

**Allegany County Public Schools**  
**2024-2025 Non-Title I School Improvement Plan**

**School: Frost Elementary**

**Principal: William Dwyer**

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**I. INTEGRATED EDUCATIONAL FRAMEWORK**

**A. VISION, MISSION, AND CORE VALUE**

**Mission Statement**

- Create a community of learners
- Nourish a growth mindset amongst all students
- Encourage a love of learning through engaging lessons
- Instill mutual respect through positive communication

**Vision**

To educate all children in a nurturing, safe environment that promotes optimal learning through positive relationships, high-expectations and respectful behavior.

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**Core Values**

- We believe that through setting high expectations, 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. SCHOOL CLIMATE AND CULTURE**

**Climate**

Frost Elementary School members cultivate a positive school-wide climate to ensure the success of every student. The educational professionals in our building collaborate with all stakeholders to build educational plans and optimize student learning. We strive to build a school environment where students and families feel welcomed and valued. At Frost Elementary we strive to:

Be Respectful

Be Responsible

Be Safe

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**Culture**

Through the utilization of Positive Behavior Interventions and Supports (PBIS) students and staff are recognized for their achievements and hard work. We focus on relationship building and a growth mindset approach to learning, for students and adults. Lessons are approached through the Gradual Release of Responsibility so students gain confidence to work independently. Encouragement of parental and family involvement, supportive community stakeholders , and a variety of school functions contribute to our positive school culture.

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**II. SCHOOL DEMOGRAPHICS**

Number of years the principal has been in the building?   1  

**A. Staff Demographic**

<b>Table 1</b>			
School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers		16	16
Itinerant staff	5		5
Paraprofessionals	2	7	9
Support Staff		3	3
Other	4	11	15
Total Staff	11	38	49

**B. Student Demographics**

<b>Table 2</b>	
SUBGROUP DATA	2024-2025 COUNT
American Indian/Alaskan Native	≤10
Hawaiian/Pacific Islander	n/a
African American	≤10
White	220
Asian	≤10
Two or More Races	≤10
Special Education	31
LEP	≤10
Males	126
Females	117
Gender X	0
<b>Total Enrollment</b>	<b>243</b>
FARMS Rate (2022-2023)	46.84%

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**Special Education Data 2024-2025 School Year (Sept 30 data)**

<b>Table 3</b>					
<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	1	06 Emotional Disturbance	0	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	0
03 Deaf	0	08 Other Health Impaired	4	14 Autism	5
04 Speech/Language Impaired	7	09 Specific Learning Disability	7	15 Developmental Delay	10
05 Visual Impairment	0	10 Multiple Disabilities	0	<b>TOTAL COUNT</b>	<b>34</b>

**III. ATTENDANCE**

<b>Table 4a</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Grade Level – School Level</b>	<b>Attendance Rate</b>	<b>Attendance Rate</b>
All (Excluding PreK & K)	92.0%	92.7%
Grade 1, 6, or 9	92.4%	92.9%
Grade 2, 7, or 10	92.2%	92.0%
Grade 3, 8, or 11	93.4%	93.3%
Grade 4 or 12	89.0%	94.2%

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Grade 5	91.7%	90.5%
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<b>Table 4b: Subgroup Attendance Rate</b>	<b>2022-2023</b>	<b>2023-2024</b>
All Students	91.7%	92.6%
Hispanic/Latino of any race	n/a	91.6%
American Indian or Alaska Native	n/a	n/a
Asian	95.6%	94.7
Black or African American	79.2%	90.5%
Native Hawaiian or Other Pacific Islander	n/a	n/a
White	91.9%	92.9%
Two or more races	85.7%	87.2%
Male	91.0%	92.0%
Female	92.3%	93.3%
EL	96.4%	94.4%
Special Education	86.9%	88.1%
Economically Disadvantaged	88.6%	89.4%

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

Attendance remains an issue for all students in the post covid years, with all Frost students and most subgroups below the 94% goal. For the last several years, schools were asked to not put an emphasis on attendance due to covid guidelines. Currently, parents are given health guidelines stating when to keep students home and they are encouraged to adhere to these recommendations. As of the 2022/2023 school year, schools were permitted to resume attendance incentives for students.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.
  - Each classroom is monitored daily for attendance. Those classrooms with perfect attendance hang a 100% banner outside their classroom door.
  - Classrooms are tracked for 94% or above attendance. Those classrooms that have 94% or better attendance are announced on the afternoon announcements and displayed on an Outstanding Attendance bulletin board in the cafeteria. At the end of the month all classrooms that maintain an overall 94% rate for the month get a theme based incentive. (ex. Caramel apples for the month of September)
  - Individuals are recognized for attendance at our Nine Weeks Awards Assembly. Any student over 94% attendance for the nine weeks gets a certificate and prize.
  - At the end of the school year students with perfect attendance get rewarded with a special prize.

**Chronically Absent**

Chronically absent is defined as missing 10% or more of days enrolled in a school year.



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MD Report Card reports students NOT chronically absent.

<b>Table 5</b>	2022	2023	2024
Not Chronically Absent (percentage)	69.5%	74.5%	78.9%
Not Chronically Absent (student count)		169	188
Report Card Points Earned out of 15	8.5	6.5	8.5

**Habitually Truant**

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.

<b>Table 6</b>	2022	2023	2024
Habitually Truant (percentage)	1.69%	.51%	1.46%
Habitually Truant (student count)	3	1	3

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

- Students at risk for habitual truancy are monitored by our pupil service team. The team makes contact through phone calls, family letters, parent conferences, and home visits in an attempt to increase the number of students coming to school.
- The social worker makes contact with families at risk to serve as a resource and build supporting relationships to help students get to school.

**IV. GRADUATION RATE – High Schools Only**

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**V. SCHOOL SAFETY/ SUSPENSIONS**

1. Complete the table.

<b>Table 8: SUSPENSIONS</b>			
<b>Subgroup</b>	<b>All Students</b>		
	2021-2022	2022-2023	2023-2024
Total Referrals	26	35	16
All Suspensions	5	1	2
In School			
Out of School	5	1	2
Sexual Harassment Offenses			
Harassment/Bullying Offenses			

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.

