Allegany County Public Schools
2019-2020 School Improvement Plan

School: Frost Elementary School **Principal: Mrs. Kim Smith**

Allegany County Public Schools
2019-2020 School Improvement Plan

I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

Mission Statement

Frost Elementary School community are dedicated to educate the whole child. Through rigorous and diversified experiences, our students maximize their potential, achieve readiness for college and careers, and succeed in a safe and caring environment.

Vision

Our vision is to prepare, motivate, and instill confidence in our students for a rapidly changing world by instilling in them critical thinking, collaborative problem solving, and technological skills. Students will develop a global perspective and a respect for core values of honesty, integrity, perseverance, and compassion. Students will have success for today and in the future in order to be productive members of society.

Core Values

- We believe that through setting high expectations that all students can learn and are entitled to a quality education.
- We believe that collaboration and shared responsibility among students, staff, families, and community are an integral part of student success.
- We believe that practicing the Gradual Release of Responsibility promotes self-directed lifelong learners.
- We believe in providing character education to maintain a safe and caring environment that fosters diversity and mutual respect.
- We believe that students should be respectful and responsible to themselves and others.

B. Culture, Climate, and Inclusive Community

Frost School strives to build the skills and knowledge to develop a positive school-wide climate. To effectively address areas for improvement, parent surveys assist school decisions to implement positive changes that support the needs of students, parents, teachers, and the community. The educational professionals in our building act ethically and professionally in the interpersonal relationships among all members of our school community. Our climate reflects mutual respect in our safe child centered environment. We strive for continuous improvement through perseverance and collaboration among students, staff, parents, and community members.

The school culture at Frost Elementary School is built around the goals, values, and learning practices that reflect our school community. We build on the strengths of each diversified learner in order to provide students with learning opportunities necessary for academic success. Positive student-teacher interactions foster high expectations, promote student engagement, and reinforce students' focus on learning. Encouragement of parental and family involvement, supportive community stakeholders , and a variety of school functions contribute to our positive school culture.

Our school environment plays a major role in the success of our students. All school personnel play a role in ensuring the safety of our students and school. Safety awareness is promoted through the use of regular drills, our safety handbook, parent letters, monthly newsletters and our school website. Discussions concerning the safety of our students involve faculty, students and parents. Inclusive classrooms at Frost Elementary School provide an atmosphere of acceptance for all students. Challenges with diversity are addressed and turned into positive outcomes that enrich learning and the school environment. School policies and programs are in place to address behavioral issues in a fair and positive manner. Supportive programs, such as PBIS, Check In / Check Out, GoodFinders' Program, social skills groups, parent conferences and behavior reward programs, contribute to the positive behavior seen at Frost Elementary School.

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 - 8.52
Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.
Strategies: Steps that will be taken in order to obtain the desired outcome.	Red Ribbon Week activities will promote drug abuse awareness Health lessons will address substance abuse and prevention D.A.R.E. program provides strategies for students to incorporate in order to avoid the use of substances The faculty and staff are trained in distributing NARCAN.
Initiative leader and team: Who is responsible and involved in the work?	Classroom Teachers and Staff Guidance Counselor D.A.R.E. officer
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Red Ribbons Daily quotes and/or facts for Red Ribbon Week announcements Health Curriculum School Resource Officer NARCAN training video

Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Red Ribbon Week drawing for students who participated in week long activities Health grades per Allegany County report card D.A.R.E. unit essays Printed certificate for NARCAN training completion
Timeline: Include dates for implementation of action steps.	Red Ribbon Week held in late October Health lessons taught throughout the school year D.A.R.E. program held in the fall NARCAN training held in the beginning of the school year
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Community: Participation and Engagement - 8.61
Topic Description:	The participation and engagement topic describes the degree to which educators feel students have chances to participate in school leadership, decision-making, and extracurricular activities, and whether administrators involve staff in decision making.
Strategies: Steps that will be taken in order to obtain the desired outcome.	Students will give input to P.B.I.S. quarterly rewards. Students will be selected to lead in various ways within the school (bus leaders, school store workers, computer lab assistants). Students will be selected to assist with special morning announcements. Students will have opportunities to participate in the Science Fair. Select students will have opportunities to showcase their Acceleration and Enrichment projects. Students will have opportunities to participate in special activities such as Fun Fair and Trunk or Treat. Staff will give input on school initiatives through faculty meetings and grade level team planning meetings. Teachers will continue to be active members on school committees that make decisions for our school community.
Initiative leader and team: Who is responsible and involved in the work?	Teachers Students Guidance Counselor

Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Items needed for P.B.I.S. rewards (depends on the reward) Time to meet and plan activities High School facility for Fun Fair
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	The number of students participating in the P.B.I.S. activity they selected. The number of students participating in the Science Fair, Trunk or Treat, Fun Fair, and Acceleration Enrichment showcase Fulfillment of school-wide jobs Minutes from committee meetings that include attendance and information discussed and decisions made
Timeline: Include dates for implementation of action steps.	P.B.I.S. rewards held quarterly School - wide job selection held in the fall Science Fair, AEP showcase, and Fun Fair held in the spring Trunk or Treat held in the fall Team meetings held weekly Committee meetings held throughout the year

D. Student Engagement Action Plan

Student Engagement Action Plan	
Primary Area of Need State the Domain, Topic, and Score	Relationships: Student to Student Relationships - 6.45

Topic Description	The student-student relationships topic describes the degree to which students feel others 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.	Social Groups will be formed with the Guidance Counselor to address social issues. Staff will utilize Restorative Practices strategies which include circle activities. Teachers will complete SRSS internal and external behavior scoring to determine student identification in the Check In/Check Out program (Reviewed 3 times per year) Students will be recognized for exemplary character towards others through the Good Finder program Students will be rewarded for their positive behavior toward themselves and others through the P.B.I.S.program
Initiative leader and team: Who is responsible and involved in the work?	Leadership Team (focus on Check In/Check Out and results of teacher rating) Classroom Teachers Guidance Counselor Principal Parents (support permission of Check In/Check Out and social group participation)
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Staff PBIS plan Check In/Check Out plan Tier II staff along with classroom teachers Planning time with Check In/Check Out Good Finder certificates and pencils

Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Quality of participation in social group activities as measured by the Guidance Counselor Participation of students in Restorative Practices circle activities. Percentage of Students reaching their goal will determine the success of the Check In/Check Out The number of students who receive a Goodfinder Award The number of students who earn the quarterly PBIS reward
Timeline: Include dates for implementation of action steps.	Social Groups held weekly Restorative Practices circle time held weekly Identified students participating daily in Check In/Check Out (Reviewed three times a year) Goodfinder awards recognize students monthly PBIS rewards held quarterly
Secondary Area of Need State the Domain, Topic, and Score	Environment: Physical Environment - 6.99
Topic Description:	The physical environment topic describes the degree to which students feel school is kept clean, comfortable, and in good repair.
Strategies: Steps that will be taken in order to obtain the desired outcome.	Classroom jobs Monthly Cafeteria Reward Program
Initiative leader and team: Who is responsible and involved in the work?	Classroom teacher Students
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s)	Students Classroom teachers Custodial staff

(strategies/activities) to achieve the desired outcome(s)?	Prizes for cafeteria reward
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Teacher observation of student areas, for example, student desk The number of tallies for cafeteria reward
Timeline: Include dates for implementation of action steps.	Classroom cleanliness will be observed daily Cafeteria tallies will be given daily

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers	3	13	16
Itinerant staff	12	0	12
Paraprofessionals	3	3	6
Support Staff	0	4	4
Other	8	4	12
Total Staff	26	25	51

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: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	 100 % 0	 100 % 0	 100 % 0	 100 % 0
For those not certified, list name, grade level course	na	na	na	na
Number of years principal has been in the building				14
Teacher Average Daily Attendance	96.6 %	94.3 %	95.50 %	

B. Student Demographics

Table 3			
SUBGROUP DATA			
SUBGROUP	**2017-2018 TOTAL**	**2018-2019 TOTAL**	**2019-2020 TOTAL**
American Indian/Alaskan Native	**≤ 10**	**≤ 10**	**na**
Hawaiian/Pacific Islander	**na**	**na**	**na**
African American	**≤ 10**	**≤ 10**	**na**
White	**207**	**208**	**184**

Asian	**≤ 10**	**≤ 10**	**≤ 10**
Two or More Races	**≤ 10**	**≤ 10**	**≤ 10**
Special Education	**28**	**29**	**23**
LEP	**≤ 10**	**≤ 10**	**≤ 10**
Males	**117**	**119**	**102**
Females	**105**	**105**	**93**
Total Enrollment (Males + Females)	**222**	**224**	**195**
Farms (Oct 31 data)	**31.11%**	**30.73 %**	**n/a**

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

Table 4					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	1	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	2
04 Speech/Language Impaired	6	09 Specific Learning Disability	4	15 Developmental Delay	3

05 Visual Impairment	1	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	95.2	Y
Grade 2	95.7	Y
Grade 3	96.2	Y
Grade 4	95.6	Y
Grade 5	95.6	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	96.0	95.7	95.4	
Hispanic/Latino of any race	93.9	95.5	94.4	
American Indian or Alaska Native	94.2	93.3	91.6	**-2.4**
Asian	96.2	97.5	97.0	
Black or African American	96.3	98.6	99.4	
Native Hawaiian or Other Pacific Islander	0.0	0.0	0.0	
White	96.0	95.6	95.4	
Two or more races	94.4	95.3	96.2	

Male	95.8	95.7	95.5	
Female	96.2	95.7	95.4	
EL	0.0	0.0	0.0	
Special Education	95.5	95.1	94.1	
Free/Reduced Meals (FARMS)	94.7	94.7	94.1	

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.

