number and how it will be maintained. If your school is on the watch list or fully disproportionate, also complete numbers 3 and 4 in this section.

We will continue with the current programs of PBIS and restorative practices.

VI. EARLY LEARNING

1. Complete the chart for composite scores of the Kindergarten Readiness Assessment.

Table 10						
Kindergarten Readiness Assessment						
	2017-2018		2018-2019		2019-2020	
	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated
Language & Literature	11	39	6	30	7	26
Mathematics	11	39	6	30	5	19
Social Foundations	20	71	12	60	16	59
Physical Development	17	61	10	50	13	48

2. Input the data report from maryland.kready.org site to show domain strengths and needs. (*Range Distribution: All Domains*)



Add Filter

Overall KRA Score

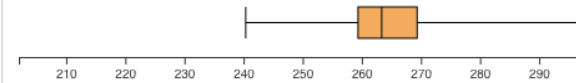
Domain report

i HOW TO READ THIS CHART

CHART TYPE



Language and Literacy



Range Minimum: **202** Range Maximum: **298**

■ Whole population

Lowest Score: **241**

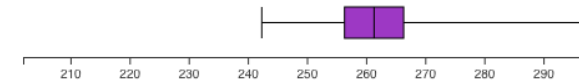
Highest Score: **298**

Mean Score: **265.1**

Median Score: **264**

Standard Deviation: **10.1**

Mathematics



Range Minimum: **202** Range Maximum: **298**

■ Whole population

Lowest Score: **243**

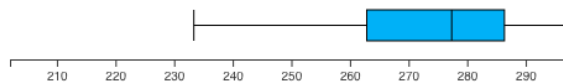
Highest Score: **298**

Mean Score: **263.1**

Median Score: **262**

Standard Deviation: **12.0**

Social Foundations



Range Minimum: **202** Range Maximum: **298**

■ Whole population

Lowest Score: **234**

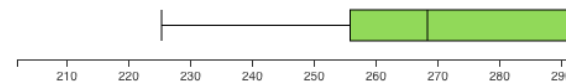
Highest Score: **298**

Mean Score: **275.5**

Median Score: **278**

Standard Deviation: **15.1**

Physical Development



Range Minimum: **202** Range Maximum: **293**

■ Whole population

Lowest Score: **226**

Highest Score: **293**

Mean Score: **272.3**

Median Score: **269**

Standard Deviation: **19.4**

REFRESH DATA

3. In consideration of the trend data, discuss efforts the school is making to improve your early childhood programs and / or practices. Include ways you are working in collaboration with early learning partners (i.e., Judy Center, Head Start, Child Care, Preschool Expansion sites, Preschool Special Education, School Therapy Services, etc.) to strengthen supports and ensure more children enter kindergarten “demonstrating readiness”.

Yearly Articulation meetings are held between kindergarten and Pre-K teachers to discuss student academics and behaviors, as well as expectations for kindergarten. Throughout the school year, quarterly planning meetings are held between teachers. A number of students participate in the Head Start Program at Mount Savage School. The Pre-K and kindergarten teachers meet with the Head Start staff at the end of the year to discuss student academics and behaviors. Also, the kindergarten teacher discusses students’ individual needs with physical therapy, occupational therapy, speech therapy, and special education teachers.

4. Describe the school’s plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with deficits in specific domain areas. Discuss the evidence based practices your school is implementing will implement to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.

The KRA scores indicate that 30% of students scored at Demonstrating Readiness, 52% of students scored Approaching Readiness, and 19% of students scored Emerging Readiness. However, the lowest score on the KRA assessment was in the physical development area (226 score,) and the social foundations area was the next lowest on the KRA (234 score). We will analyze the KRA results to help determine whole and small group instruction by identifying students’ strengths and weaknesses in specific areas, and students’ school readiness before entering kindergarten. We will include the following instructional activities to help address the achievement gaps in kindergarten. For the physical development area, students will continue to participate in activities that involve gross and fine motor skills. Students will participate in centers to help improve physical development and social foundational skills. Reading: Monitoring DIBELS scores, implementing reading intervention, small group instructional work (teacher table and independent groups), extra instructional teaching during the mornings (3x a week), monitoring the ELA Benchmark: Phonemic Awareness Skills Assessment, Handwriting Without Tears instruction, fine motor skills instruction/activities, and McMillan/McGraw-Hill Treasures instruction. Math: Implement Envision math instruction, number talks, small group instruction, Math Benchmark Assessments, SLO instruction, math reads, Box Cars and One-Eyed Jacks instruction, and fine motor skills instruction.

VII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

Long Term Goal: to prepare 100% of students to be college and career ready by graduation.
to reduce the 2017 non-pass rate by 50% by the year 2030.

Short Term Goal: to close or reduce achievement gaps between subgroups and their counterpart.

1. Complete data charts using 2017, 2018, and 2019 Data Results.

TABLE 12a ELA Grade 3	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	L≤10level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	24	4	16.7	5	20.8	15	62.5	30	5	16.7	15	50.0	10	33.0	31	6	19.4	9	29.0	16	51.6	18.6%
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	24	4	16.7	5	20.8	15	62.5	30	5	16.7	15	50.0	10	33.0	31	6	19.4	9	29.0	16	51.6	18.6%
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Special Education	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	13	3	23.1	4	30.8	6	46.2	21	4	19.1	11	52.4	6	28.6	12	3	25.0	3	25.0	6	50.0	21.4%
Female	15	3	20.0	2	13.3	10	66.6	15	2	13.3	6	40.0	7	46.7	15	1	6.7	4	26.7	10	66.7	20.0%
Male	≤10	≤10	≤10	≤10	≤10	≤10	≤10	15	3	20.0	9	60.0	3	20.0	16	5	31.3	5	31.3	6	37.6	17.6%

TABLE 12b ELA Grade 4	2017							2018							2019							2018 to 2019 change in prof. rate	
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5			
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%				
All Students	36	4	11.1	12	33.3	20	55.5	33	4	12.1	9	27.3	20	60.0	28	3	10.7	9	32.1	16	57.1	-2.9%	
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
White	35	4	11.5	12	34.3	19	54.3	32	4	12.5	8	25.0	20	62.5	26	3	11.5	7	26.9	16	61.5	-1.0%	
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	
Special Education	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Free/Reduced Meals (FARMS)	20	3	15.0	9	45.0	8	40.0	20	3	15.0	6	30.0	11	55.0	17	3	17.7	4	23.5	10	58.8	3.8%	
Female	13	2	15.4	1	7.7	10	76.9	20	3	15.0	5	25.0	12	60.0	13	1	7.7	2	15.4	10	76.9	16.9%	

Male	23	2	8.7	11	47.8	10	43.4	13	1	7.7	4	30.8	8	61.5	15	2	13.4	7	46.7	6	40.0	-21.5
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TABLE 12c ELA Grade 5	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	31	2	6.5	12	38.7	17	54.8	40	14	35.0	14	35.0	12	30.0	35	4	11.5	11	31.4	20	57.2	27.2%
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	30	1	3.3	12	40.0	17	56.7	38	13	24.2	14	36.8	11	28.9	35	4	11.5	11	31.4	20	57.2	28.3%
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	14	1	7.1	7	50.0	6	42.9	25	13	52.0	9	36.0	3	12.0	22	3	13.6	7	31.8	12	54.5	42.5%
Female	17	2	11.8	6	35.3	9	52.9	15	4	26.7	5	33.3	6	40.0	19	1	5.3	6	31.6	12	63.2	23.2%

Male	14	0	0.0	6	42.9	8	57.1	25	10	40.0	9	36.0	6	24.0	16	3	18.8	5	31.3	8	50.0	26.0%
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Table 13: Cohort Growth (Elementary Cohort 2027)			
Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	33.0%	57.1%	24.1%
Economically Disadvantaged	28.6%	58.8%	30.2%
Special Education	20.0%	16.7	-3.3%
Male	20.0%	40.0%	20.0%
Female	46.7%	76.9%	30.2%
Other subgroup			

Table 14: Cohort Growth (Elementary Cohort 2026)					
Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	62.5%	60.6%	57.2%	-3.4%	5.3%
Economically Disadvantaged	46.2%	55.0%	54.5%	0.5%	8.3%
Special Education	50%	80.0%	16.7%	-63.3%	-33.3%
Male	55.5%	61.5%	50.0%	-11.5%	-5.5%
Female	66.6%	60%	63.2%	3.2%	-3.4%
Other subgroup					

2. Use current data to determine if goals from last year's SIP were met.

- Grade 3 A gap remains between the aggregate and Special Education students and the male population.
- Grade 4 A gap still remains between the aggregate and Special Education students and the male population.
- Grade 5 closed the achievement gap between the aggregate and the female and male population, and FARMS students. A gap still remains between the aggregate and Special Education students.