In the last four years the enrollment at Frost Elementary has increased by 21% or fifty students. This may contribute to the frequency of referrals. At Frost, we will continue to be proactive in our approach toward discipline. Our Tier I PBIS strategies include utilizing Lion Loot combined with class dojo to praise positive behavior. The above chart indicates that 97 - 100% of our student population is successful with Frost's Tier I system. In addition, Tier II and Tier III strategies are in place and delivered when needed. Tier II strategies include check in/check out, social skills groups, and study skills groups. Tier III strategies include individualized plans to help students succeed and individualized counseling with the county provided mental health counselor. The goal is to provide the necessary tools and resources to students so they can be successful.

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**VI. EARLY LEARNING (Elementary Only)**

**Data not available for 2023-2024**

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

Table 9			
Kindergarten Readiness Assessment			
	2021-2022	2022-2023	2023-2024
	Percent Demonstrated	Percent Demonstrated	Percent Demonstrated
Language & Literature	61.11%	45.45%	Not Available
Mathematics	61.11%	30.30%	Not Available
Social Foundations	69.44%	33.33%	Not Available
Physical Development	63.89%	30.30%	Not Available

2. Input the data report from maryland.kready.org site to show domain strengths and needs. (*Range Distribution: All Domains*)  
Not Applicable for 2023-2024

3. In consideration of the trend data, discuss efforts the school is making to improve your early childhood programs and / or practices. Include ways you are working in collaboration with early learning partners (i.e., Judy Center, Head Start, Child Care,

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Preschool Expansion sites, Preschool Special Education, School Therapy Services, etc.) to strengthen supports and ensure more children enter kindergarten “demonstrating readiness”.

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

**VII. ACADEMIC PROGRESS**

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### **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 increase proficiency rates of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

MD Report Card Data ( to be filled in after the release of 2024 Report card in December)

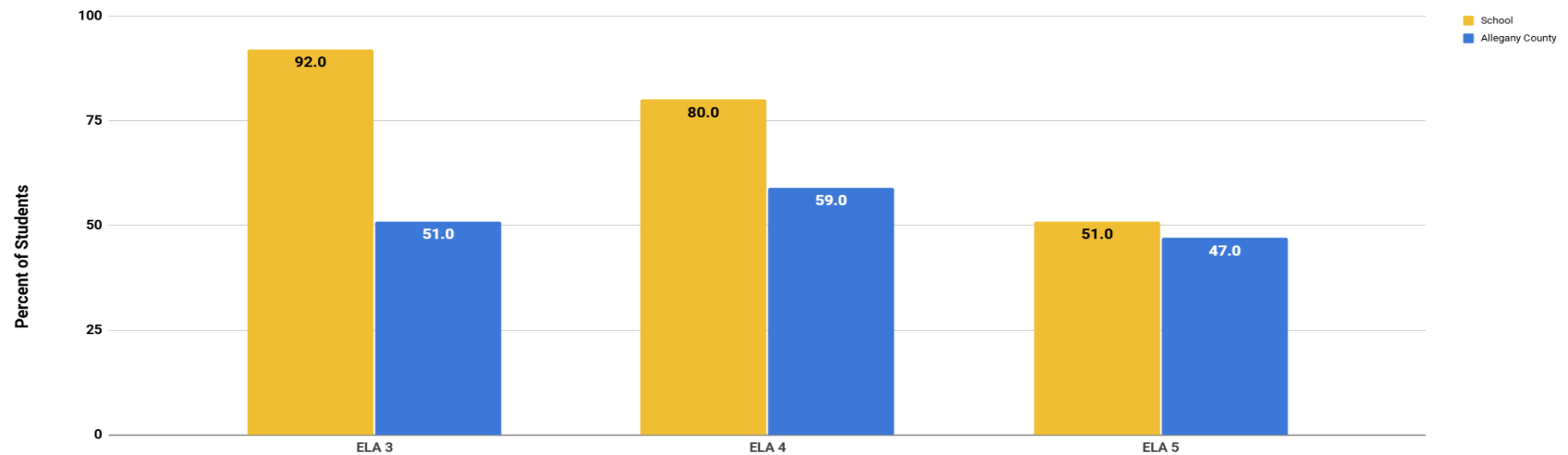
Points for ELA Proficiency out of 5 = 3.9

Points for ELA average levels out of 5 = 3.7

Points for ELA Growth out of 12.5 = 7.5

**Data charts:** Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

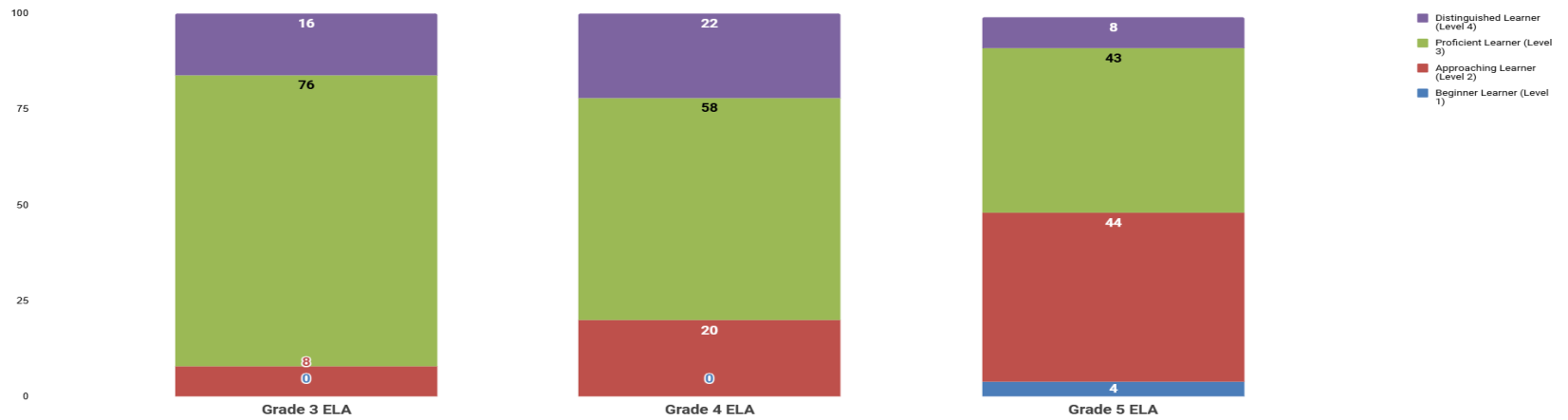
***Frost Elementary 2024 ELA Proficiency Rates***