   We have no subgroups identified, therefore, we address our entire student population. All students have met the attendance goal of 94% or higher. Frost's challenges will be to maintain the attendance rates for all subgroups.

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

Frost will continue to monitor attendance daily and phone calls home will be made daily requesting information about absences.

- School attendance is critical to student learning and our weekly Pupil Service Team meetings monitor student absences.
- Parent conferences, phone calls, and home visits as necessary are used to collaborate with parents to design an appropriate intervention to help facilitate student attendance.
- Certificates are sent home with students that have 100% and 95 % attendance each nine week period.
- A bulletin board is displayed with pictures of students who have exemplary attendance.
- The timeline is ongoing throughout the school year.

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	4.91 %	9.71 %

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

Frost Elementary School has not been a school that has been identified for habitual truancy. Currently there are no habitual truant students at Frost.

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.

We have not been identified as a school for habitual truancy and plan to maintain or improve our current attendance rate. However, we still have concerns with students who are absent. Family vacations, students who refuse to come to school for their parents, and some

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

School attendance is critical to student learning and our weekly Pupil Service Team meetings monitor student absences. Our multidisciplinary team members discuss attendance issues that are brought to the team. Parent conferences, phone calls, and home visits as necessary are used to collaborate with parents to design an appropriate intervention to help facilitate student attendance. Attendance contracts and student/parent intervention plans are implemented to support some attendance concerns if needed. When necessary the team collaborates with our resource officer, relevant agencies, community partners, and legal resources to address attendance concerns when other measures have not been successful.

V. GRADUATION AND DROPOUT RATE – N/A to Elementary or Middle

VI. SCHOOL SAFETY/ SUSPENSIONS

Table 9: SUSPENSIONS

	All Students			
Subgroup	**2016-2017**	**2017-2018**	**2018-2019**	**Percent of increase (+)/decrease (-) from 2017-2018**
Total Referrals	26	47	31	-34%
All Suspensions	0	2	0	100%
In School	0	0	0	Indeterminate

Out of School	0	2	0	100%
Sexual Harassment Offenses	0	0	0	Indeterminate
Harassment/Bullying Offenses	26	47	2	-95.7%

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.

- 71% of the referrals occurred on the school bus.
- 23% occurred in non classroom settings.
- 6% occurred in the classroom setting.

The number of referrals decreased from the 2017-2018 to the 2018-2019 school year due to our PBIS program, the implementation of the Check-In Check Out program, and targeting identified students for developing social skills in a small group setting. Individualized counseling is provided to support / manage student behavior. These programs will be maintained at Frost Elementary School. Additionally, restorative practices will be used when students have conflicts with others. The use of restorative questions allow both the wrong-doer and the victim to have a voice and to tell their story if a conflict occurs. Relationships are built between students and teachers through the use of restorative circles both in the classroom and in the office preventatively and when conflicts occur.

VII. EARLY LEARNING

- 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	16	44 %	9	56 %	22	79%
Mathematics	12	33 %	8	50 %	17	60%
Social Foundations	26	72 %	11	69 %	23	82%
Physical Development	23	64 %	10	63 %	23	82%

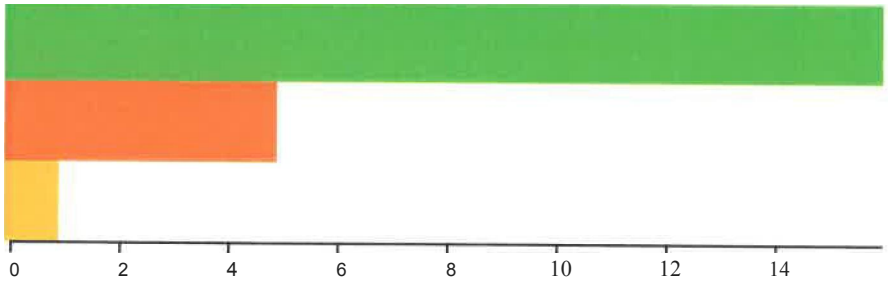
- Input the data report from maryland.kready.org site to show domain strengths and needs. (*Range Distribution: All Domains*)

Kindergarten Readiness Assessment 2019

Overall KRA Score Domain report

0 HOW TO READ THIS CHART CHART

All Students



Number of Students

22 (78.6%) **Demonstrating Readiness**

5 (17.9%) **Approaching Readiness**

1 (3.6%) **Emerging Readiness**

Allegany County Public Schools
2019-2020 School Improvement Plan

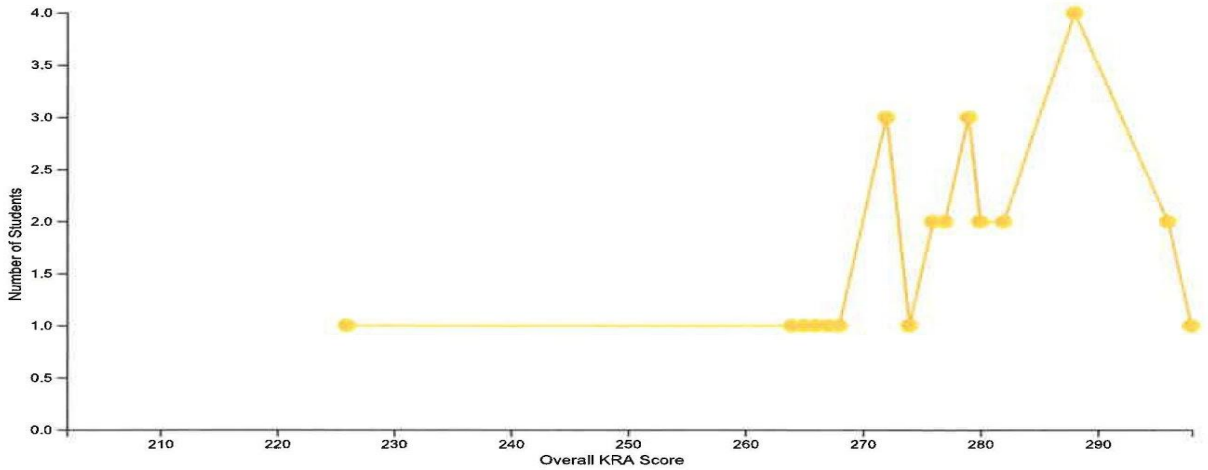
Kindergarten Readiness Assessment 2019

Overall KRA Score | Domain report

HOW TO READ THIS CHART

CHART TYPE

All Students



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

Whole population

Lowest Score: **226**

Highest Score: **298**

Mean Score: **277.0**

Median Score: **278**

Standard Deviation: **13.6**

- 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".
    1. Discussion of KRA indicators during articulation meetings with Pre-K teacher
    2. Share strengths and weaknesses with Pre-K teacher
    3. IEP summer meetings for children entering kindergarten with individual education plans
    4. Posting "Family Ties" newsletter
    5. Inviting teachers from other preschool programs to Articulation meetings in the spring to ensure smooth transitioning into Frost Kindergarten
    6. Orientation in the spring of the year - Informs parents of the expectations of kindergarten and ways they can help their child be ready
    7. Pre-K newsletter at the end of the year contains ideas for parents to use to help their child be ready for kindergarten

- 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 Kindergarten teacher has analyzed KRA domain data and determined the areas of need. This information will be used to group in instruction will be used to group students according to their area of need for small group instruction, reteaching, and extra practice on those concepts. The teacher has also identified areas of weakness as a group so that lessons can be planned to focus on strengthening those weaknesses.

  Best practices include: lesson planning, hands on activities, using songs and motion, concrete learning before abstract thinking, collaborative group tasks, games to reinforce understanding, literature books that reinforce or demonstrate concepts,

intervention strategies, the Heggerty phonemic awareness curriculum, focused and guided instruction, UDL strategies, as well as teaching using the Gradual Release of Responsibility model for lessons.

The teacher will use supports and resources found on the KRA site under the Instructional Resource Library. These resources are compiled though Johns Hopkins University Center of Technology in Education. The resources can be filtered by KRA item number, skill, or topic and include ideas for using best practices of teaching in every domain area. These resources include; lesson activities, games, web sites, books, and strategies for all domains. The teacher will also use lesson plans and seeds from the School Improvement in Maryland site as a resource to ensure student progress in all domain areas. These lesson plans and lesson seeds are grouped according to the standard they teach.

In order to ensure all students are progressing, data will be collected to demonstrate the effectiveness of these best practices.

Data will be collected through classroom assessments, small group assessments, observation, county benchmarks in Phonemic Awareness and math, reading unit assessments, math topic assessments, DIBELS, and student journal entries.