3. FOCUS AREAS- Grade 3

FOCUS AREA 1:	Grade 3 ELA Gender
Focus Area Goal	Currently there is a 29.2% gap between male and female performance on the MCAP assessment. By the end of the 2020 school year, 10% of the male students will achieve 1 level of growth
Root Cause(s):	Male 3 rd grade students demonstrate low comprehension due to a lack of motivation to read.
Focus Content Standard(s):	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, <u>referring explicitly to the text</u> as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; <u>determine the central message, lesson, or moral and explain how it is conveyed</u> through key details in the text.</p> <p>RL.3.9 Compare and contrast the themes, setting, and plots of stories written by the same author about the same or similar characters (E.g., in books from a series).</p> <p>RL.3.10 By the end of the year, <u>read and comprehend</u> literature, including stories, dramas, and poetry, at the <u>high end</u> of the grades 2-3 text complexity band independently and proficiently.</p>
Barriers:	<p>There is a lack of motivation for young males to read. This disinterest results from poor fluency rate as well as low comprehension of text. Furthermore, the lack of motivation results from a deficiency of accessible, high interest books for young, reluctant male readers.</p> <p>Grade level reading comprehension questions are above students' actual ability level.</p>
Needed Resources:	<p>Read Works program with male students in grade three to target male interest reading.</p> <p>Laptops for all students to access the readworks program.</p> <p>Research based, fiction, high interest books for male students in 3rd grade.</p> <p>StoryWorks</p>
Strategies and/or evidence-based interventions:	Use of the Read Works program with male students in grade three to target male interest reading. Ordering research based, fiction, high interest books for male students in 3 rd grade.
How will it be funded?	Title I
Steps towards full implementation with timeline:	Male 3 rd grade students show a lack of interest when reading due to the fact of low fluency rate and not enough exposure to high interest books.

Monitoring Procedure:	<p>Male 3rd grade students will participate in the Read Works program on a weekly basis – All Year</p> <p>Tech coordinator will develop a schedule for regular use of computers – August 2018</p> <p>Mr. Crump and teachers will monitor Read Works usage reports – All Year</p> <p>A reading schedule of newly ordered, high interest boy books to be kept on file and reading counts will be used to assess student reading.</p> <p>County created benchmarks will show an increase throughout the year.</p> <p>MCAP assessment scores will show an increase in the number of male students scoring a 4 or 5.</p>
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3. FOCUS AREAS - Grade 4

FOCUS AREA 1:	Grade 4 ELA FARMS- FARM students outscored non FARM students on the MCAP assessment. 58.8% of the FARM students scored a 4 or above on MCAP, while 54.5% of the non FARM students scored a 4 or above.
Focus Area Goal	Increase the number of FARM students scoring a 3 or above by 5%. This is an initiative of the ACPS.
Root Cause(s):	Students need more practice with reading text independently and persevering with higher level thinking, which will lead to greater comprehension.
Focus Content Standard(s):	<p>R.L. 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>R.I. 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
Barriers:	According to the data analysis, students need more practice with reading texts independently, which will provide them with opportunities to use decoding and comprehension skills that have been taught in the classroom as well as intervention. This will lead to greater comprehension and enable students to answer text dependent questions.
Needed Resources:	<p>Materials to teach phonics and comprehension will continue to be used.</p> <p>Text that contain multisyllabic words for decoding and text dependent questions will continue to be used.</p>
Strategies and/or evidence-based interventions:	<p>Use of interactive journal/notebooks to initially teach reading skills.</p> <p>Provide students reading materials that contain larger multisyllabic words that will require students to use decoding strategies.</p> <p>Provide students reading materials that will require them to revisit the text, and to provide text support to answer higher level questions.</p> <p>Use of close reading strategies will assist students with locating and utilizing text evidence to answer questions.</p> <p>Use of graphic organizers to organize student thoughts.</p> <p>The following websites will be used:</p>

	Readworks.org Readtheory.com Commoncorelietature.com Storyworks
How will it be funded?	
Steps towards full implementation with timeline:	Use of interactive journal/notebooks to initially teach reading skills. - ongoing Provide students reading materials that contain larger multisyllabic words that will require students to use decoding strategies. -ongoing Provide students reading materials that will require them to revisit the text, and to provide text support to answer higher level questions. -ongoing Use of close reading strategies will assist students with locating and utilizing text evidence to answer questions. -ongoing Use of graphic organizers to organize student thoughts. -ongoing The following websites will be used: - ongoing Readworks.org Readtheory.com Commoncorelietature.com
Monitoring Procedure:	County Reading Benchmarks will be administered and monitored three times per year. The Read Theory website will be utilized to track the progress. Treasures weekly reading assessments will be administered. Reading Inventory will be administered monthly.

FOCUS AREA 2:	Grade 4 ELA Special Education- There is a gap between special education and regular education on the MCAP assessment. 16.7% of the special education population scored a 4 or above on MCAP, while 68.2% of the regular education students scored a 4 or above. This results in a gap of 51.5 %.
Focus Area Goal	5% of the special education students will achieve one level of growth.
Root Cause(s):	Students need more practice with reading text independently and persevering with higher level thinking, which will lead to greater comprehension.
Focus Content Standard(s):	R.L. 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. R.I. 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Barriers:	According to the data analysis, students need more practice with reading texts independently, which will provide

	<p>them with opportunities to use decoding and comprehension skills that have been taught in the classroom as well as intervention. This will lead to greater comprehension and enable students to answer text dependent questions.</p>
<p>Needed Resources:</p>	<p>Materials to teach phonics and comprehension will continue to be used</p> <p>Text that contain multisyllabic words for decoding and text dependent questions will continue to be used.</p>
<p>Strategies and/or evidence-based interventions:</p>	<p>Use of interactive journal/notebooks to initially teach reading skills. Provide students reading materials that contain larger multisyllabic words that will require students to use decoding strategies. Provide students reading materials that will require them to revisit the text, and to provide text support to answer higher level questions. Use of close reading strategies will assist students with locating and utilizing text evidence to answer questions. Use of graphic organizers to organize student thoughts. The following websites will be used: Readworks.org Readtheory.com Story Works Commoncorelietature.com</p>
<p>How will it be funded?</p>	<p>Local funds</p>
<p>Steps towards full implementation with timeline:</p>	<p>Use of interactive journal/notebooks to initially teach reading skills. - ongoing Provide students reading materials that contain larger multisyllabic words that will require students to use decoding strategies. -ongoing Provide students reading materials that will require them to revisit the text, and to provide text support to answer higher level questions. -ongoing Use of close reading strategies will assist students with locating and utilizing text evidence to answer questions. –ongoing Use of graphic organizers to organize student thoughts. -ongoing The following websites will be used: - ongoing Readworks.org Readtheory.com Commoncorelietature.com</p>
<p>Monitoring Procedure:</p>	<p>County Reading Benchmarks will be administered and monitored three times per year. The Read Theory website will be utilized to track the progress of students as they work through their customized pathways. Treasures weekly reading assessments will be administered. Reading Inventory will be administered monthly.</p>