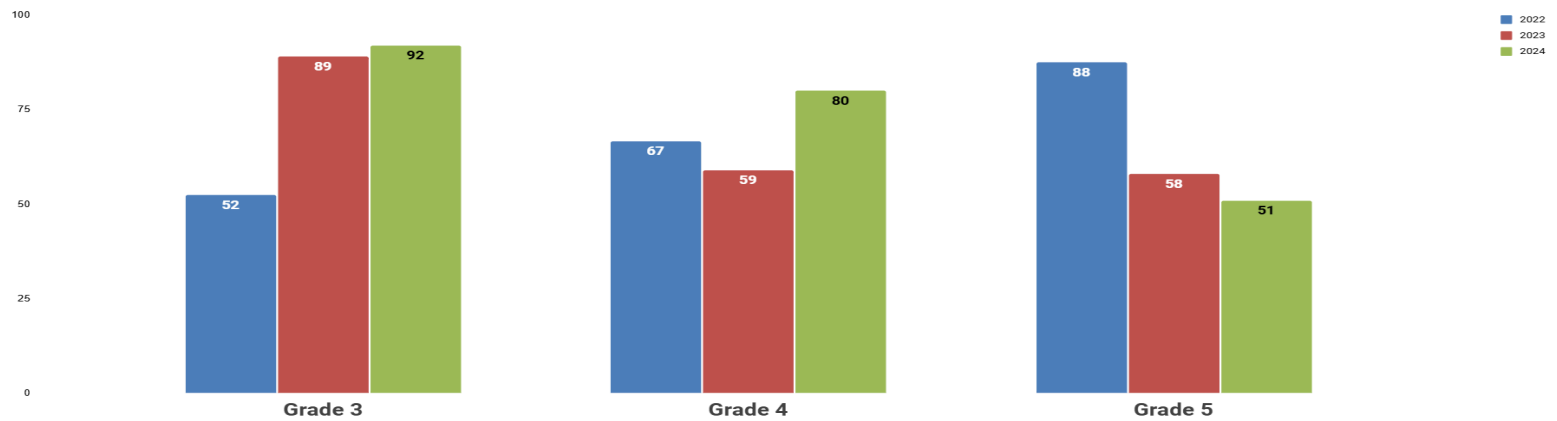
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***Frost Elementary 2024 MCAP ELA Proficiency Levels***

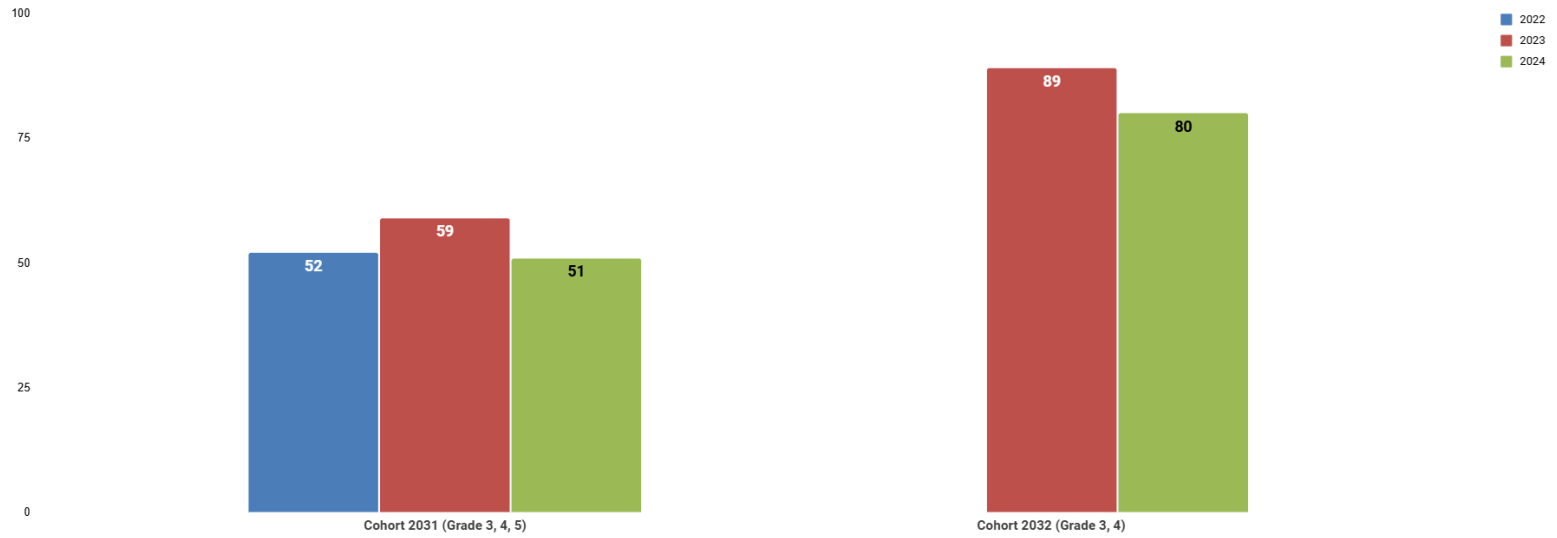


***Frost Elementary ELA Proficiency Trend***



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***Frost Elementary ELA Cohort Proficiency Growth***



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<b>ELA FOCUS AREA 1:</b>	FARMS
Focus Area Goal	To increase the number of FARMS by 5% to level 3 or higher in grade 4 and 5 on the MCAP
Root Cause(s):	Students encounter challenging texts and content.
Focus Content Standard(s):	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.. RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from 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. W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Barriers:	Students lack background knowledge in the reading curriculum.
Needed Resources:	-Resources including ReadWorks, PebbleGo, Freckle, CommonLit, NewsELA, Discovery Education, Scholastic News -Use of reading the specialist for ELA instruction and professional development. -Leveled texts to ensure adequate access to informational and literary texts at all Lexile levels. -Use of Tier II and Tier III reading interventions
Strategies and/or evidence-based interventions:	-Reading intervention programs based on assessment results such as the multisensory approach, Orton Gillingham, Foundations, and Read Live -Opportunities for meaningful writing relating to reading curriculum -Small group instruction based on students' progression, differentiated learning, and multiple means of instructional delivery -After school tutoring for targeted students -Practice MCAP- like tasks
How will it be funded?	School based-district



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Steps towards full implementation with timeline:	<p>Data meetings with the reading specialist will be held to determine student progress (BOY, MOY, EOY).</p> <ul style="list-style-type: none"> <li>- Amplify program monitoring reports will be analyzed and used to determine progress for targeted small group instruction.</li> <li>- ELA Leadership team will meet monthly to discuss the progress of the implementations of</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>-The reading specialist will meet with classroom teachers to analyze data gathered through the DIBELS assessment</li> <li>-Writing samples from grades K-5 are evaluated by reading specialists.</li> </ul>