VIII. 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 #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	43	≤10	11.7	12	27.9	28	66.1	33	na	na	≤10	15.2	28	84.8	40	≤10	7.5	≤10	10.0	33	82.5	-2.3
American Indian or Alaska Native	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Asian	na	na	na	na	na	na	na	≤10	na	na	na	na	≤10	100	≤10	na	na	≤10	66.7	≤10	33.3	- 66.7
Black or African American	≤10	na	na	na	na	≤10	100	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Hispanic/Latino of any race	na	na	na	na	na	na	na	≤10	na	na	na	na	≤10	100	na	na	na	na	na	na	na	-100%
Native Hawaiian or Other Pacific Islander	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
White	39	≤10	5.1	11	28.2	26	66.7	31	na	na	≤10	16.1	26	83.9	36	≤10	≤10	≤10	≤10	31	86.1	+0.4
Two or more races	≤10	na	na	≤10	100	na	na	na	na	na	na	na	na	na	≤10	na	na	na	na	≤10	100.0	+ 100 %
Special Education	≤10	≤10	25	≤10	50	≤10	25	≤10	na	na	≤10	14.3	≤10	85.7	≤10	≤10	50.0	≤10	25.0	≤10	25.0	-60.7

Limited English Proficient (LEP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Free/Reduced Meals (FARMS)	13	≤10	15.4	≤10	46.2	≤10	38.5	12	na	na	≤10	33.3	≤10	66.7	13	≤10	23.1	≤10	≤10	≤10	69.2	+2.5
Female	26	na	na	≤10	23.1	20	76.9	15	na	na	≤10	23.1	20	76.9	16	≤10	18.8	≤10	≤10	12	75.0	-1.9
Male	19	≤10	47.4	≤10	10.5	≤10	42.1	15	na	na	≤10	40	≤10	60	24	na	na	≤10	12.5	21	87.5	+27.5

	2017							**2018**							**2019**							**2018 to 2019 change in prof. rate**
TABLE 12b		**Level 1 or 2**		**Level 3**		**Level 4 or 5**			**Level 1 or 2**		**Level 3**		**Level 4 or 5**			**Level 1 or 2**		**Level 3**		**Level 4 or 5**		
Grade 4	**Total #**	**#**	**%**	**#**	**%**	**#**	**%**	**Total #**	**#**	**%**	**#**	**%**	**#**	**%**	**Total #**	**#**	**%**	**#**	**%**	**#**	**%**	
All Students	34	≤10	≤10	≤10	14.7	27	79.4	42	≤10	≤10	≤10	14.3	32	76.2	30	≤10	≤10	≤10	20.0	23	76.7	+0.5
American Indian or Alaska Native	na	na	na	na	na	na	na	≤10	≤10	100	na	na	na	na	na	na	na	na	na	na	na	na
Asian	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100.0	0
Black or African American	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100	na	na	na	na	na	na	na	-100
Hispanic/Latino of any race	na	na	na	na	na	na	na	na	na	na	na	na	na	na	≤10	na	na	na	na	≤10	100.0	+100
Native Hawaiian or Other Pacific Islander	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
White	31	≤10	≤10	≤10	16.1	24	77.4	38	≤10	≤10	≤10	13.2	30	78.9	28	≤10	≤10	≤10	21.4	21	75.0	-3.9

Two or more races	≤10	na	na	na	na	≤10	100	≤10	na	na	≤10	100	na	na	na	na	na	na	na	na	na	na
Special Education	≤10	≤10	50	≤10	50	na	na	≤10	≤10	40	≤10	20	≤10	40	≤10	≤10	33.3	≤10	33.3	≤10	33.3	-6.7
Limited English Proficient (LEP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Free/Reduced Meals (FARMS)	≤10	≤10	11.1	≤10	11.1	≤10	77.8	13	≤10	23.1	≤10	15.4	≤10	61.5	≤10	≤10	10.0	≤10	40.0	≤10	50.0	-11.5
Female	18	≤10	11.1	≤10	≤10	15	83.3	24	≤10	≤10	≤10	≤10	21	87.5	14	na	na	≤10	14.4	12	85.7	-1.8
Male	16	na	na	≤10	25	12	75	18	≤10	16.7	≤10	22.2	11	61.1	16	≤10	6.3	≤10	25.0	11	68.8	+7.7

	2017							**2018**							**2019**							**2018 to 2019 change in prof. rate**
TABLE 12c ELA Grade 5	**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	34	≤10	≤10	≤10	14.7	27	79.4	42	≤10	≤10	≤10	14.3	32	76.2	44	≤10	≤10	≤10	11.4	36	81.8	+5.6
American Indian or Alaska Native	na	na	na	na	na	na	na	≤10	≤10	100	na	na	na	na	≤10	≤10	100	na	na	na	na	na
Asian	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100.0	0
Black or African American	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100.0	0
Hispanic/Latino of any race	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na

Native Hawaiian or Other Pacific Islander	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
White	31	≤10	≤10	≤10	16.1	24	77.4	38	≤10	≤10	≤10	13.2	30	78.9	40	≤10	≤10	≤10	10.0	34	85.0	+6.1
Two or more races	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100	≤10	na	na	≤10	100	na	na	-100
Special Education	≤10	≤10	50	≤10	50	na	na	≤10	≤10	40	≤10	20	≤10	40	≤10	≤10	40.0	≤10	20.0	≤10	40	0
Limited English Proficient (LEP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Free/Reduced Meals (FARMS)	≤10	≤10	11.1	≤10	11.1	≤10	77.8	13	≤10	23.1	≤10	15.4	≤10	61.5	13	≤10	≤10	≤10	30.8	≤10	61.5	0
Female	18	≤10	11.1	≤10	≤10	15	83.3	24	≤10	≤10	≤10	≤10	21	87.5	25	≤10	≤10	≤10	≤10	23	92.0	+4.5
Male	16	na	na	≤10	25	12	75	18	≤10	16.7	≤10	22.2	11	61.1	19	≤10	10.5	≤10	21.1	13	68.4	+7.3

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	84.8 %	76.7 %	- 8.1 %
Economically Disadvantaged	66.7 %	50.0 %	- 16.7 %
Special Education	85.7 %	33.3 %	- 52.4 %
Male	77.8 %	68.8 %	- 9 %
Female	93.3 %	85.7 %	- 7.6 %
Other subgroup White	83.9 %	75.0 %	- 8.9 %

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	66.1 %	76.2 %	81.8 %	+ 5.6 %	+ 15.7 %
Economically Disadvantaged	38.5 %	61.5 %	61.5 %	0	+ 23.0 %
Special Education	25.0 %	40.0 %	40.0 %	0	+ 15.0 %
Male	47.0 %	61.1 %	68.4 %	+ 7.3 %	+ 21.4 %
Female	76.9 %	87.5 %	92.0 %	+ 4.5 %	+ 15.1 %
Other subgroup White	66.7 %	78.9 %	85.0 %	+ 6.1 %	+ 18.3 %

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

- Describe changes in last year's focus areas.

- Describe the gains made in focus areas.
  Looking at the results from the 2018 - 2019 MCAP data, we see a growth of 3.2% of males in grades 3, 4, and 5 who met or exceeded at Levels 4 or 5 in ELA. Therefore, 23.8% of males continue to show a weakness in ELA. We will strengthen the comprehension for males, as well as all students, by concentrating on key ideas and details and integration of knowledge and ideas. In addition to the males, we also saw growth with the special education students, 4.8 %.

Comparison of Percentage of Students Who Did Not Reach 4 or 5 on the PARCC 2018 vs. MCAP-2019

Grade Levels	Males Number	Males Percentage	FARMS Number	FARMS Percentage	Special Education Number	Special Education Percentage
Grades 3-5	11/36	30.6%	11/31	35.5%	5/7	71.4%

2017-2018						
Grades 3-5 2018-2019	15/59	23.8%	14/36	38.9%	8/12	66.6%

The percentage of FARMS students who did not reach levels 4 or 5 show an increase of 3.4 %. These students will be included in our focus areas this year as we will be focusing on all students in the area of key Ideas and details and integration of knowledge and ideas.

3. FOCUS AREAS

FOCUS AREA 1:	ELA in Grades 3,4 and 5 - Key Ideas and Details
Focus Area Goal	By spring of 2020, when given informational text, students will use relevant supporting details to answer questions with 70% accuracy that demonstrates their understanding of the text as measured by their performance on Scholastic News assessments.
Root Cause(s):	Students have difficulty differentiating between relevant and irrelevant details.
Focus Content Standard(s):	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers. RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main

	idea. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.5.2.Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Barriers:	Students lack practice and exposure to question types that require them to provide details that support the main idea of a text. Students struggle to determine the key details needed to respond to a specific main idea question.
Needed Resources:	Additional reading informational practice tasks
Strategies and/or evidence-based interventions:	● Modeling and the use of graphic organizers during instruction ● Highlighting ● First 20 Days - collaborative strategies ● ReadWorks ● ConnectEd ● CommonLit ● ReadTheory ● Scholastic News ● M-CAP like tasks
How will it be funded?	na
Steps towards full implementation with timeline:	● Introduce and discuss focus area goal with faculty in an October faculty meeting. ● Primary grades will introduce and reacquaint students with ConnectEd and ReadWorks on-going throughout the school year. ● Intermediate grades will continue to use ConnectEd and ReadWorks. They will also introduce and reacquaint students with CommonLit and ReadTheory on-going throughout the school year. ● Classroom teachers will provide modeling and graphic organizers to assist students on-going throughout the school year.
Monitoring Procedure:	Scholastic News assessment will be given in grades 1 - 5 and data will be analyzed by the principal, teachers and the reading specialist in October, January and March, to determine grade level strengths and weaknesses. Results will be analyzed to identify school wide trends based on our strengths and weaknesses.