FOCUS AREA 3:	Grade 4 ELA Gender - There is a gap between male and female students on the MCAP assessment. 40.0% of the male population scored a 4 or above on MCAP, while 76.9% of the female population scored a 4 or above. This results in a gap of 36.9 %.
Focus Area Goal	Increase the number of male students scoring a 3 or above by 5%. This is an initiative of the ACPS.
Root Cause(s):	Students need more practice with reading text independently and persevering with higher level thinking, which will lead to greater comprehension.
Focus Content Standard(s):	R.L. 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. R.I. 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Barriers:	According to the data analysis, students need more practice with reading texts independently, which will provide them with opportunities to use decoding and comprehension skills that have been taught in the classroom as well as intervention. This will lead to greater comprehension and enable students to answer text dependent questions.
Needed Resources:	Materials to teach phonics and comprehension will continue to be used Text that contain multisyllabic words for decoding and text dependent questions will continue to be used. Story Works Program
Strategies and/or evidence-based interventions:	Use of interactive journal/notebooks to initially teach reading skills. - Provide students reading materials that contain larger multisyllabic words that will require students to use decoding strategies. Provide students reading materials that will require them to revisit the text, and to provide text support to answer higher level questions. Use of close reading strategies will assist students with locating and utilizing text evidence to answer questions. Use of graphic organizers to organize student thoughts. The following websites will be used: Readworks.org Readtheory.com Commoncoreliterature.com
How will it be funded?	Local funds
Steps towards full implementation with timeline:	Use of interactive journal/notebooks to initially teach reading skills. - ongoing Provide students reading materials that contain larger multisyllabic words that will require students to use decoding strategies. -ongoing Provide students reading materials that will require them to revisit the text, and to provide text support to answer

	<p>higher level questions. -ongoing</p> <p>Use of close reading strategies will assist students with locating and utilizing text evidence to answer questions. -ongoing</p> <p>Use of graphic organizers to organize student thoughts. -ongoing</p> <p>The following websites will be used: - ongoing</p> <p>Readworks.org</p> <p>Readtheory.com</p> <p>Commoncoreliterature.com</p>
Monitoring Procedure:	<p>County Reading Benchmarks will be administered and monitored three times per year.</p> <p>The Read Theory website will be utilized to track the progress of students as they work through their customized pathways.</p> <p>Treasures weekly reading assessments will be administered.</p> <p>Reading Inventory will be administered monthly.</p>

3. FOCUS AREAS- Grade 5

FOCUS AREA 1:	Grade 5 ELA Special Education- There is a gap between Special Education students and non-special education students. 16.7% of Spec. Ed. population scored a 4 or above on MCAP while 65.5% of non-special ed. Student population scored a 4 or above. This results in a gap of 48.8%.
Focus Area Goal	Increase the number of Special Education students attaining 1 level of growth by 5%.
Root Cause(s):	Students need more practice with reading appropriate lexile level text independently to improve comprehension.
Focus Content Standard(s):	<p>RL.5.2.1 Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RI.5.2.1 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
Barriers:	<p>According to the data analysis students need more practice with reading texts independently, which will provide them with opportunities to use decoding and comprehension skills that have been taught in the classroom as well as intervention. This will lead to greater comprehension and enable students to answer text dependent questions.</p> <p>Students are focused on reading foundational skills and are unable to make meaning from the text when reading independently.</p>
Needed Resources:	Reading material that is on their own lexile level to teach phonics and comprehension.

Strategies and/or evidence-based interventions:	<p>Close Reading Strategies will assist students with determining the theme and main idea.</p> <p>Graphic organizers to assist students in locating the main idea and theme.</p> <p>Utilize the expertise of the reading specialist, the intervention teacher, and the special education teacher to assist the students.</p> <p>Use the online resources such as: Readworks.org, Storyworks, Scholastic, commoncoreliterature.com</p>
How will it be funded?	Local Funds
Steps towards full implementation with timeline:	<p>Teachers will work in small groups for more direct instruction on determining theme and main idea (beginning of the year to the end of the year)</p> <p>Graphic organizers to assist students in locating the main idea and theme. (Beginning of year through MCAP testing)</p> <p>Utilize the expertise of the reading specialist, the intervention teacher, and the special education teacher to assist the students. (Beginning of year to end of year)</p> <p>Use of online resources such as: Readworks.org, Storyworks, Scholastic, commoncoreliterature.com (beginning of 2nd nine weeks through end of year)</p>
Monitoring Procedure:	<p>Weekly reading comprehension assessments through the use of Treasures Reading Series.</p> <p>County Reading Benchmarks results through EdCite 3 times per year</p> <p>Reading Inventory results</p>

FOCUS AREA 2:	Grade 5 ELA Gender- There is a gap between male students and female students. 50% of the male population scored a 4 or above on MCAP while 63.2% of the female population scored a 4 or above. This results in a gap of 13.2%.
Focus Area Goal	Increase the number of male students scoring a 3 or above by 5%. This is an initiative of the ACPS.
Root Cause(s):	Students need more practice with reading appropriate lexile level text independently to improve comprehension.
Focus Content Standard(s):	<p>RL.5.2.1 Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RI.5.2.1 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
Barriers:	<p>According to the data analysis students need more practice with reading texts independently, which will provide them with opportunities to use decoding and comprehension skills that have been taught in the classroom as well as intervention. This will lead to greater comprehension and enable students to answer text dependent questions.</p> <p>Students are focused on reading foundational skills and are unable to make meaning from the text when reading independently.</p>
Needed Resources:	Reading material that is on their own lexile level to teach phonics and comprehension. More male oriented reading material.
Strategies and/or evidence-based interventions:	<p>Close Reading Strategies will assist students with determining the theme and main idea.</p> <p>Graphic organizers to assist students in locating the main idea and theme.</p> <p>Utilize the expertise of the reading specialist, the intervention teacher, and the special education teacher to assist the students.</p> <p>Use the online resources such as: Readworks.org, Storyworks, Scholastic, commoncoreliterature.com</p>
How will it be funded?	Local Funds
Steps towards full implementation with timeline:	<p>Teachers will work in small groups for more direct instruction on determining theme and main idea (beginning of the year to the end of the year)</p> <p>Graphic organizers to assist students in locating the main idea and theme. (Beginning of year through MCAP testing)</p> <p>Utilize the expertise of the reading specialist, the intervention teacher, and the special education teacher to assist the students. (Beginning of year to end of year)</p> <p>Use of online resources such as: Readworks.org, Storyworks, Scholastic, commoncoreliterature.com (beginning of 2nd nine weeks through end of year)</p>
Monitoring Procedure:	<p>Weekly reading comprehension assessments through the use of Treasures Reading Series.</p> <p>County Reading Benchmarks results through EdCite 3 times per year</p> <p>Reading Inventory results</p>

Table 15	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	<p>Teachers will utilize multiple methods (e.g. graphic organizers, demonstration, visual, manipulatives, think-alouds, guided notes, technology, etc.).</p> <p>Teacher communicates content purposes, language purposes, and social purposes to students by visually displaying them in the classroom, verbal discourse, and in written form in interactive ELA notebooks.</p>
<i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge.
	<p>Students are given opportunities to elaborate, (applying new knowledge, solving problems, making decisions, performing new related tasks, resolving conflicts, planning and carrying out new projects, asking new questions, seeking further clarification, etc.).</p> <p>Technology is used by students. (ReadWorks, Common Core Literature, Read Theory, and Scholastic News)</p> <p>Students are given opportunities to explain what they know. (Clarifying understanding, forming generalizations, reflecting, and employing various modes for explanation, including writing, art, music, physical activity, etc.).</p>
<i>Means for Engagement:</i> <i>tap into learners’ interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<p>High expectations are evident. (When challenged by their work, students are encouraged to demonstrate perseverance and effort.</p> <p>Students collaborate in flexible groupings.</p> <p>A positive learning environment is evident.</p>

B. MATHEMATICS

Long Term Goal: to prepare 100% of students to be college and career ready by graduation.
to reduce the 2017 non-pass rate by 50% by the year 2030.