<b>ELA FOCUS AREA 2:</b>	Fourth and Fifth Grade Students
Focus Area Goal	To increase the number of students proficient by 5% to level 3 or higher in grades 4 and 5 on the MCAP
Root Cause(s):	17% of Fourth and Fifth grade students are receiving some sort of reading intervention and support. Students lack stamina for reading and writing for extended periods of time.
Focus Content Standard(s):	<p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently..</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
Barriers:	<p>Students reading below grade level</p> <p>Greater emphasis on task-specific writing</p> <p>Students need to read, think, create, and type on demand.</p>
Needed Resources:	<ul style="list-style-type: none"> <li>-Resources including ReadWorks, PebbleGo, Freckle, CommonLit, NewsELA, Discovery Education, Scholastic News</li> <li>-Use of a reading specialist for ELA instruction and professional development.</li> <li>-Leveled texts to ensure adequate access to informational and literary texts at all Lexile levels.</li> <li>-Use of Tier II and Tier III reading interventions</li> </ul>

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Strategies and/or evidence-based interventions:	-Reading intervention programs based on assessment results such as the multisensory approach, Orton Gillingham, Foundations, and Read Live -Small group instruction based on students' progression, differentiated learning, and multiple means of instructional delivery -After school tutoring for targeted students -Practice MCAP- like tasks
How will it be funded?	School based-district
Steps towards full implementation with timeline:	Data meetings with the reading specialist will be held to determine student progress (BOY, MOY, EOY). - Amplify program monitoring reports will be analyzed and used to determine progress for targeted small group instruction. - Leadership, grade level teachers and district reading specialist team will meet monthly to discuss data.
Monitoring Procedure:	-The reading specialist will meet with classroom teachers to analyze data gathered through DIBELS assessments. -Writing samples from grades K-5 are evaluated by reading specialists.

**Universal Design for Learning for ELA.**

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<b><i>Means of Representation:</i></b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>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.</li> <li>Provide support for struggling readers during classroom instruction by assessing and activating prior knowledge ( 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</li> </ul>

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	<p>offered on web-based programs. Offer alternatives for visual information, such as choral reading and read alouds.</p> <ul style="list-style-type: none"> <li>• When comparing two or more texts, students will identify 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.</li> <li>• 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.</li> </ul>
<p><b>Means for Expressions:</b>  <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p><b>Expression/Action- This is how the student will demonstrate their knowledge.</b></p>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students will adopt reading strategies that best fit 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.</li> <li>• 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.</li> </ul>
<p><b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p><b>Multiple Options for Engagement</b></p>
	<ul style="list-style-type: none"> <li>• Sharing the learning goal, 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.</li> <li>• 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 struggling students with a safe setting in which they can demonstrate and apply what they have learned.</li> </ul>

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	<ul style="list-style-type: none"><li>● 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.</li><li>● Provide opportunities with authentic materials and texts across all content areas 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.</li></ul>
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**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 increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

MD Report Card Data ( to be filled in after the release of 2024 Report card in December)

Points for Math Proficiency out of 5 = 3.3

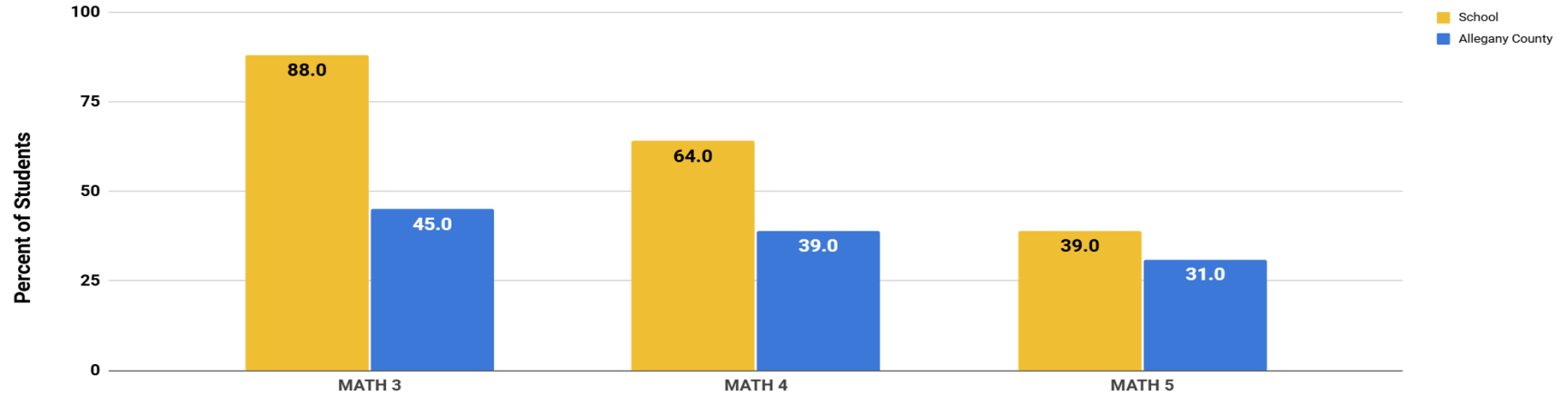
Points for Math average levels out of 5 = 3.4

Points for Math Growth out of 12.5 = 8.5

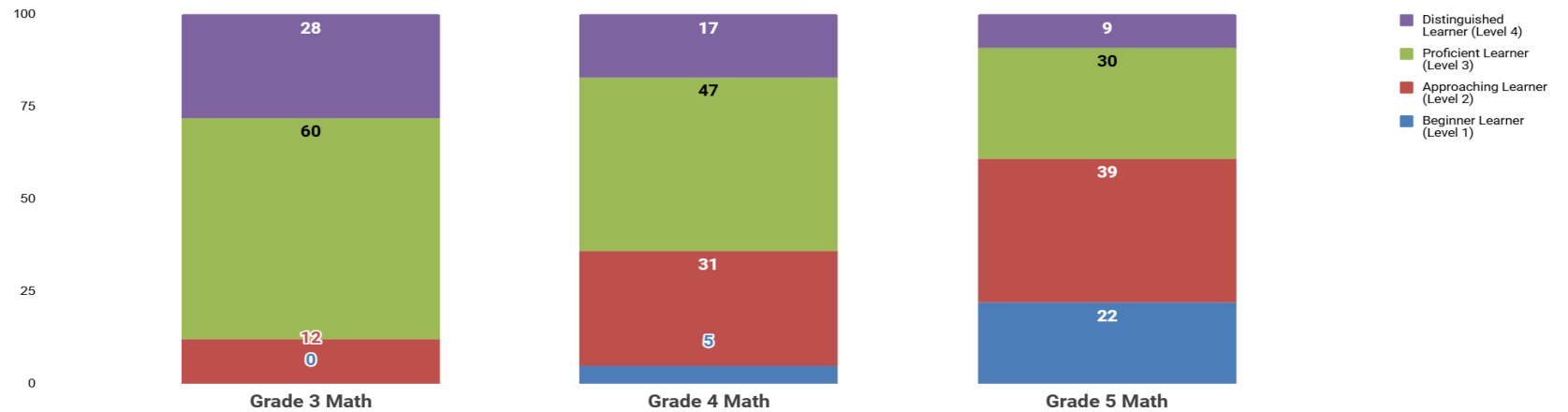
1. **Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph**