FOCUS AREA 2:	ELA in Grades 3, 4, and 5 - Integration of Knowledge and Ideas
Focus Area Goal	By spring of 2020, when given reading passages that include text features, students will use relevant supporting details to answer questions with 70% accuracy that demonstrates their understanding of the text as measured by their performance on Scholastic News assessments.
Root Cause(s):	Students have difficulty communicating the connection between the text information and the text feature
Focus Content Standard(s):	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur). RI.4.7 Interpret information presented visually, orally, or quantively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Barriers:	Students seem to lack the skills needed to identify and explain the relationship between the information presented in text and the information presented in a text feature. Students have difficulty in determining whether the text feature supports an idea in the text or provides additional information for the student to use in his/her explanation.
Needed Resources:	Additional grade level text with text features needed for student responses.
Strategies and/or evidence-based interventions:	Use content area materials as a resource Discovery Education site CommonLit Scholastic News Treasures Paired Selections and leveled readers activities
How will it be funded?	na
Steps towards full implementation with timeline:	● Introduce and discuss focus area goal with faculty in an October faculty meeting. ● Primary grades will work with text features through the use of Treasures leveled readers and paired selection activities, ReadWorks, content area material resources, Scholastic News, and Discovery Education site on-going throughout the school year. ● Intermediate grades will use CommonLit, ReadWorks, Treasures leveled readers and paired selection activities, Scholastic News, Discovery Education site, and content area material resources on-going

	throughout the school year. ● Classroom teachers will provide modeling to assist students throughout the school year.
Monitoring Procedure:	Scholastic News assessment will be given in Grades 1-5 and data will be analyzed by the principal, teachers, and the Reading Specialist in October, January, and March to determine grade level strengths and weaknesses. Results will be analyzed to identify school wide trends based on our strengths and weaknesses.

Table 15	
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	● Implementing the GRRUDL instructional model daily at all grade levels, teachers will assist students in understanding the objective, the language purpose, and the context purpose related to their learning. Teachers will introduce for auditory learners, post for visual learners, and review the concepts throughout the lessons for multiple exposure. This will allow students to understand what they are learning, why they are learning the information, and how this learning is related to the building of concepts and the real world. ● Provide support for boys and struggling readers during classroom instruction by assessing and activating prior knowledge (KWL and appropriate graphic organizers), previewing vocabulary, providing visual diagrams, and charts. Provide options for perception. Offer ways to customize the display of information (adapted text, visual task schedules). Offer alternatives for auditory information, such as text to speech options offered on Connect Ed and Scholastic News. Offer alternatives for visual information, such as choral reading and read alouds. ● School wide critical vocabulary initiative to support vocabulary development. Critical vocabulary definitions, synonyms, sentences, and examples are read on daily announcements. This is supported in the classroom through the use of a graphic organizer displayed so students can reference word definitions, synonyms, use in a sentence, and examples. This information is provided over the announcements for auditory learners, recorded by the teacher on a chart for visual learners, discussion follows with the class for multiple exposure, and students record information in student notebooks for their own reference and review. ● When comparing two or more texts, students will highlight or underline key points as they read . This comprehension strategy will be modeled and taught during explicit instruction and guided practice. A

	variety of graphic organizers will be used to allow students to organize this information so that key ideas and relationships between texts can be emphasized. ● Providing students with texts that include text features to assist students with gaining a deeper understanding of the subject matter.This will involve a variety of text features that students will need to be familiar with in real life independent reading.Identification of information learned by the text features will give students the opportunity to construct meaning to better understand the text.
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.** ● Students will use their choice of presentation of the objectives, content purpose, and language purpose to help them better understand concepts that are being taught. This will help students effectively communicate what they have learned through discussions and assessments. ● Students will adopt reading strategies that best fits their learning style. Students will also have an understanding of additional strategies to demonstrate their knowledge and skills. These strategies can also help students scaffold the process of response to reading. ● Students will participate in discussions about the critical vocabulary definitions, synonyms, sentences and examples to demonstrate knowledge. Students will demonstrate their knowledge of word meaning by using the critical vocabulary in their daily language and writing assignments. Students can use this vocabulary knowledge to be active learners as well as support comprehension of reading materials. Knowledge of this critical vocabulary allows students to express and communicate both orally and in writing.
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement** ● Sharing the objective, language purpose, content purpose, and social purpose allows students to realize the relevance and value of the reading concepts being taught and optimizes motivation and engagement. This creates a learning environment in which students feel comfortable in using a variety of strategies to demonstrate what they have learned. ● Provide a variety of activities designed to build engagement and to support student choice and learning styles. Use of graphic organizers, pictures, illustrations, short writing pieces, peer writing, and teacher modeling which will be implemented to promote students in becoming active learners. This will provide both boys and struggling students with a safe setting in which they can demonstrate and apply what they have learned. ● Collaborative work such as whole group work and peer work along with individual assignments will provide all students with vocabulary experiences to enhance student understanding of challenging vocabulary. Providing students with varying opportunities to use critical vocabulary will foster oral and written vocabulary so that students can communicate effectively at all levels.

	• Provide opportunities with authentic social studies and science materials and texts to increase student interest and participation. This will give students a sense of purpose and will provide students with opportunities to connect this information to their background knowledge and experience.

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.

	2017							2018							2019							2018 to 2019 change in prof. rate
TABLE 16a MATH Grade 3	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	43	≤10	≤10	≤10	18.6	32	74.4	33	≤10	≤10	≤10	21.1	25	75.8	40	≤10	.≤10	≤10	≤10	35	87.5	+11.7 %

American Indian or Alaska Native	≤10	na	na	≤10	100	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Asian	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100.0	0 %
Black or African American	≤10	na	na	na	na	≤10	100	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Hispanic/Latino of any race	na	na	na	na	na	na	na	≤10	na	na	na	na	≤10	100	na	na	na	na	na	na	na	-100 %
Native Hawaiian or Other Pacific Islander	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
White	39	≤10	≤10	≤10	15.4	30	77	31	≤10	≤10	≤10	22.6	23	74.2	36	≤10	≤10	≤10	≤10	31	86.1	+11.9 %
Two or more races	≤10	na	na	≤10	100	na	na	na	na	na	na	na	na	na	≤10	na	na	na	na	≤10	100.0	+100 %
Special Education	≤10	≤10	50	na	na	≤10	50	≤10	≤10	14.3	≤10	28.6	≤10	42.9	≤10	≤10	50.0	≤10	25.0	≤10	25.0	-17.9 %
Limited English Proficient (LEP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Free/Reduced Meals (FARMS)	13	≤10	15.4	≤10	38.5	≤10	46.2	12	≤10	≤10	≤10	50	≤10	41.7	13	≤10	23.1	na	na	10	76.9	+35.2 %
Female	26	≤10	≤10	≤10	19.2	20	77	15	na	na	≤10	20	12	80	16	≤10	18.8	≤10	12.5	11	68.8	-3.1 %
Male	17	≤10	11.8	≤10	17.6	12	70.5	18	≤10	≤10	≤10	22.2	13	72.2	24	na	na	na	na	24.	100.0	+27.8 %

TABLE 16b	**2017**				**2018**				**2019**				**2018 to 2019 change in prof. rate**
MATH Grade 4	**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**	

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	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	
All Students	34	≤10	≤10	≤10	23.5	23	67.6	42	≤10	≤10	≤10	21.4	30	71.4	30	na	na	≤10	26.7	22	73.3	+1.9 %
American Indian or Alaska Native	na	na	na	na	na	na	na	≤10	≤10	100	na	na	na	na	na	na	na	na	na	na	na	na
Asian	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100	0 %
Black or African American	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100	na	na	na	na	na	na	na	-100 %
Hispanic/Latino of any race	na	na	na	na	na	na	na	na	na	na	na	na	na	na	≤10	na	na	na	na	≤10	100	+100 %
Native Hawaiian or Other Pacific Islander	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
White	31	≤10	≤10	≤10	25.8	20	64.6	38	≤10	≤10	≤10	21.1	28	73.7	28	na	na	≤10	28.6	20	71.4	-2.3
Two or more races	≤10	na	na	na	na	≤10	100	≤10	na	na	≤10	100	na	na	na	na	na	na	na	na	na	na
Special Education	≤10	≤10	100	na	na	na	na	≤10	≤10	40	≤10	20	≤10	40	≤10	na	na	≤10	66.7	≤10	33.3	-6.7 %
Limited English Proficient (LEP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Free/Reduced Meals (FARMS)	≤10	≤10	22.2	≤10	33.3	≤10	44.4	13	≤10	≤10	≤10	53.8	≤10	38.5	≤10	na	na	≤10	60.0	≤10	40.0	-1.5 %
Female	18	≤10	≤10	≤10	22.2	13	72.2	24	≤10	≤10	≤10	20.8	18	75	14	na	na	≤10	28.6	≤10	71.4	-3.6 %
Male	16	≤10	12.5	≤10	25	≤10	62.6	18	≤10	11.1	≤10	22.2	12	66.7	16	na	na	≤10	25.0	12	75.0	+8.3 %