Short Term Goal: to close or reduce achievement gaps between subgroups and their counterpart.

1. Complete data charts using 2017, 2018, and 2019 Data Results.

TABLE 16a MATH Grade 3	2017							2018							2019							2018 to 2019 change in prof. rate
	Total I #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%			
All Students	24	4	16.7	2	8.3	18	75.0	30	6	20.0	10	33.3	14	46.7	31	3	9.7	13	41.9	15	48.4	1.7%
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	24	4	16.7	2	8.3	18	75.0	28	6	21.4	8	28.6	14	50.0	31	3	9.7	13	41.9	15	48.4	1.6%
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Free/Reduced Meals (FARMS)	13	4	30.8	1	7.7	8	61.5	21	5	23.8	9	42.9	7	33.3	12	1	8.3	5	41.7	6	50.0	16.7%
Female	15	3	20.0	2	13.3	10	66.7	15	2	13.3	5	33.3	8	53.3	15	0	0.0	7	46.7	8	53.4	0.1%
Male	≤10	≤10	≤10	≤10	≤10	≤10	≤10	15	4	26.7	5	33.3	6	40.0	16	3	18.8	6	37.5	7	43.8	3.8%

TABLE 16b MATH Grade 4	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	36	7	19.5	16	44.4	13	36.1	33	5	15.2	14	42.4	14	42.4	28	3	10.7	8	28.6	17	60.7	18.3%
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	35	7	20.0	16	45.7	12	34.3	32	5	15.6	13	40.6	14	43.8	26	3	11.5	6	23.1	17	65.4	-21.6
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10

Special Education	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	20	6	30.0	11	55.0	3	15.0	20	4	20.0	10	50.0	6	30.0	17	3	17.7	5	29.4	9	53.0	23.0%
Female	13	3	23.1	4	30.8	5	46.2	20	4	20.0	8	40.0	8	40.0	13	1	7.7	2	15.4	10	76.9	36.9
Male	23	4	17.4	12	52.2	7	30.4	13	1	7.7	6	46.2	6	46.2	15	2	13.4	6	40.0	7	46.7	0.5%

TABLE 16c MATH Grade 5	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		≤10
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	31	5	16.2	12	38.7	14	45.1	40	14	35.0	14	35.0	12	30.0	35	8	22.9	11	31.4	16	45.7	15.7%
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	30	5	16.7	12	40.0	13	43.3	38	13	34.2	14	36.8	11	28.9	35	8	22.9	11	31.4	16	45.7	16.8

Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	14	3	21.4	6	42.9	5	35.7	25	13	52.0	9	36.0	3	12.0	22	6	27.3	8	36.4	8	36.4	24.4	
Female	17	3	17.7	6	35.3	8	47.1	15	4	26.7	5	33.3	6	40.0	19	3	15.8	7	36.8	9	47.4	7.4%	
Male	14	2	14.2	6	42.9	6	42.9	25	10	40.0	9	36.0	6	24.0	16	5	31.3	4	25.0	7	43.8	19.8%	

Table 17: Cohort Growth (Elementary Cohort 2027)			
Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	46.7%	60.7%	14.0%
Economically Disadvantaged	33.3%	52.9%	19.6%
Special Education	40.0%	50.0%	10.0%
Male	40.0%	46.7%	6.7%
Female	53.3%	76.9%	23.6%
Other subgroup			

Table 18: Cohort Growth (Elementary Cohort 2026)					
Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	75.0%	42.5%	45.7%	3.2%	-29.3%
Economically Disadvantaged	61.5%	30.0%	36.4%	6.4%	-25.1%
Special Education	75.0%	60.0%	0%	-60.0%	-75.0%
Male	88.9%	46.2%	43.8%	-2.4%	-45.1%
Female	66.7%	40.0%	47.4%	7.4%	-19.3%
Other subgroup					

2. Use current data to determine if goals from last year's SIP were met.

- Describe changes in last year's focus areas.

Grade 3 closed the achievement gap between the aggregate and the female and male population, and FARMS students. A gap remains between the aggregate and Special Education students.

Grade 4 closed the achievement gap between the aggregate and the female population, and FARMS students. A gap still remains between the aggregate and Special Education students and the male population.

Grade 5 closed the achievement gap between the aggregate and the female and male population. A gap still remains between the aggregate and Special Education students, and the FARMS students.

3. FOCUS AREAS- Grade 3

FOCUS AREA 1:	Grade 3 Math Special Education
Focus Area Goal	Currently there is a 16.7 % gap between special education student performance and non special education students on the MCAP assessment. By the end of the 2020 school year, 5% of the percentage of special education students will attain 1 level of growth
Root Cause(s):	Special education students are not understanding the repeated algorithms of multiplication as well as the uniqueness and relationships of each multiplication table to that of division.
Focus Content Standard(s):	3.0A.1 Represent and solve problems involving multiplication and division. 1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7
Barriers:	The students are not experiencing the concrete stage of learning because the iconic stage had not been fully understood.
Needed Resources:	Right Brained math materials I Ready common core program.
Strategies and/or evidence-based interventions:	This program will be used to design flexible groupings that will allow for more targeted instruction. "Right Brained" math where students will work on various strategies for solving multiplication problems as well as strategies for moving "the times tables" from short-term to long-term memory. This strategy utilized by Diane Craft accesses both sides of the brain when solving math problems.
How will it be funded?	Title I and Local
Steps towards full implementation with timeline:	Professional development will be provided from the i-ready consultants Ongoing implementation of right brained math strategies throughout the year.
Monitoring Procedure:	Students will participate in the i-ready math program on a weekly basis – All Year

	<p>Tech coordinator will develop a schedule for regular use of computers – August 2019</p> <p>Mr. Crump will monitor i-ready usage reports – All Year</p> <p>County benchmarks from Imagine Math will also be used</p>
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3.FOCUS AREAS- Grade 4

FOCUS AREA 1:	Grade 4 Math FARMS- There is a gap between FARM students and non-FARM students on the MCAP assessment. 52.9% of the FARM student population scored a 4 or above on MCAP while 72.7% of the non-FARM student population scored a 4 or above. This results in a gap of 19.8%
Focus Area Goal	Increase the number of FARM students making 1 level of growth by 5%. This is an initiative of ACPS.
Root Cause(s):	Students need more opportunities to solve real world multi-step MCAP like problems, by thoroughly typing an explanation rich in math vocabulary.
Focus Content Standard(s):	<p>4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</p> <p>4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p> <p>4.OA.3 Solve multi-step word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted.</p>
Barriers:	<p>Exposure to MCAP like type 2 and 3 tasks is required.</p> <p>Grade level problems are above students' actual ability level.</p> <p>Students lack concrete, foundational math skills.</p> <p>The necessary reading comprehension skills for determining information needed to solve a given problem are lacking.</p>
Needed Resources:	<p>The Math Specialist will provide MCAP like problems and monthly county math tasks.</p> <p>MCAP released items and practice tests will be completed.</p> <p>MCAP like word problems will be completed.</p> <p>Imagine Math online program will be completed.</p> <p>I-Ready online program will be utilized.</p>