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***Frost Elementary 2024 Math Proficiency Rates***

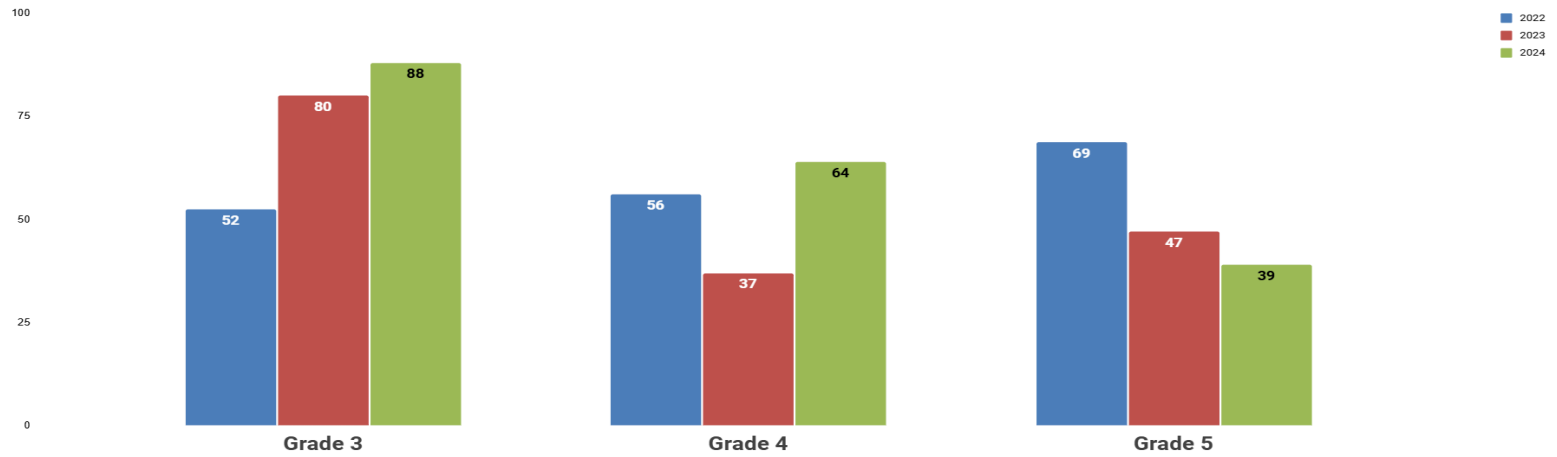


***Frost Elementary 2024 MCAP MATH Proficiency Levels***

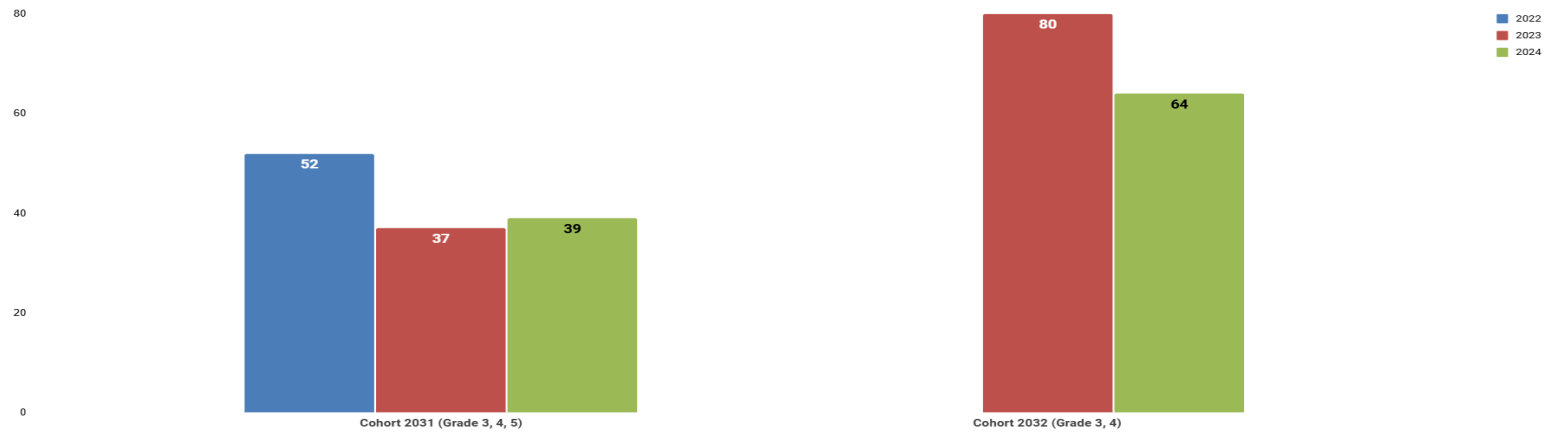


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***Frost Elementary Math Proficiency Trend***