TABLE 16c MATH Grade 5	**2017**	**2018**	**2019**	**2018 to 2019 change in prof. rate**

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	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	≤10	12.9	≤10	19.4	21	67.8	30	≤10	≤10	≤10	≤10	25	83.3	43	4	9.3	8	18.6	31	72.1	-11.2 %
American Indian or Alaska Native	na	na	na	na	na	na	na	na	na	na	na	na	na	na	≤10	≤10	na	na	na	na	na	na
Asian	na	na	na	na	na	na	na	≤10	na	na	na	na	≤10	100	≤10	0	0.0	0	0.0	1	100	0 %
Black or African American	na	na	na	na	na	na	na	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100	0 %
Hispanic/Latino of any race	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Native Hawaiian or Other Pacific Islander	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
White	30	≤10	≤10	≤10	20	21	70	27	≤10	≤10	≤10	11.1	22	81.5	39	≤10	≤10	≤10	17.9	28	74.4	-7.1 %
Two or more races	≤10	≤10	100	na	na	na	na	≤10	na	na	na	na	≤10	100	≤10	na	na	≤10	100	na	na	+100 %
Special Education	≤10	≤10	42.9	≤10	42.9	≤10	14.3	≤10	≤10	50	≤10	50	na	na	≤10	≤10	40	≤10	20.0	≤10	40	+40 %
Limited English Proficient (LEP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Free/Reduced Meals (FARMS)	15	≤10	26.7	≤10	20	≤10	53.3	≤10	na	na	≤10	33.3	≤10	66.7	12	≤10	25	≤10	33.3	≤10	41.7	-25 %
Female	16	na	na	≤10	18.8	13	81.3	15	≤10	≤10	na	na	14	93.3	24	na	na	≤10	29.2	17	70.8	-22.5 %
Male	15	≤10	26.7	≤10	20	≤10	53.3	15	≤10	≤10	≤10	20	11	73.3	19	≤10	2.1	≤10	≤10	14	73.3	0 %

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	74.4 %	73.3 %	-1.1 %
Economically Disadvantaged	46.2 %	40.0 %	-6.2 %
Special Education	50 %	33.3 %	-16.7 %
Male	70.5 %	75.0 %	+4.5 %
Female	77 %	71.4 %	-5.6 %
Other subgroup White	77 %	71.4 %	-5.6 %

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	74.4 %	71.4 %	72.1 %	+0.7 %	-2.3 %
Economically Disadvantaged	46.2 %	38.5 %	41.7 %	+3.2 %	-4.5 %
Special Education	50 %	40 %	40.0 %	0 %	-10 %
Male	70.5 %	66.7 %	73.7 %	+7.0 %	+3.2 %
Female	77 %	75 %	70.8 %	-4.2 %	-6.2 %
Other subgroup White	77 %	73.7 %	74.4 %	+0.7 %	-2.6 %

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

- Describe changes in last year's focus areas.

Looking at the results from the 2018 - 2019 MCAP data, we see a growth of 9.1% of FARMS in grades 3, 4, and 5 who met or exceeded at Levels 4 or 5 in math.

Comparison of Percentage of Students Who Did Not Reach 4 or 5 on the PARCC 2018 vs. MCAP-2019

Grade Levels	FARMS Number	FARMS Percentage	Special Education Number	Special Education Percentage
Grades 3-5 2017-2018	17/31	54.8%	8/14	57.1%
Grades 3-5 2018-2019	16/35	45.7%	8/12	66.6%

The percentage of Special Education students who did not reach levels 4 or 5 show an increase of 9.5 %. These students will be included in our focus areas this year as we will be focusing on modeling and reasoning in grades 3,4, and 5. We will also be focusing with all students in the area of place value.

FOCUS AREA 1:	Math in Grades 3, 4, and 5 - Modeling and Reasoning

Focus Area Goal	By spring of 2020, when explaining mathematical processes and how to solve math problems, students will use math vocabulary, models and their own ideas to support and solve mathematical problems. With 70% accuracy, as measured by their performance on skill assessments, students will demonstrate their understanding of problem solving using mathematical processes.
Root Cause(s):	Students may be proficient in rote learning of concepts, but fail to understand and make sense of mathematical ideas and their application to new situations.
Focus Content Standard(s):	On Grade Level
Barriers:	Students find it difficult to explain the process, even though they can solve a problem automatically. Students find it difficult to apply math skills to problem solving situations. Students struggle to incorporate math vocabulary to clearly explain mathematical processes.
Needed Resources:	na
Strategies and/or evidence-based interventions:	● 3 Reads in Mathematics Strategy ● Imagine Math Intervention Program math journals ● Quick Check from Envision ● Elementary Math Strategy Videos ● MCAP released items
How will it be funded?	na
Steps towards full implementation with timeline:	Students will collaborate orally to solve problems and explain their thinking Opportunities for students to write about how they solve a math problem
Monitoring Procedure:	Classroom teachers in grades 3, 4 and 5 will report student and class weaknesses in team meetings. The 3 Reads in Mathematics Strategy will be assessed in grades 3,4 and 5. Benchmark assessments in grades K, 1, and 2 will be analyzed by the Student Achievement Team to determine grade level strengths and weaknesses.Results will be analyzed to identify school wide trends based on our strengths and weaknesses. 2020 MCAP results will analyzed.

FOCUS AREA 2:	Math in grade K - 5 - Number and Operations in Base Ten

Focus Area Goal	By spring of 2020, students will demonstrate their knowledge of grade level place value concepts which may include Numbers in Base Ten areas, such as adding, subtracting, multiplying, and dividing multi-digit whole numbers and decimals. With 70% accuracy, as measured by their performance on grade level teacher made and skills assessments, students will demonstrate their understanding of place value.
Root Cause(s):	Students lack proficiency in place value concepts that hinder its application to other Numbers in Base Ten areas, such as adding, subtracting, multiplying, and dividing multi-digit whole numbers and decimals.
Focus Content Standard(s):	3.NBT.A.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value classroom teachers in grades 3, 4 and 5 will report student and class weaknesses in team meetings. The 3 Reads in Mathematics Strategy will be assessed in grades 2,3,4 and 5. Benchmark assessments in grades K, 1, and 2 will be analyzed by the Student Achievement Team to determine grade level strengths and weaknesses.Results will be analyzed to identify school wide trends based on our strengths and weaknesses. 2020 MCAP results will analyzed.properties of operations, and/or the relationship between addition and subtraction. 4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two -digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models 4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 5.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 5.NBT.A.3a Read and write decimals to thousandths using base-ten numerals, number, names, and expanded form. 5.NBT.A.3b Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

	5.NBT.B.4 Use place value understanding to round decimals to any place. 5.NBT.B.6 Find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular , and/or area models. 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.
Barriers:	Students lack number sense. Students lack foundational skills in place value. Students find it difficult to explain the process, even though they can solve a problem automatically. Students struggle to incorporate math vocabulary to clearly explain mathematical processes.
Needed Resources:	na
Strategies and/or evidence-based interventions:	Elementary Math Strategy Videos Imagine Math Intervention Program math journals to explain mathematical strategies Use of rectangular arrays, area models, base ten blocks, math talks, partial quotients, drawings Collaborative group work using strategies based on place value Visual learning using decimal models/grids
How will it be funded?	na
Steps towards full implementation with timeline:	Students will collaborate orally their understanding of place value related to grade specific skill. Strategies using manipulatives will aid students in place value problem solving. Provide opportunities for students to write about using place value strategies to solve grade specific problems.
Monitoring Procedure:	Classroom teachers in grades 3, 4 and 5 will report student and class weaknesses in team meetings. The 3 Reads in Mathematics Strategy will be assessed in grades 3,4 and 5. Benchmark assessments in grades K, 1, and 2 will be analyzed by the Student Achievement Team to determine grade level strengths and weaknesses.Results will be analyzed to identify school wide trends based on our strengths and weaknesses. 2020 MCAP results will analyzed.