	Ready Common Core Math Program will be utilized Laptops
Strategies and/or evidence-based interventions:	Use of interactive journal/notebooks to initially teach math skills. Students will complete monthly county math task. Students will complete MCAP like word problems daily using the Think/Share/Compare routine. Students will take MCAP practice tests prior to the actual test. Ready Common Core lesson videos will be shown. Imagine Math I-Ready Daily word problems, Imagine Math and I-Ready online programs
How will it be funded?	Title I and Local
Steps towards full implementation with timeline:	Use of interactive journal/notebooks to initially teach math skills. - ongoing Students will complete monthly county math task.-monthly Students will complete MCAP like word problems daily using the Think/Share/Compare routine.-ongoing Students will take MCAP practice tests prior to the actual test- March Ready Common Core lesson videos will be shown. –ongoing Imagine Math- ongoing I-Ready- ongoing Monthly tasks will be monitored by the Math Specialist. Daily word problems, Imagine Math and I-Ready online programs will be monitored by the classroom teacher.
Monitoring Procedure:	The Imagine Math Screener will be administered three times during the school year (beginning, middle, end) to monitor student growth and attainment of growth goals. The I-Ready online assessment will be administered three times during the school year (beginning, middle, end) to monitor student growth and attainment of goals. In addition, monthly mini assessments will be administered.

FOCUS AREA 2:	Grade 4 Math Special Education-There is a gap between special education and regular education on the MCAP
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	assessment. 50.0% of the special education population scored a 4 or above on MCAP, while 63.6% of the regular education students scored a 4 or above. This results in a gap of 13.6 %.
Focus Area Goal	5% of the Spec Ed students will increase their attainment by 1 level. This is an initiative of ACPS.
Root Cause(s):	Students need more opportunities to solve real world multi-step MCAP like problems, by thoroughly typing an explanation rich in math vocabulary.
Focus Content Standard(s):	<p>4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</p> <p>4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p> <p>4.OA.3 Solve multi-step word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted.</p>
Barriers:	<p>Exposure to MCAP like type 2 and 3 tasks is required.</p> <p>Grade level problems are above students' actual ability level.</p> <p>Students lack concrete, foundational math skills.</p> <p>The necessary reading comprehension skills for determining information needed to solve a given problem are lacking.</p>
Needed Resources:	<p>The Math Specialist will provide MCAP like problems and monthly county math tasks.</p> <p>MCAP released items and practice tests will be completed.</p> <p>MCAP like word problems will be completed.</p> <p>Imagine Math online program will be completed.</p> <p>I-Ready online program will be utilized.</p> <p>Ready Common Core Math Program will be utilized</p> <p>Laptops</p>
Strategies and/or evidence-based interventions:	<p>Use of interactive journal/notebooks to initially teach math skills. - ongoing</p> <p>Students will complete monthly county math task.-monthly</p> <p>Students will complete MCAP like word problems daily using the Think/Share/Compare routine.-ongoing</p> <p>Students will take MCAP practice tests prior to the actual test- March</p> <p>Ready Common Core lesson videos will be shown. –ongoing</p> <p>Imagine Math- ongoing</p> <p>I-Ready- ongoing</p> <p>Monthly tasks will be monitored by the Math Specialist.</p>

	Daily word problems, Imagine Math and I-Ready online programs will be monitored by the classroom teacher.
How will it be funded?	Title I and Local
Steps towards full implementation with timeline:	<p>Use of interactive journal/notebooks to initially teach math skills. - ongoing</p> <p>Students will complete monthly county math task.-monthly</p> <p>Students will complete MCAP like word problems daily using the Think/Share/Compare routine.-ongoing</p> <p>Students will take MCAP practice tests prior to the actual test- March</p> <p>Ready Common Core lesson videos will be shown. –ongoing</p> <p>Imagine Math- ongoing</p> <p>I-Ready- ongoing</p> <p>Monthly tasks will be monitored by the Math Specialist.</p> <p>Daily word problems, Imagine Math and I-Ready online programs will be monitored by the classroom teacher.</p>
Monitoring Procedure:	<p>The Imagine Math Screener will be administered three times during the school year (beginning, middle, end) to monitor student growth and attainment of growth goals.</p> <p>The I-Ready online assessment will be administered three times during the school year (beginning, middle, end) to monitor student growth and attainment of goals. In addition, monthly mini assessments will be administered.</p>

FOCUS AREA 3:	Grade 4 Math Gender- There is a gap between male and female students on the MCAP assessment. 46.7% of the male population scored a 4 or above on MCAP, while 76.9% of the female population scored a 4 or above. This results in a gap of 30.2 %.
Focus Area Goal	The number of male students increasing by at least 1 attainment level will be 5%. This is an initiative of ACPS.
Root Cause(s):	Students need more opportunities to solve real world multi-step MCAP like problems, by thoroughly typing an explanation rich in math vocabulary.
Focus Content Standard(s):	<p>4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</p> <p>4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.</p> <p>4.OA.3 Solve multi-step word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted.</p>

Barriers:	<p>Exposure to MCAP like type 2 and 3 tasks is required.</p> <p>Grade level problems are above students' actual ability level.</p> <p>Students lack concrete, foundational math skills.</p> <p>The necessary reading comprehension skills for determining information needed to solve a given problem are lacking.</p>
Needed Resources:	<p>The Math Specialist will provide MCAP like problems and monthly county math tasks.</p> <p>MCAP released items and practice tests will be completed.</p> <p>MCAP like word problems will be completed.</p> <p>Imagine Math online program will be completed.</p> <p>I-Ready online program will be utilized.</p> <p>Ready Common Core Math Program will be utilized</p> <p>Laptops</p>
Strategies and/or evidence-based interventions:	<p>Use of interactive journal/notebooks to initially teach math skills. - ongoing</p> <p>Students will complete monthly county math task.-monthly</p> <p>Students will complete MCAP like word problems daily using the Think/Share/Compare routine.-ongoing</p> <p>Students will take MCAP practice tests prior to the actual test- March</p> <p>Ready Common Core lesson videos will be shown. –ongoing</p> <p>Imagine Math- ongoing</p> <p>I-Ready- ongoing</p> <p>Monthly tasks will be monitored by the Math Specialist.</p> <p>Daily word problems, Imagine Math and I-Ready online programs will be monitored by the classroom teacher.</p>
How will it be funded?	Title I and Local
Steps towards full implementation with timeline:	<p>Use of interactive journal/notebooks to initially teach math skills. - ongoing</p> <p>Students will complete monthly county math task.-monthly</p> <p>Students will complete MCAP like word problems daily using the Think/Share/Compare routine.-ongoing</p> <p>Students will take MCAP practice tests prior to the actual test- March</p> <p>Ready Common Core lesson videos will be shown. –ongoing</p> <p>Imagine Math- ongoing</p> <p>I-Ready- ongoing</p> <p>Monthly tasks will be monitored by the Math Specialist.</p> <p>Daily word problems, Imagine Math and I-Ready online programs will be monitored by the classroom teacher.</p>
Monitoring Procedure:	The Imagine Math Screener will be administered three times during the school year (beginning, middle, end) to

	<p>monitor student growth and attainment of growth goals.</p> <p>The I-Ready online assessment will be administered three times during the school year (beginning, middle, end) to monitor student growth and attainment of goals. In addition, monthly mini assessments will be administered.</p>
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3.FOCUS AREAS- Grade 5