***Frost Elementary Math Cohort Proficiency Growth***



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<b>MATH FOCUS AREA 1:</b>	FARMS Subgroup
Focus Area Goal	The math goal is to increase FARM student MCAP proficiency rate by at least 5% through the use of research-based strategies that focus on comprehension, vocabulary, modeling and reasoning.
Root Cause(s):	<ul style="list-style-type: none"> <li>-Time and resources for implementing research-based Tier 2 interventions are inadequate.</li> <li>-There are students that have not developed reading skills necessary to closely read and understand/analyze word problems.</li> </ul>
Focus Content Standard(s):	<ul style="list-style-type: none"> <li>-Measurement and Data: 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how may less” problems using information presented in scaled bar graphs.</li> <li>-Operations and Algebraic Thinking: 5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</li> <li>-Perform Operations with Multi-Digit Whole Numbers and with Decimals to Hundredths: 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.</li> <li>-Classify Two-Dimensional Figures In a Hierarchy Based on Properties:5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</li> </ul>
Barriers:	<ul style="list-style-type: none"> <li>-Time and resources for implementing research-based Tier 2 interventions are inadequate.</li> <li>-No research-based interventions are available at the school or district levels.</li> <li>-The severity of some students’ needs preclude their access to the general curriculum without levels of modification and support.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>-Availability of problem solving tasks that are rigorous and scaffolds for struggling learners.</li> <li>-Strategic planning for teachers to implement GRRUDL and Specifically Designed Instruction (SDI) strategies within lessons.</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>-Provide opportunities for students to address areas of weakness and provide additional practice.</li> <li>-Continue the use of iReady comprehension checks for formative assessments.</li> <li>-Continue action plan for providing intervention support through small group re-teaching practices.</li> <li>-Explicit and spiraling instruction of math vocabulary through a combination of journaling, math talks, focus wall displays, and graphic organizers.</li> </ul>

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	-Weekly intervention with district math specialists.
How will it be funded?	-School-based, district
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>- Data meetings with the math specialist will be held to determine student progress (BOY, MOY, EOY).</li> <li>- Web-based program monitoring reports will be analyzed and used to determine progress for targeted small group instruction.</li> <li>- Math Leadership team will meet monthly to discuss the progress.</li> </ul>
Monitoring Procedure:	-The teachers and the math specialist will meet to analyze data gathered through iReady assessments. (diagnostics, comprehension checks, pathways)

<b>MATH FOCUS AREA 2:</b>	Fourth and Fifth Grade
Focus Area Goal	The goal is to increase the proficiency rate of students in grades 4 and 5 by 5%.
Root Cause(s):	<ul style="list-style-type: none"> <li>-Time and resources for implementing research-based Tier 2 interventions are inadequate.</li> <li>-Students have not developed the reading skills necessary to closely read and understand/analyze word problems.</li> <li>-Lack of gross motor activities and use of manipulatives incorporated into daily instruction.</li> <li>-Students are not proficient in choosing the correct manipulatives to use to aid in solving mathematical problems.</li> </ul>
Focus Content Standard(s):	<ul style="list-style-type: none"> <li>-Measurement and Data: 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how may less” problems using information presented in scaled bar graphs.</li> <li>-Operations and Algebraic Thinking: 5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</li> <li>-Perform Operations with Multi-Digit Whole Numbers and with Decimals to Hundredths: 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.</li> <li>-Classify Two-Dimensional Figures In a Hierarchy Based on Properties:5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</li> </ul>



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Barriers:	<ul style="list-style-type: none"> <li>-Time and resources for implementing gross motor activities are inadequate.</li> <li>-No research-based math interventions are available at the school or district levels.</li> <li>-The severity of some students' needs preclude their access to the general curriculum without levels of modification and support.</li> <li>-Increase of mental health and behavior problems that significantly impact the learning environment.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>-Availability of problem solving tasks that are rigorous and scaffolds for struggling learners.</li> <li>-Strategic planning for teachers to implement GRRUDL and Specifically Designed Instruction (SDI) strategies that incorporate gross motor activities.</li> <li>-Support from mental health counselors, special education teachers and guidance counselors in the classroom during instruction.</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>-Provide opportunities for students to address areas of weakness and provide additional practice.</li> <li>-Continue the use of iReady comprehension checks for formative assessments.</li> <li>-Continue action plan for providing intervention support through small group re-teaching practices.</li> <li>-Explicit and spiraling instruction of math vocabulary through a combination of journaling, math talks, focus wall displays, and graphic organizers.</li> <li>-Weekly intervention with district math specialists.</li> </ul>
How will it be funded?	-School-based, district, and/or special education funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>- Data meetings with the math specialist will be held to determine student progress (BOY, MOY, EOY).</li> <li>- Web-based program monitoring reports will be analyzed and used to determine progress for targeted small group instruction.</li> <li>- Math Leadership team will meet monthly to monitor progress of males using iReady data.</li> </ul>
Monitoring Procedure:	-The math specialist will meet with classroom teachers to analyze data gathered through iReady assessments. (diagnostics, comprehension checks, pathways)

**Universal Design for Learning for MATH.**

<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
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<p><b><i>Means of Representation:</i></b>  <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> <li>• 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 with an emphasis on math vocabulary and the content purpose related to their learning. Teachers will provide mathematical concepts symbolically, linguistically, and in physical representations.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Teachers will incorporate explicit opportunities for spiral 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.</li> </ul>
<p><b><i>Means for Expressions:</i></b>  <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p><b>Expression/Action- This is how the student will demonstrate their knowledge.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Grades k-5 will use computer assisted instruction through the I-Ready computer program. Students will work on individual pathways as determined on beginning and middle of the year diagnostics to support differentiated instruction. This program is highly structured, provides systematic tutorials, and incorporates</li> </ul>

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	independent practice with immediate feedback. Teachers will monitor pathway and individual learning progress to determine differentiated small group instruction.
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Students will be referred to the focus wall to engage in math activities during classroom instruction. Teachers will assure that students are active participants to increase engagement to promote high expectations and encourage self regulation.</li> <li>● Teachers will provide written and oral feedback to support students in understanding their progress toward the learning goal.</li> <li>● 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.</li> <li>● Teachers 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.</li> </ul>

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**C. SCIENCE**

MD Report Card Data ( to be filled in after the release of 2024 Report card in December)

Points for Science Proficiency out of 5 =

**1. Update data charts using 2024 data results.**

\* indicates no students or fewer than 10 students in category

	2022				2023				2024				2022 to 2024
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%		%	%	%	+ or - %
<b>MISA (SCIENCE)</b>													
<b>Maryland Results</b>	64716	20	50	30	64543	18	48	34	65006	29	47	24	<b>-6%</b>
<b>ACPS Results</b>	589	14	55	31	611	13	53	34	569	20	57	23	<b>-8%</b>
<b>All school students</b>	32	3	41	56	39	8	41	51	23	26	48	26	<b>-30%</b>

<b>FOCUS AREA 1:</b>	<b>FARMS</b>
Focus Area Goal	Increase the proficiency rate in the subgroup of FARM students by at least 5%.
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):	Crosscutting Concepts (CCC) Science and Engineering (SEP)
Barriers:	Students lack familiarity of the scientific process and vocabulary 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. Lack of vetted science materials.
Needed Resources:	Additional science practice tasks