Table 19	**UDL for Math**
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	● School wide math instruction will include implementing the GRRUDL instructional model daily at all grade levels. Teachers will assist students in understanding the objectives, the language purpose, and the content purpose related to their learning. Teachers will provide mathematical concepts symbolically, linguistically, and in physical representations. ● Provide students with the understanding that math concepts are not isolated and can be applied to a variety of situations in order to problem solve. Students will be provided with a variety of math situations so that they can transfer the application to new situations. Through the use of good questioning, teachers will encourage students to interpret situations, and stimulate thinking and reasoning. ● Build background knowledge for students lacking exposure to real world skills by embedding new opportunities of engagement in foundational math skills. Teachers will use multiple examples and representations to help students continuously practice in order to develop an understanding of grade level concepts. ● Teachers will provide support to students that struggle in the area of mathematics by activating their prior knowledge and encouraging students to connect prior learning to new learning. Strategies will be provided that will help students connect this learning to everyday situations relevant to real world applications. ● Teachers will incorporate explicit opportunities for review and practice in addition to providing opportunities for students to revisit key ideas. This will allow students to master math concepts and skills aligned to Common Core standards.
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.** ● Provide students with a variety of ways to demonstrate what they have learned. Math classrooms will address multiple learning styles by including small group collaboration with finished products, oral presentations and discussions providing an understanding of math processes, and student displays of manipulatives to express math processes. ● Students will be provided varied levels of tasks that are challenging to meet the needs of individual students. Tasks will be adjusted not to overwhelm but rather to challenge students so that students are able to perform at their optimal level. ● Math Talks and discussions of how math problems are solved will provide students with the opportunity to demonstrate their understanding of math vocabulary and concepts by connecting big ideas and

	relationships. ● Grades 3, 4, and 5 will use computer assisted instruction and intervention through the Imagine Math computer program. This will allow teachers to set pathways to accommodate student independent learning levels which supports differentiated instruction. This program is highly structured, provides systematic tutorials, and incorporates independent practice with immediate feedback.
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement** ● Sharing the objective, language purpose, and content purpose will allow students to determine the relevance of what is being taught. This will provide students with a learning environment that is comfortable and motivational. ● Students will be involved in collaborative activities during math classes. Teachers will assure that students will be included at different degrees of engagement as they learn levels of expectations as a cooperative learner. ● Teachers will provide written and oral feedback to students in order to develop their reasoning and problem solving strategies and enhance their development of mathematical skills which will assist students in being successful in math. ● To promote student motivation and attention in constructive learning situations, classrooms will offer options and opportunities for engagement such as manipulatives, SmartBoard activities and other methods of technology, along with writing opportunities. ● Teachers will incorporate cooperative grouping strategies such as those included in "The First 20 Days - Establishing Group Work" article. These strategies will provide collaborative structures based on student strengths to minimize learning barriers. Teachers will consider assessment data, student learning levels, and differentiated instructional needs so that specific needs can be addressed to ensure maximized learning.

C. SCIENCE

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

Allegany County Public Schools
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TABLE 20 MISA Grade 5	2018							2019							2018 to 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	31	na	na	≤10	32.3	21	67.7	44	≤10	≤10	12	27.3	30	68.2	+ 0.5 %
American Indian or Alaska Native	na	na	na	na	na	na	na	≤10	≤10	100	na	na	na	na	na
Asian	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100	0 %
Black or African American	≤10	na	na	na	na	≤10	100	≤10	na	na	na	na	≤10	100	0 %
Hispanic/Latino of any race	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Native Hawaiian or Other Pacific Islander	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
White	28	na	na	≤10	32.1	19	67.9	40	≤10	≤10	11	27.5	28	70	+2.1 %
Two or more races	≤10	na	na	0	100	na	na	≤10	na	na	≤10	100	na	na	na
Special Education	≤10	na	na	≤10	100	na	na	≤10	≤10	20	≤10	40	≤10	40	+40 %
Limited English Proficient (LEP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
Free/Reduced Meals (FARMS)	7	na	na	≤10	28.6	≤10	71.4	13	≤10	≤10	≤10	46.2	≤10	46.2	-25.2 %
Female	16	na	na	≤10	25	12	75	25	≤10	≤10	≤10	28	17	68	-7 %
Male	15	na	na	≤10	40	≤10	60	19	≤10	≤10	≤10	52.6	13	68.4	+ 8.4 %

2. FOCUS AREAS

FOCUS AREA 1:	Science All Grades - Physical Science
Focus Area Goal	By spring of 2020, when given investigations, models, and data that include physical science concepts and vocabulary, students will use evidence from these investigations, models, and data to explain connections and apply to new ideas and situations with 70% accuracy as measured by their performance on classroom assessments and investigations.
Root Cause(s):	Students lack the ability to use data and concepts as evidence to apply, support, and explain science and engineering practices.
Focus Content Standard(s):	4-PS3-2 - Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. 4-PS3-4 - Apply scientific ideas to design test and refine a device that converts energy from one form to another. 5-PS1 - 2 - Measure in 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. 5-PS1-3 - Make observations and measurements to identify materials based on their properties. 5-PS1-4 - Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
Barriers:	Students lack familiarity of the scientific process and vocabulary (ex. hypothesis) Students lack exposure to the scientific process format when conducting investigations Students have difficulty drawing conclusions and making inferences from investigations Students have difficulty interpreting models as they relate to scientific concepts.
Needed Resources:	Additional science practice tasks
Strategies and/or evidence-based interventions:	Read Works articles based on scientific topics Foss Kits Web resources Discovery Education McGraw Hill Science series Activity Resource book for experiment discussions Interpret illustrations - Journal entry on how illustration, chart, table, diagram, etc. helped to support and explain scientific processes, vocabulary, and concepts. Scientific process Hands on science investigations that include the scientific process and vocabulary

How will it be funded?	na
Steps towards full implementation with timeline:	● Introduce and discuss focus area goal with faculty in an October faculty meeting. ● Primary grades will utilize ReadWorks, content area material resources, FOSS kits, ZULA kits, and Discovery Education site on-going throughout the school year. ● Intermediate grades will use ReadWorks, Discovery Education site, FOSS kits, Mystery Science, and content area material resources on-going throughout the school year. ● Classroom teachers will provide modeling of scientific thinking and inquiry as related to lessons taught throughout the school year.
Monitoring Procedure:	Students will be monitored through classroom quizzes, investigations, journals, and assessments.

FOCUS AREA 2:	Science All Grades - Life Science
Focus Area Goal	By spring of 2020, when given life science text, investigations, and tasks, students will use evidence to construct an argument or explanation in which students cite evidence that includes observations, investigations, models and data related to the natural and designed world to support their ideas. Students' explanations will demonstrate their knowledge of how the evidence they cite connects and applies to new ideas with 70% accuracy as measured by their performance on classroom assessments and investigations.
Root Cause(s):	Students lack the ability to use observations, data, and concepts as evidence to apply, support, and explain science and engineering practices in life science.
Focus Content Standard(s):	3-LS4-2 - Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. 3-LS4-3 - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. 3-LS2-1 - Construct an argument that some animals form groups that help members survive.
Barriers:	Students have difficulty drawing conclusions and making inferences from observations. Students have difficulty interpreting models and diagrams as they relate to scientific concepts. Students have difficulty critiquing scientific explanations in order to construct an argument with relevant evidence, data, and/or a model.
Needed Resources:	Additional Science practice tasks

Strategies and/or evidence-based interventions:	Read Works articles based on scientific topics Foss Kits Web resources Discovery Education McGraw Hill Science series Activity Resource book for experiment discussions Interpret illustrations - Journal entry on how observations, investigations, models, and data relate to the natural and designed world to support student ideas Observations of the natural world
How will it be funded?	na
Steps towards full implementation with timeline:	● Introduce and discuss focus area goal with faculty in an October faculty meeting. ● Primary grades will utilize content area material resources, FOSS kits, ZULA kits, and Discovery Education site on-going throughout the school year. ● Intermediate grades will use Discovery Education site, FOSS kits, Mystery Science, and content area material resources on-going throughout the school year. ● Classroom teachers will provide modeling of scientific thinking and inquiry as related to lessons taught throughout the school year.
Monitoring Procedure:	Students will be monitored through classroom quizzes, investigations, journals, and assessments.

Table 21	**UDL for SCIENCE**
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	● Providing science vocabulary support, highlighting key concepts and embedding grade level questions for text, charts, graphs and additional text features. ● Breaking lengthy instructions into manageable tasks for scientific investigations and experiments. ● Technology, in conjunction with effective supportive teaching, will provide the flexibility needed to assist students with opportunities to learn and succeed along their own pathways and at their own pace. ● Implementing the GRRUDL instructional model daily at all grade levels, teachers will assist students in understanding the objective, the language purpose, and the content purpose related to their learning. Teachers will introduce for auditory learners, post for visual learners, and review the concepts throughout the lessons for multiple exposure. This will allow students to understand what they are learning, why they are learning the information, and how this learning is related to the building of concepts and the real world.

Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.** ● Introducing scientific vocabulary and definitions, providing examples and pictures and facilitating class discussions allow students to develop a better understanding of scientific concepts of grade level tasks and investigations.Knowledge of scientific vocabulary allows students to express and communicate both orally and in writing. ● Providing students with opportunities to see the connections between what they already know what they are learning in science. Students should be able to express this knowledge in scientific terms, "talk like a scientist." ● Using collaborative learning, distribute tasks among members of a group providing students the opportunity to share data and findings of science investigations as students complete assigned tasks. Pictures, graphs, tables and written explanations will be utilized to express student level of knowledge of the scientific task.
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement** ● Provide opportunities with authentic science materials and texts to increase student interest and participation. This will give students a sense of purpose and will provide students with opportunities to connect this information to their background knowledge and experience. ● Encourage student engagement in science discussions providing an atmosphere that is conducive for all levels of learners. This will promote a learning environment where there is opportunity for growth and a deeper understanding of science, science concepts and the scientific way of thinking for all students. This will promote an engaging and safe inclusive scientific classroom. ● Develop interest and participation by helping students to see the connection between scientific concepts and its applications to real life situations. Building an interest in science will allow students to discover relationships between science and their everyday lives and experiences. This will promote learning and assist students in making sense of science.