FOCUS AREA 1:	Grade 5 Math FARMS- There is a gap between FARM students and non-FARM students on the MCAP assessment. 36.4% of the FARM student population scored a 4 or above on MCAP while 61.5% of the non-FARM student population scored a 4 or above. This results in a gap of 25.1%
Focus Area Goal	Increase the number of FARM students scoring a 3 by 5%. This is an initiative of the ACPS.
Root Cause(s):	In order for the students to be successful on MCAP, students need more opportunities to solve problems that require higher-level thinking skills. For example, solving for the missing side in volume problems, instead of the total volume involving multiplication and division problems.
Focus Content Standard(s):	<p>5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>5.MD.C.5b Apply the formulas $V=(l)(w)(h)$ and $V=(b)(h)$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p>
Barriers:	<p>Students lack concrete, foundational math skills.</p> <p>When doing volume problems, be sure to present them with problems where there is a missing side or factor. This forces them to solve it using division, instead of multiplication.</p> <p>More exposure to higher level thinking skills with MCAP type problems.</p>
Needed Resources:	<p>The Math Specialist will provide MCAP like problems.</p> <p>Monthly County math tasks on Edcite.</p> <p>MCAP released items and practice tests will be completed.</p> <p>MCAP like word problems will be completed.</p> <p>Imagine Math online program will be completed.</p> <p>I-Ready online program will be utilized.</p> <p>Ready Common Core Math Program will be utilized</p> <p>Laptops</p>

Strategies and/or evidence-based interventions:	Students will complete monthly county math task and it will be monitored by Math Specialist.-monthly Students will complete MCAP like word problems daily using the Think/Share/Compare routine.-ongoing Students will take MCAP practice tests prior to the actual test- March Ready Common Core lesson videos will be shown. –weekly Imagine Math- ongoing I-Ready- ongoing
How will it be funded?	Local and Title I Funds
Steps towards full implementation with timeline:	Students will complete monthly county math task and it will be monitored by Math Specialist.-monthly Students will complete MCAP like word problems daily using the Think/Share/Compare routine.-ongoing Students will take MCAP practice tests prior to the actual test- March Ready Common Core lesson videos will be shown. –weekly Imagine Math- ongoing I-Ready- ongoing
Monitoring Procedure:	The Imagine Math Screener will be administered three times during the school year (beginning, middle, end) to monitor student growth and attainment of growth goals. The I-Ready online assessment will be administered three times during the school year (beginning, middle, end) to monitor student growth and attainment of goals. In addition, monthly mini assessments will be administered. Weekly Ready Common Core Quizzes will be administered.

FOCUS AREA 2:	Grade 5 Math Special Education- There is a gap between Special Education students and non-Special Education students on the MCAP assessment. 0% of the Special Education student population scored a 4 or above on MCAP while 55.2% of the non-Special Education student population scored a 4 or above. This results in a gap of 55.2%
Focus Area Goal	5% of the special education students will increase by 1 attainment level. This is an initiative of ACPs.
Root Cause(s):	In order for the students to be successful on MCAP, students need more opportunities to solve problems that require higher-level thinking skills. For example, solving for the missing side in volume problems, instead of the total volume involving multiplication and division problems.
Focus Content Standard(s):	5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. 5.MD.C.5b Apply the formulas $V=(l)(w)(h)$ and $V=(b)(h)$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

Barriers:	<p>Students lack concrete, foundational math skills.</p> <p>When doing volume problems, be sure to present them with problems where there is a missing side or factor. This forces them to solve it using division, instead of multiplication.</p> <p>More exposure to higher level thinking skills with MCAP type problems.</p>
Needed Resources:	<p>The Math Specialist will provide MCAP like problems.</p> <p>Monthly County math tasks on Edcite.</p> <p>MCAP released items and practice tests will be completed.</p> <p>MCAP like word problems will be completed.</p> <p>Imagine Math online program will be completed.</p> <p>I-Ready online program will be utilized.</p> <p>Ready Common Core Math Program will be utilized</p> <p>Laptops</p>
Strategies and/or evidence-based interventions:	<p>Ready Common Core lesson videos will be shown. –weekly</p> <p>Imagine Math- ongoing</p> <p>I-Ready- ongoing</p> <p>Teachers will model and reinforce mathematical conversations</p> <p>Teachers will use assessments to determine makeup and content of small needs based groups</p> <p>Teachers will use mathematical tools to reinforce abstract concepts</p>
How will it be funded?	Title I and Local
Steps towards full implementation with timeline:	<p>Students will complete monthly county math task and it will be monitored by Math Specialist.-monthly</p> <p>Students will complete MCAP like word problems daily using the Think/Share/Compare routine.-ongoing</p> <p>Students will take MCAP practice tests prior to the actual test- March</p> <p>Ready Common Core lesson videos will be shown. –weekly</p> <p>Imagine Math- ongoing</p> <p>I-Ready- ongoing</p> <p>Daily Formative assessments</p>
Monitoring Procedure:	<p>The Imagine Math Screener will be administered three times during the school year (beginning, middle, end) to monitor student growth and attainment of growth goals.</p> <p>The I-Ready online assessment will be administered three times during the school year (beginning, middle, end) to monitor student growth and attainment of goals. In addition, monthly mini assessments will be administered.</p> <p>Weekly Ready Common Core Quizzes will be administered.</p>

Table 19	UDL for Math
UDL Principle/Mode	Representation – This is how the teacher presents the information.

Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i>	<p>Think/Pair/Share Problem Solving Strategy from Ready Common Core is utilized daily.</p> <p>Teacher utilizes multiple methods (e.g. demonstration, visuals, manipulatives, and technology).</p> <p>Teacher communicates content purposes, language purposes, and social purposes to students by visually displaying them in the classroom, verbal discourse, and in written form in interactive Math Notebooks.</p> <p>Verbal discourse is used by the teachers during the lesson.</p>
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <p>Provide students with the opportunity to demonstrate multiple ways to solve problems. Students are given opportunities to elaborate, (performing new related tasks, solving problems, and seeking further clarification).</p> <p>Technology is used by students. (Imagine Math, I-Ready)</p> <p>Students add their thinking to the thinking of others. (Math Talks, Think/Pair/Share).</p>
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<p>Multiple Options for Engagement</p> <p>I-Ready Interactive Videos are embedded in lessons.</p> <p>Students collaborate in flexible groupings.</p> <p>A balance of teacher talk and student talk is evident. (Math Talk, Reasoning/Justification, Think/Pair/Share)</p> <p>A positive learning environment is evident for all learners.</p>

C. SCIENCE

1. Complete data charts using 2018 and 2019 Data Results.

TABLE 20	2018	2019	2018 to
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MISA Grade 5															2019 change in prof. rate
	Total #	Level 2		Level 3		Level 4 or 5		Total #	Level 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	40	4	10.0	26	65.0	10	25.0	35	2	5.70	20	57.1	13	37.2	12.2%
American Indian or Alaska Native	n/a	n/a	n/	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a
White	38	4	10.50	24	63.2	10	26.3	35	2	5.70	20	57.1	13	37.2	10.9%
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	25	4	16.0	19	76.0	2	8.0	22	1	4.50	14	63.6	7	31.8	23.8
Female	15	0	0.0	10	66.7	5	33.3	19	0	0.0	11	57.9	8	42.1	8.8%
Male	25	4	16.0	16	64.0	5	20.0	16	2	12.5	9	56.3	5	31.3	11.3