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Strategies and/or evidence-based interventions:	Read Works articles based on scientific topics Foss Kits Discovery Education Mystery Science lessons Science journal entries on how illustrations, charts, tables, diagrams, etc. help to support and explain scientific processes, vocabulary, and concepts. Hands on science investigations that include the scientific process and vocabulary
How will it be funded?	School based-district
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• Primary grades will utilize ReadWorks, Discovery Education site, content area material resources, FOSS kits, NEXTGEN lessons and pacing</li> <li>• Intermediate grades will use ReadWorks, Discovery Education site, FOSS kits, Mystery Science, and content area material resources on-going throughout the school year.</li> <li>• Classroom teachers will provide modeling of scientific thinking and inquiry as related to lessons taught throughout the school year.</li> </ul>
Monitoring Procedure:	Students will be monitored through classroom quizzes, investigations, journals, and assessments.

<b>FOCUS AREA 2:</b>	5th Grade
Focus Area Goal	Increase the proficiency rate of all Fifth grade students by at least 5%.
Root Cause(s):	Students lack the ability to use observations, data, and concepts as evidence to apply, support, and explain science and engineering practices.
Focus Content Standard(s):	Crosscutting Concepts (CCC) Science and Engineering (SEP)
Barriers:	Students lack familiarity of the scientific process and vocabulary 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

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Strategies and/or evidence-based interventions:	Read Works articles based on scientific topics Mystery Science lessons Web resources Discovery Education Foss kits McGraw Hill Science series Activity Resource book for experiment discussions Science journal entries on how illustrations, charts, tables, diagrams, etc. help to support and explain scientific processes, vocabulary, and concepts. Observations of the natural world Hands on science investigations that include the scientific process and vocabulary.
How will it be funded?	School based-district
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• Primary grades will utilize content area material resources, FOSS kits, NEXTGEN lessons, and Discovery Education site, content area material resources on-going throughout the school year.</li> <li>• Intermediate grades will use Discovery Education site, FOSS kits, Mystery Science, and content area material resources on-going throughout the school year.</li> <li>• Classroom teachers will provide modeling of scientific thinking and inquiry as related to lessons taught throughout the school year.</li> </ul>
Monitoring Procedure:	Students will be monitored through classroom quizzes, investigations, journals, and assessments.

**Universal Design for Learning for SCIENCE.**

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<b><i>Means of Representation:</i></b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>• Providing science vocabulary support, highlighting key concepts and embedding grade level questions for text, charts, graphs and additional text features.</li> <li>• Breaking lengthy instructions into manageable tasks for scientific investigations and experiments.</li> <li>• 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.</li> </ul>

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	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Providing students with opportunities to see the connections between what they already know and what they are learning in science. Students should be able to express this knowledge in scientific terms.</li> <li>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.</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>

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**VIII. MD School Survey Results and Plan**

<b>Staff Engagement Action Plan:</b> <b>2024 MD Report Card Score out of 3 = 2.8</b> <b>Projected MD Report Card Score (2024) = 2.854</b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Average Score out of a possible 10.	Instructional support, quality of instructional feedback, 7.51/10
Topic Description:	The quality of instructional feedback topic for instructional staff describes the degree to which they receive useful, actionable, adequate feedback from school leadership to improve teaching.
Strategies:: What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> <li>• Principal walk throughs focused on topics and feedback discussed at team planning meetings</li> <li>• Curriculum associates, CKLA, and TNTP representatives providing feedback after observations</li> <li>• Team planning</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	Feedback and suggestions will be given during a planning period. Principal will provide feedback on the TPE site after an observation is completed for teachers to review. When Curriculum Associates, CKLA and TNTP representatives visit and observe teaching, feedback and suggested activities will be shared with teachers in a timely manner. During team planning, the principal will provide feedback on teacher planned lessons, activities and discussions on how student needs are being met and learning progressions are being followed.
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	The principal prioritizing time to be in teacher classrooms to observe daily instruction in order to provide feedback. Barrier one person performs all administrative duties.



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Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Progress shown on 2024-2025 Maryland report card results
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>2024-2025 school year</li> </ul>
<b>Secondary Area of Need</b> State the Domain, Topic, and Average score out of a possible 10	Community, Participation and engagement, 8.07
Topic Description:	The participation and engagement topic describes the degree to which students feel there are chances to participate in class discussions and activities, school-sponsored events, extracurricular activities, and the school rule making.
Strategies:: What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> <li>UDL strategies will be used in the classroom</li> <li>Student choice for completion of activities will be utilized to increase engagement and participation</li> <li>Collaborative groups and performance tasks implemented</li> <li>Increase in school wide PBIS incentives/extra curricular activities</li> <li>Beginning of the year assemblies to review/add to/ school wide expectations.</li> <li>Teachers planning utilizing multiple means of engagement strategies from the UDL wheel</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	Principal, classroom teachers, guidance counselor, PBIS Team
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Classroom teachers will give students opportunities to take charge of their learning through peer and self evaluation and feedback. This will promote engagement among students. Administration/PBIS Team will provide supports and opportunities for school wide activities to involve students in setting and maintaining school wide expectations, Guidance counselor will involve students

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	in school wide PBIS incentives.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Progress shown on Maryland 2024/2025 report card. 5th grade survey at the school level
Timeline: Include dates for implementation of action steps.	2024-2025 school year

<b><i>Student Engagement Action Plan: 2024 MD Report Card Score out of 7 = 4.6</i></b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Score	Relationships, student-student relationships, 2.78 out of 10
Topic Description:	The student to student relationships topic describes the degree to which students feel other students are friendly with, care about, get along with and respect one another.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> <li>• Classroom community building techniques. Ex. circles, cooperative groups</li> <li>• Social groups lead by guidance counselor and mental health counselor</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	Classroom teachers, PBIS Team, 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)?	<ul style="list-style-type: none"> <li>• Classroom teachers revisiting and implementing circle strategies to build classroom community</li> <li>• Guidance counselor lessons on community building</li> <li>• Mentoring program between grade levels</li> </ul>

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Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Survey for 4th and 5th grade students
Timeline: Include dates for implementation of action steps.	2024-2025 school year
<b>Secondary Area of Need</b> State the Domain, Topic, and Score	Safety, physical safety, 4.78
Topic Description:	The physical safety domain describes the degree to which students feel safe within the confines of the school campus.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> <li>• Community law enforcement/School SRO officer Bi Weekly Visits</li> <li>• Full time SSE, Officer Jason</li> <li>• Guidance Lessons providing student opportunities to express and process</li> <li>• Schoolwide use of Restorative Practices</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	Principal, Classroom Teachers, Guidance Counselor, SSE and SRO
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Principal, guidance counselor, SSE, monthly fire/safety drills
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	2024-2025 MD Student Surveys
Timeline: Include dates for implementation of action steps.	2024-2025 school year

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**IX. MULTI-TIERED SYSTEM OF SUPPORT**

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

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

- 1) We know what options (practices) exist for this priority.
- 2) We agree on which practice we want to implement.