IX. MULTI-TIERED SYSTEM OF SUPPORT

ALLEGANY COUNTY PUBLIC SCHOOLS

MTSS Multi-Tiered System of Support Action Planning

School: Frost Elementary School
Date: November , 2019

PRIORITY: An opportunity identified by the team in order to achieve their vision.			
PRACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority.			
LAYING THE FOUNDATION Why/What?	**INSTALLATION Where/How?**	**INITIAL IMPLEMENTATION How are we learning?**	**FULL IMPLEMENTATION How are we sustaining?**
Learn Options	**Prepare People and Systems**	**Try Out the Practice**	**Student and System Outcomes Show the Practice Works**
Choose Practice	**Train**	**Reflect and Recommend Improvements in Practice**	**Competent, Organized, Well Led System for Practice**

1) We know what options (practices) exist for this priority.
2) We agree on which practice we want to implement.
3) We have people and systems prepared to implement this practice.
4) We have well-trained people who will be trying-out this practice.
5) We have tried out this practice.
6) We have reflected and recommended improvements in the practice and systems that support it.
7) We have student and system outcomes that show this practice is working.
8) We have a competent, organized, well led system for this practice.

1) We have a competent, organized, well led system for this practice.

PRIORITY: #1 Collaborative grade level teams will meet to plan tiered instructions using data based decision-making for all three tiers			
PRACTICE: Grade level and special educators collaborative plan to monitor progress and plan tiered instruction			
Action Step	**Who**	**By When**	**Status Update / Next Steps**
LAYING THE FOUNDATION			
✓ Creating a schedule that allows for collaboration and planning between the general education teachers and the special education teacher.	Admin Staff Special Ed Teacher	ongoing	✓ Plan for when team meetings are missed Completed, teachers have a system to cover if this occurs. Planning will occur as make ups are needed around teachers' schedules.

✓ Creating a schedule that allows for collaboration and planning between the general education teachers and the reading specialist teacher. ✓ Continue working with the 4th grade staff implementing co-teaching model. ✓ Continue to establish strategies and techniques for collaborative planning through a book study. 30 Days to the Co-Taught Classroom and The Inclusion Toolbox.	Grade 4	ongoing	Co-teaching strategies are being used in the 4th grade classrooms. Teachers continue to establish strategies and techniques to meet the needs of targeted students.
INSTALLING			
✓ Teachers are meeting with both special education teacher and reading intervention teacher, each on weekly schedule. ✓ Special education teacher will meet with admin. and grade four teachers weekly to plan for implementation of co teaching. ✓ Special education will meet with the grade 4 team meeting weekly. ✓ District special education specialist will meet to plan for PD on collaborative planning and co teaching . ✓ District special education specialist will work with grade 4 to review collaborative planning strategies and data collection (mid and end of year).	Admin Teachers, District SPED Spec. Special Ed. Teacher Grade 4 Teachers	ongoing during set planning times	● Ongoing
IMPLEMENTING			
✓ Grade level classroom teachers and special education teacher will monitor student progress. ✓ Grade level classroom teachers and reading intervention teacher will monitor student progress. ✓ Based upon data and instruction, strategies	Grade level teachers Sp Ed Teacher Reading Intervention Teacher	Ongoing	● Maintain the practice of having conversations and learning with staff to provide supportive strategies to help with instruction.

are discussed to provide needed support Data collection: ○ Progress monitoring of spec ed students (monthly) ○ County reading inventory assessment (3x year) ○ Treasures selection Test (weekly) ○ Grade 4 county reading benchmarks (3x year) ✓ Quarterly collaborative planning with grade 4 and special education staff	District SPED Specialist		
SUSTAINING SCHOOL-WIDE IMPLEMENTATION			
✓ Continue to implement collaborative meetings to plan academic instruction and intervention strategies across all levels of need for targeted students.	Grade level teachers Sp Ed Teacher Reading intervention teacher Admin.	Ongoing	● Continued conversation and learning with staff to overcome barriers and celebrate successes
Notes- This is an ongoing goal to be continued into the school year of 2019 - 2020.			

X. 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.

The PBIS framework is supported through the use of restorative practices, Tier I rewards programs, and Tier II and Tier III behavior supports.

Restorative practices are used to create a more inclusive school climate, rather than punitive. When students engage in arguments or disagreements with peers, they are held accountable for their actions and work with teachers, the counselor, or the

principal to repair relationships and make amends. Building healthy relationships is the focus of using restorative practices. Through guidance lessons, students are taught to become Peacebuilders, an evidence-based program. All students recite the Peacebuilders pledge daily.

Tier I rewards are used to reinforce students following the monthly character traits. For demonstrating the character trait of the month, students may earn a Goodfinder award. Goodfinder awards are given to a student by a teacher who recognizes the student doing something above and beyond the is consistent with that month's character trait. The award is then read on the announcements, their picture is displayed on a bulletin board, and an assembly is held to recognize the student in front of his/her family. In addition to a Goodfinder, students may also be awarded a ticket if his/her teacher recognizes them for following the character trait of the month. At the end of each month, a drawing is held and 10 students are chosen to pick a prize.

Tier I rewards are also given to students who follow the three school rules, Respect Others, Respect Property, and Respect Myself. The class who follows the three school rules in the cafeteria the best is rewarded daily with a tally. The class with the most tallies at the end of the month is able to choose a board game or extra recess time for their class. Students who follow the three school rules consistently, and have not received an office discipline referral during the nine week period, are rewarded at the end of the nine weeks with a schoolwide celebration.

Tier II and Tier III behavior supports are in place for any students needing additional behavioral interventions. Students receiving Tier II support may be involved in either Check-in/Check-out or Social/Academic Intervention Groups. If Tier III support is needed, an individual integrated support plan is created and followed for the student.

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

The Tier II PBIS team meets monthly, or more as needed, and looks at data to decide if students need additional Tier II behavior support. Office discipline referrals, SRSS data, attendance, and grades are data used in determining whether or not students need additional Tier support.

Students needing Tier II behavior support may participate in Check-in/Check-out. Through this program, students are given a behavior chart at the beginning of every day when they check-in with a mentor teacher that is different than his/her classroom teacher. The behavior chart supports the three school rules, Respect Others, Respect Property, and Respect Myself that students learn through the Tier I program. His/her classroom teacher assigns points during each subject, rating the student on how well he/she followed the three school rules during that time period. At the end of the school day, the student checks out with their mentor teacher and has a quick

discussion on his/her day. A paper is sent home to the student's parents' each night indicating whether or not the student met the goal of earning 80% of the points or higher.

Students needing Tier II behavior support may also be placed in Social/Academic Intervention Groups with Mrs. Clark, school counselor. Mrs. Clark utilizes the Second Step program to support groups, along with other counseling materials, based on the needs of the group. Groups meet one day a week during recess for 30 minutes.

When the Tier II team reconvenes, data regarding students receiving Tier II support are examined and students either continue with the intervention or are dismissed and continue to receive Tier I support as usual.

XI. Non-Title I Schools

Family and Community Engagement

Parent/Community Involvement Needs

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

Frost Elementary School has a strong parent/community involvement support system. At Back to School Night in the 2018-2019 school year 109 parents attended for 89 students, while 119 parents for 97 students attended this school year. On parent conference day for the 2018-2019 school year, 208 parents for 168 students attended on October 2, 2018. O March 4, 2019, 130 parents attended for 107 students. On October 7, 2019, 119 parents for 97 students attended conferences. In 2018, 78 parents participated in our Fall STEM Day activity and 111 parents participated in our Spring STEM Day. Grandparent Luncheon for the 2018-2019 school year had 318 attendees. There were 323 grandparents that attended the Grandparent Luncheon in 2019. In late spring 2019, 66 people attended the Volunteer Breakfast. Jump Start Day had 104 parents in attendance. Veteran's Day Readers included 16 readers in 2018 and we had 12 Veteran readers this year. In 2018, Career day consisted of 12 speakers in 2018 and 26 career speakers presented in November 2019. There were 11 National Honor Society Readers fro Mountain Ridge High School visit to read to students in November of 2019. In 2018-2019, Frost had 307 visitors, 584 tardies, 892 early dismissals and 490.45 volunteer hours.

Parent Advisory Committee 2019-2020

Name	Position
Becky Vitak	PTA President, Parent
Daniell Shertzer	PTA Vice President, PAC

	Representative, Parent
Tasha Bittner	PTA Secretary, Parent
Hester Harbert	PTA Treasure, Parent
Jackie Komatz	SIT Chair, Teacher
Kim Smith	Principal

Parent Involvement Plan

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

FROST'S PARENT INVOLVEMENT PLAN

Expectations

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

I – Shared decision-making opportunities

II – Opportunities to build and increase understanding, communication, and support between home and school

III – Formal and informal evaluation of the effectiveness of parent/family engagement activities

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

Allegany County Public Schools

2019-2020 School Improvement 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 their targeted goals.