2. FOCUS AREAS

FOCUS AREA 1:	Grade 3, 4, and 5 Science Gender- Female students outscored male students on the MCAP/MISA assessment.
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	42.1% of the female students scored a 4 or above on MCAP/MISA, while 31.3% of the male students scored a 4 or above. This is a gap of 10.8%.
Focus Area Goal	Increase the number of male students scoring a 4 or above. This is an initiative of ACPS.
Root Cause(s):	Students need more exposure to MCAP/MISA type tasks, so that they can apply scientific reasoning, to solve real world MCAP/MISA like problems, by thoroughly typing an explanation rich in scientific content vocabulary.
Focus Content Standard(s):	5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. 4- PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
Barriers:	Exposure to MCAP/MISA type tasks. Grade level content vocabulary is above students' actual ability level. Students lack scientific reasoning skills and the ability to apply them to real world situations. The necessary reading comprehension skills for analyzing text features such as; graphs, models, charts, footnotes, etc. needed to analyze a given problem are lacking.
Needed Resources:	MCAP/MISA like practice tasks are needed.
Strategies and/or evidence-based interventions:	Interactive journals Hands-on experiments-FOSS Science Kits Data collection activities Graphing and analyzing collected data Drawing conclusions based on graphical data Written explanations that analyze data to support conclusions
How will it be funded?	Local Funds
Steps towards full implementation with timeline:	Interactive journals- ongoing Hands-on experiments-FOSS Science Kits- ongoing Data collection activities- ongoing Graphing and analyzing collected data- ongoing Drawing conclusions based on graphical data- ongoing Written explanations that analyze data to support conclusions-ongoing
Monitoring Procedure:	Classroom teachers will monitor weekly hands-on experiments that analyze data. Written explanations will be collected and scored.

Table 21	UDL for SCIENCE
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	<p>Teacher utilizes multiple methods (e.g. demonstrations, videos, experiments, FOSS Science, and technology).</p> <p>Teachers utilize songs to enhance learning.</p> <p>Verbal discourse is used by the teachers during the lesson.</p>
<i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge. <p>Provide students with the opportunity to explore new ideas through experimentation.</p> <p>Students are given opportunities to draw conclusions based upon observation and data.</p> <p>Technology is used by students. (Digital Microscopes, 3-D Printer, science tools)</p>
<i>Means for Engagement:</i> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement <p>Teacher communicates content purposes, language purposes, and social purposes to students by visually displaying them in the classroom.</p> <p>FOSS Videos are embedded in lessons.</p> <p>Students collaborate in groups to conduct experiments.</p> <p>Students record findings on FOSS graphic organizers.</p> <p>A positive learning environment is evident for all learners.</p>

VIII. MULTI-TIERED SYSTEM OF SUPPORT

Please insert your MTSS Practice Profile. Be sure the MTSS addresses all parts from the guidance document.

Develop a system of interventions that address the needs of students in the form of a tiered level of interventions.

It is the plan this year of the MTSS team to develop a school wide intervention pyramid that staff and students will follow . This pyramid will address the needs of students through the 3 tiered intervention system.

The development of the intervention pyramid will begin through the pupil services team followed by input from special education and regular education classroom teachers. The final document should be developed by February 2020.

Guidance from pupil services and special education departments at the district level will be sought in the development of the pyramid.

IX. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school.

Describe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

Our Pupil Services Team (PST) meets weekly to discuss students with behavioral and attendance concerns. The following interventions, services, programs are provided as identified by the PST Team:

- Individualized Behavior Sheets that focus on our PBIS expectations, but tailored to define student specific behaviors
- Check-In/ Check-Out for identified students
- Individual and small group counseling with the guidance counselor
- Restorative and Justice Circles used by administration as a part of the discipline process with student(s) and victim(s) who earned a referral in order to focus more on building student responsibility and teaching desired behavior rather than consequences (for non-violent offenses)

X. Title I Schools

TITLE I PARENT/FAMILY ENGAGEMENT

Parent/Community Engagement Needs

- **Describe in a narrative your school's parental/community engagement. 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 School 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 parent engagement are a Back to School Splash, a variety of holiday activities, a book fair, family movie nights, Grandparents' Day, Fall Fun Night, and parent meetings. Mt. Savage School also organizes several parent/family engagement 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, the 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.

Last year, 73 and 42 parents attended the two parent conference days, respectively. As a schoolwide Title I school, a variety of activities were provided: 38 parents attended the Annual Title I Meeting; 16 parents attended a student led conference night where students shared a portfolio of their work, and 8 parents attended a STEM Night. The Mid Year Title I Survey revealed that parents are interested in helping children with STEM activities and math at home, learning how to use the ASPEN system for tracking their child's grades as well as how to improve attitude and behavior at home and/or school and social relationships.

Mt. Savage incorporates our communities in a variety of venues. In August, the city of Frostburg provides our students, parents, and teachers access to the community pool to facilitate our back to school celebration. In the fall, we implement two community donations 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. Businesses and organizations sponsor signs in the gymnasium with 100% of the proceeds going to the school's PBIS program. In October, the use of a hay wagon was donated by Mr. Earl Pope, and hay by Leaning Pine Farm, to allow our students to take a hayride as a reward. We are very appreciative of their support for our school activities.

Parent Advisory/ Title I Parent Committee 2019-2020

Name	Grade Level Representation	Position
Katie Cowan	K	Parent
Christy Bucy	K	Parent

Denise Allen	1	Parent
Christina Griffith	1	Parent
Claudia Shuttleworth	2	Parent
Beth Mckenzie-Norris	3	Parent
Lisa Gaumer	4	Parent
Stacey Sloan	5	Parent
Melissa Robison	5	Parent
Delsie Fazenbaker		Family Involvement Coordinator

Under the “Grade Level Representation” column, identify the grade level being represented by this parent. Under the “Position” column, identify the school’s representative and alternate for the county Parent Advisory Council with “PAC.” Identify the other members as Parent, Teacher, Community Member, and so forth. **The parent committee must represent a cross section of the school community. Title I schools must have representations from all grade levels.**

Mt. Savage Elementary School PARENT / FAMILY ENGAGEMENT PLAN

Expectations

As a schoolwide Title I school, Mt. Savage Elementary School’s Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Section 1116 Every Student Succeeds Act of 2005.

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

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

Mt. Savage Elementary accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent /Family Engagement Plan with the district's Parent/Family Engagement 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 goals on MCAP 2020.

Action Plan

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
I. Shared Decision Making <ul style="list-style-type: none">➤ The School Improvement Plan (SIP) is developed with input from parents➤ The SIP is available for parent review and input at any time➤ The Parent/Family Engagement Plan and budget are developed with input from parents.	Parent representatives on SIT and other decision - making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.	October/ November 2019	Mr. Crump, Principal
	A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	January 2020	Mr. Crump, Principal
	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parents of all students will have an opportunity to	April/May 2020	Mr. Crump, Principal

<ul style="list-style-type: none"> ➤ The Parent/Family Engagement Plan is distributed to all parents. ➤ With parents, develop a written School Parent Compact supporting instruction that is signed by teachers, parents, and students. 	<p>review the plan and provide feedback. The final plan is submitted to the SIT for approval.</p> <p>A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.</p>	September 2019	Mr. Crump, Principal
	<p>A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's School Parent Compact and make revisions. The proposed compact(s) will be reviewed by the 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 the SIT for approval.</p>	April/May 2020	Mr. Crump, Principal
<p>II. Annual Meeting</p> <ul style="list-style-type: none"> ➤ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental/family engagement. 	<p>Information was provided to parents at the Back to School Night/Annual Meeting regarding the implementation of a schoolwide Title I Program, parents' right to know, and the way the school will provide opportunities for parent/family engagement. Information was presented through the Title I powerpoint.</p> <p>Title I Budget: Stipends \$246.70</p>	August 29, 2019	Mr. Crump, Principal
<p>III. Building Parental Capacity</p> <ul style="list-style-type: none"> ➤ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments. 	<p>Information will be presented to parents regarding the interpretation of MCAP assessment scores. Scores are available to all parents on the ASPEN system which can be accessed at any time.</p> <p>Grade level expectations are shared with parents on Back to School Night, Parent Conference Days, other conferences and through distribution of the <i>Parents'</i></p>	<p>October 2019</p> <p>August 29, 2019 October 7,</p>	<p>Classroom teachers</p> <p>Classroom teachers</p>

<p>➤ Provide materials and parent trainings/workshops to help parent improve their children's academic achievement.</p>	<p><i>Guide to Student Success</i> which outlines academic standards by grade level compiled by the National PTA.</p>	<p>2019 March 9, 2020</p>	
	<p>Monthly newsletters will be distributed which discuss grade level activities.</p>	<p>Monthly</p>	<p>Mr. Crump, Principal</p>
	<p>Parents are able to access the Allegany County Public Schools and Maryland State Department websites.</p>	<p>Ongoing</p>	<p>Mr. Crump, Principal</p>
	<p>FEC materials for parent workshops and parent materials - \$205</p>	<p>As scheduled</p>	<p>Delsie Fazenbaker, FEC</p>
	<p>Parent nights include information on the MDCCSS in ELA, math.</p>	<p>As scheduled</p>	<p>Classroom Teachers Mr. Crump, Principal</p>
	<p>The <i>Home School Connection</i> is sent to families on a monthly basis. Title I Budget: <i>Home School Connection</i> - \$229</p>	<p>As scheduled</p>	<p>Mr. Crump Classroom teachers</p>
	<p>Title I - STEM Night Stipends \$444.06 Title I - Student Led Conference Night Stipends \$444.06, Folders - \$40 Snacks for Parent Nights \$27.84</p>	<p>Monthly</p>	<p>Mr. Crump, Principal, Teachers Secretaries Delsie Fazenbaker, FEC Mr. Crump, Principal SIT</p>
	<p>Title I - TBD</p>	<p>TBD</p>	
	<p>Student academic information (grades on assignments, report cards, test scores) is available on the ASPEN website.</p>	<p>Ongoing</p>	<p>Mr. Crump, Principal</p>
	<p>Written communications are completed in a parent</p>	<p>Ongoing</p>	<p>Mr. Crump, Principal</p>

<p>➤ Educate school personnel on how to work with parents as equal partners in their child's education.</p> <p>➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After-School Program, Head Start, etc.</p> <p>➤ Ensure information is presented in a format and/or language parents can understand.</p>	friendly format. Communication occurs through the use of the assignment notebook, home/school connection folder, monthly newsletters, and positive phone calls. Daily phone calls are made regarding student absences. Article informing staff how to work with parents as equal partners will be e-mailed prior to spring parent conference day.		
	Title I surveys ask for input regarding the school. Results are shared with staff and SIT.	February 2020	Mr. Crump, Principal
	Surveys are distributed after parent activities requesting information about how the activity could be better and about topics that parents are interested in learning about.	As scheduled	Mr. Crump, Principal
	The school works in conjunction with the Allegany County Health Department to provide dental sealants, flu vaccine clinic and counseling services.	Fall 2019	Mr. Crump, Principal
	The Lions Club provides vision screening for early childhood students.	Fall 2019	Mr. Crump, Principal
	Head Start is located in the school so programs are regularly coordinated. Joint registration is held at the time of PreK/Kindergarten registration.	Ongoing April 2020	Mr. Crump, Principal
	Meetings are conducted in areas of the building that are accessible to parents with disabilities. Parent friendly language is utilized in school communications.	Ongoing	Mr. Crump, Principal
	Language and transportation services are provided to parents as needed.	Ongoing	Mr. Crump, Principal

<ul style="list-style-type: none"> ➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities. 	Translated documents are provided as needed.	Ongoing	Mr. Crump, Principal
IV. Review the Effectiveness <ul style="list-style-type: none"> ➤ The effectiveness of the school's parental/family engagement activities will be reviewed. 	Parents will complete a survey after each program or meeting they attend. Mid-Year Title I surveys are distributed. Survey results are tabulated.	Ongoing February 2020	Classroom teachers Delsie Fazenbaker, FEC Title I
V. Joyce Epstein's Third Type of Parent Involvement <ul style="list-style-type: none"> ➤ Volunteering 	Title I Parent Workshops Fall Fun Night Santa's Shop Book Fair Field Day Fun Fair Grandparents Day Reading Counts Store Grade 5 Outdoor School Chaperones Guest Readers	Weekly As scheduled	FEC/PTA/ Media Specialist/Teachers, Administration

XI. Professional Community for Teachers and Staff- Standard 7

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a critical feature of the school improvement effort. What school based professional learning will be/has been coordinated this year to address your school's achievement gaps?

1. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in
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					the classroom
Increasing Instructional Effectiveness for Males	August 22, 2019	Middle School Teachers	An instructional environment that will meet the needs of male students in context with the needs of all students	<ul style="list-style-type: none"> a. Develop an awareness of the learning needs of male students b. Development of instructional strategies that target the needs of male students 	<ul style="list-style-type: none"> a. Review of formal lesson plans b. Classroom observations c. Submission to the administration of strategies used in the classroom
2. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Emotional Poverty	August 26, 2019 November 1, 2019 After School Sessions Throughout the year	Middle School Teachers	Development of school-wide and classroom strategies that address the needs of students in Emotional Poverty	<ul style="list-style-type: none"> a. What is emotional poverty? b. What students in out building present with emotional poverty? c. What are the strategies necessary to assist students in emotional poverty? 	Development of a school wide matrix to identify and address the needs of students in emotional poverty

3. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Ruby Payne, A Framework for Understanding Poverty Book Study	December - April 2019-20	Elementary Classroom Teachers	Staff will have a better understanding of the factors that influence learning for students in poverty	Characteristics of Students in Poverty Instructional strategies to increase learning for students in poverty	Development of a list of instructional strategies at each grade level that will enhance instruction for FARMS students

XII. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.

The plan will be shared with staff during the November 1 staff development day.

2. How will the plan be shared with parents and community members? Please include approximate dates.

The plan will be shared with parents during the December Parent Advisory meeting

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

The administrative team will monitor and report walkthrough observations during team meetings. Grade level teams have an opportunity to meet daily and department teams can meet as needed after student dismissal. The school improvement specialists will be available to facilitate discussions on SIP strategies, review data, examine student work, and provide staff development as needed.

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

Data will be collected and by teachers and the school improvement specialists. It will be reviewed at bi-monthly meetings starting in October at which time determinations will be made for instructional adjustments or changes to the SIP.

5. How will administration monitor the plan?

The administration will chair all bi-monthly meetings and data review.

6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?

Current data, as well as future data, is and will be available courtesy of the Central Office. The Central Office is helpful in providing input when requested pertaining to concerns, questions of interpretation, and analytical explanations of the SIP. The Central Office also arranges a calendar of ongoing workshops for professional development for teachers in the areas of need in our SIP.

Use this page to identify the members of the School Improvement Plan's team. Please include their affiliation/title.

Name (Print and Sign)	Affiliation/Title
Martin Crump	Principal
Claudia Shuttleworth	Community Representative

Crystal Brown	Parent Representative
Rebecca Schurg	Co- Chair
Ashley Thompson	Co-Chair
Todd Vogtman	Teacher
Brian Alderton	Teacher
Kari Cook	Teacher
Susan Duckworth	Teacher
Autumn Mancuso	Special Education
Brittany Beeman	Early Childhood