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contac for more information?
I. Shared Decision Making ➢ The parent involvement plan is developed with input from parents.	Two parents and a community member / parent are memb of the Partnership Action Team who attend monthly meeting and share in decision making. Parents serve on the Executive Board of the PTA with a teacher representative.	**Monthly** **Monthly**	**Laurie Lohnas** **Jackie Komatz**

II. Building Parental Capacity ➢ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments. ➢ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement ➢ Ensure information is presented in a format and/or language parents can understand. ➢ Provide full opportunities for participation of parents of students from diverse backgrounds.	Jump Start Day - Teachers meet with parents of the previous grade level to share what is expected of their child the next school year. Back to School Night - Teachers share curriculum and general information with parents. SIT plan will be shared with parents at a P.T.A. meeting and be posted on the school website. STEM Day - Parents will be invited to participate in two STEM activities with their child. Math Activity - Parents and students will cooperatively complete an interactive homework math assignment. MCAP like activities will be shared with parents.	**May 2020** August 27, 2019 November 20, 2019 Fall & Spring On-Going throughout the year On-Going throughout the year	Classroom Teachers Faculty and Staff School Improvement Team Faculty and Staff Classroom teachers Classroom teachers

	Information shared with parents will be shared in a parent friendly manner during parent/teacher conferences and throughout the school year. Educational terms will be simplified and explained when necessary.	Parent - Teacher Conference Days (Oct, 7 & March 9) & On-Going throughout the year	Classroom Teachers & Staff
	Initial requests for attendance at programs will be sent to parents. Parents are encouraged to contact the principal if there are any concerns that may prevent them from participating. Reminders will be sent to all parents, phone calls will be made to parents of targeted students, pupil personnel worker will make home visits for repeated attendance problems.	On-Going throughout the year	Kim Smith, Principal Kelli Clark, Counselor Elissa Pancake, PPW
	Repeated assistance for parents such as English Learning Classes, translators, and materials.	On-Going throughout the year	Kathy Eirich
Requirements	**Description of Activities/ Actions/Initiatives**	**Date(s)**	**Who should you contac for more information?**
III- Review the Effectiveness The effectiveness of the school's parental involvement activities will be reviewed.	The Frost Elementary Partnership Action Team survey will be utilized to evaluate activities.	May 2020	Partnership Action Team Faculty and Staff

IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Parents will volunteer to assist teachers with Wednesday workshop and instructional activities such as reading, classroom activities, speakers, and action team members.	On-going	Faculty and Staff, Pare Grandparents, School Community
	Male family/friends will participate in "Guys Read"	December 5, 2019	Partnership Action Tean Dads, Classroom Teache
	Parents will participate in activities during American Education Week. Local high school National Honor Society students read to classrooms during American Education Week.	November 2019	Partnership Action Tean
	Parents volunteer to share their profession for Career Day.	November 4, 2019	Guidance Counselor
	Parents volunteer and support the annual Color Run.	June 2019	Wellness Committee Principal
	Veterans volunteer to read to students and share their military experiences on Veteran's Day.	November 12	Partnership Action Tean
	Parents volunteer to assist with Track and Field Day activities.	May 2019	Physical Education Teac

Identify two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities

and processes. Please include a timeline for implementation.

1. To promote parental participation/awareness in finding the key ideas with relevant supporting details, a school-wide interactive homework assignment will be given mid year. Text from the grade level Scholastic News articles will be utilized for students to practice differentiating relevant and irrelevant details. Homework assignments will require students to implement the strategy and demonstrate how the strategy helped the students know the key details in the article. Students will complete with parents the teacher designated instrument used to demonstrate finding relevant key details that support the main idea.

2. To promote parental participation/awareness in increasing problem solving math skills, a school-wide interactive homework assignment will be given first semester. Homework assignments will require students to use the 3 Reads in Math in order to solve word problems. Students will use the strategy with their parents to engage in thinking aloud in order to accurately solve problems. Students will complete with parents the problem, including communicating mathematically using math vocabulary.

XII. 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?

Allegany County Public Schools

2019-2020 School Improvement Plan

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 the classroom
The Reading Strategies Book - Your Everything Guide to Developing Skilled Readers By Jennifer Serravallo	Ongoing throughout the school year, team meetings and faculty meetings.	Classroom Teachers ,Grades Pre-K - 5. Special Education Teacher Reading Intervention Teacher	Teachers will develop a repertoire of grade level instructional reading strategies to strengthen instruction which will assist struggling learners in building an understanding of reading concepts needed to be a life-long independent reader.	Reading engagement, increasing accuracy, fluency, comprehension, understanding setting, characters and plot,,ideas, themes, main topics, key details, text features, vocabulary, figurative language	Teachers will implement suggested instructional methods for various reading strategies to assist struggling students so that optimal learning and review can occur. Teacher observations, checks, quizzes, selection tests and benchmark assessments will monitor student knowledge and skills.

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
The Writing Strategies Book - Your Everything Guide to Developing Skilled Writers By Jennifer Serravallo	Ongoing throughout the school year, team meetings and faculty meetings.	Classroom Teachers ,Grades Pre-K - 5. Special Education Teacher Reading Intervention Teacher	Teachers will develop a repertoire of helpful grade level instructional writing strategies that span all aspects of the writing process. Strategies will assist struggling learners in becoming writers that can articulate their thoughts in a meaningful manner in all subject matters.	Composing with pictures, engagement, generating and collecting ideas, focus / meaning,organization and structure, elaboration, word choice, conventions, spelling, grammar, and punctuation,	Teachers will implement suggested instructional methods for various writing strategies to assist struggling students so that optimal learning and review can occur. Teacher observations, checks, and assessments will monitor student knowledge and skills.

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
Investigations, Tasks, and Rubrics to Teach and Assess Math (Grades 1-5), from Math Solutions, written by Pat Lilburn and Alex Ciurak	Ongoing throughout the school year, Team meetings with principal and math specialist.	Classroom Teachers ,Grades 1-5. Special Education Teacher	Teachers will gain a repertoire of helpful grade level open-ended problem-solving tasks and investigations that will involve content strands that reflect their grade level NCTM standards.	Teachers will gain knowledge of an investigative approach to learning math which engages students in open-ended tasks and investigations. The tasks provided will encourage students to think, question, analyze, criticize and solve unfamiliar problems.	Teachers will implement suggested instructional methods for various investigative strategies to assist students with problem-solving. Teacher observations, checks, quizzes, and skills tests will monitor student knowledge and skills.

XIII. Management Plan

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

    - The plan will be shared during a faculty meeting with faculty and staff in the beginning of November.
    - The plan will be on Google Share throughout the school year.
    - The plan will be on the Frost Elementary School website upon the approval of the SIP.
    - SIT meeting minutes are displayed on the faculty room bulletin board throughout the school year.
    - The plan will be implemented, reviewed and updated in scheduled faculty meetings throughout the school year.

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

    - A powerpoint presentation will be presented to the parents at a PTA meeting for the parents. The presentation will be done at the PTA meeting following the approval of the School Improvement Plan. (November/December)
    - The School Improvement Plan will be posted on the school website after the plan is approved.

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

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

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

    - Scores from benchmark data will be collected upon completion by the Student Achievement Team and reported to the School Improvement Team for evaluation.
    - Grade level teachers will analyze data in grade level team meetings.
    - Data will be shared in Student Achievement Team minutes and displayed on the faculty room bulletin board.
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5. How will administration monitor the plan?

    - Principal will conduct walk-throughs
    - Principal will facilitate team meetings to discuss student progress in Math, ELA, and Science.
    - The principal will review data collected from the SAT for student assessments.

- The principal will review and analyze MCAP results.
- The principal will meet with the SIT to monitor progress and discuss milestones.
- The principal along with the PST will use monthly reports to monitor student attendance and habitual truancy.
- The principal along with the PBIS team will address behavior concerns through our PBIS program.

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

- Central office creates a School Improvement Plan template, guidance document, evaluation rubric, data worksheets, and recommends data resources.
- Central office staff assists the school's School Improvement Team as needed in the development of the School Improvement Plan.
- Upon completion, central office will review the plan using the School Improvement Plan rubric.
- Central office will meet with the School Improvement team members to discuss and review the school's plan.
- When necessary data is received by the School Improvement Team, an evaluation report will be forwarded to the Superintendent of Schools.

Allegany County Public Schools
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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
Kim Smith Kim Smith, Kim Smith	Principal
Stephanie Beeman Stephanie Beeman, Stephanie Beeman	Teacher, Special Education, SAT
Kelli Clark Kelli Clark, Kelli Clark	School Counselor
Beth Hotchkiss Beth Hotchkiss, Beth Hotchkiss	Reading Intervention Teacher
Jackie Komatz Jackie Komatz Jackie Komatz	Classroom Teacher, Grade 2, SIT Chair, PTA Rep.
Laurie Lohnas Laurie Lohnas Laurie Lohnas	Teacher, Pre-K / Media, PAT Chair
Phyllis Sagal Phyllis Sagal Phyllis Sagal	Teacher, Grade 2, CAT Chair
Annie Trenum Annie Trenum, Annie Trenum	Teacher, Grade 3, SAT Chair
Debbie Yutzy Debbie Yutzy Debbie Yutzy	Teacher, Kindergarten, SAT
Katie Knieriem Katie Knieriem	Parent Representative
Dr. Sarah O'Neal Sarah O'Neal, Dr Sarah O'Neal	Community Representative, FSU Professor
Daniell Shertzer Daniell Shertzer	Parent Representative, PAC Representative, PTA Vice President