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- 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.

**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
<b>LAYING THE FOUNDATION</b>			
<ul style="list-style-type: none"> <li>Creating a schedule that allows for collaboration and planning between the general education teachers and the special education teacher.</li> <li>Creating a schedule that allows for collaboration and planning between the general education teachers and the <b>reading intervention teacher</b>.</li> </ul>	Admin District Specialists  District Specialists Admin Staff	Sept 2024  Sept 2024	<ul style="list-style-type: none"> <li>Plan for when team meetings are missed</li> <li>Completed, teachers have a system to cover if this occurs</li> </ul>
<b>INSTALLING</b>			

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<ul style="list-style-type: none"> <li>Teachers are meeting with both Special Education Teachers and Reading Interventionist on weekly schedule.</li> <li>District specialist worked with grades K-5 to review collaborative planning strategies and data collection</li> </ul>	Admin Teachers	ongoing during set planning times, (depending upon teacher schedule.)	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
<b>IMPLEMENTING</b>			
<ul style="list-style-type: none"> <li>Grade level classroom teachers and specialized educators will monitor student progress</li> <li>Grade level classroom teachers and reading interventionist will monitor student progress</li> <li>Based upon data and instruction, strategies are discussed to provide needed support</li> </ul>	Grade level Teachers Sp Ed Teacher District Specialists	Ongoing	<ul style="list-style-type: none"> <li>Continued conversation and learning with staff to provide supportive strategies to help with instruction.</li> </ul>
<b>SUSTAINING SCHOOL-WIDE IMPLEMENTATION</b>			
<ul style="list-style-type: none"> <li>Implement collaborative meetings to plan academic instruction and intervention strategies across level of need for targeted students</li> </ul>	Grade level Teachers Sp Ed Teacher Reading Intervention Teacher	Ongoing	<ul style="list-style-type: none"> <li>Continued conversation and learning with staff to overcome barriers and celebrate successes</li> </ul>

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**X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**

**PBIS Tier I**

**PBIS Tier II**

**PBIS Tier III**

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 use problem-solving tools, based on an evidence-based program called the Toolbox Project. Additionally in guidance lessons, the entire school is taught a 5-week bullying prevention unit through the Second Step program.

Tier I rewards are used to reinforce students following the monthly character traits. For demonstrating the character trait of the month, students may be chosen as the Student of the Month for that particular character trait. Students are chosen by a teacher who recognizes the student doing something above and beyond and is consistent with that month's character trait. Students chosen are announced on the morning announcements, their picture is displayed on a bulletin board, and an assembly is held to recognize the student in front of his/her family.

Tier I rewards are also given to students who follow the three school responsibilities, Be Respectful, Be Responsible, and Be Safe. The class who follows the expectations 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 also have the opportunity to earn Lion Loot for following the school responsibilities. Every 2-3 weeks, students take their Lion Loot to the store and shop for small items or special privileges as a reward for their hard work.

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. They may also be referred to the mental

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health specialist for individual counseling. 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 from his/her classroom teacher. The behavior chart supports the three school responsibilities, Be Respectful, Be Responsible, and Be Safe 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 responsibilities 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, the school counselor. Mrs. Clark utilizes the Second Step program and Toolbox Project to support groups, along with other counseling materials, based on the needs of the group. Groups may meet one day a week during recess for 30 minutes.

Additionally, students may be referred to the mental health specialist, Abbey Patterson, for individual counseling, as the team sees necessary for Tier II students. Abbey works with students to teach coping strategies that can be used both at home and at school, and bridges the gap between home and school by communicating with both parents and teachers.

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.



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**XI. 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 on September 4, 2024; 124 parents attended at about 51% parent participation. On parent conference day for the 2024-2025 school year, 146 parents for about 60% parent participation on October 7, 2024. Grandparents day math fact activity for the 2024-2025 school year had 360 attendees. For the months of September through December during the 2024-2025 school year, 92 parents attended student of the month ceremonies. On December 16th, 49 parents attended the raising a reader program for students in grades pre-k and Kindergarten. For Veteran's Day, 40 students recognized veterans from their families with a recognition ceremony and breakfast. Starting in November, the PTA began volunteering in the building twice a month to support teachers with creating instructional materials. On December 6th, 18 biomedical students from Mountain Ridge High School conducted multiple lessons for our 3rd grade students. There were \_\_\_\_ National Honor Society Readers from Mountain Ridge High School visit to read to students in April of 2025. In 2025 Career day consisted of \_\_\_\_ speakers.

**Parent Involvement Plan**

- 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

**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.

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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.

<b>I. Shared Decision Making</b>  ➤ The parent involvement plan is developed with input from parents.	Two parents and a community member / parent are members the Family engagement Team who attend monthly meetings and share in decision making.	<b>Monthly</b>	<b>Stephanie Beeman</b>
	Parents serve on the Executive Board of the PTA with a teacher representative.	<b>Monthly</b>	<b>Stephanie Beeman</b>
<b>II. Building Parental Capacity</b>  ➤ 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	Back to School Night - Teachers share curriculum and general information with parents.	September 4, 2024	Classroom Teachers
	SIT plan will be shared with parents at a P.T.A. meeting and be posted on the school website.	TBD	Faculty and Staff
	Raising a reader program	Fall & Spring	Early Childhood Prek/K
	Student of the month ceremony for parents to come in and join in recognizing their students achievements	On-going	Classroom Teachers & Staff

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<p>and/or language parents can understand.</p> <p>➤ Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	<p>Math Activity - Grandparents and students will cooperatively complete creative ways to practice math facts</p>	<p>October 2024</p>	<p>Faculty and Staff, grandparents</p>
	<p>MCAP like activities will be shared with parents.</p>	<p>On-Going throughout the year</p>	<p>Classroom teachers</p>
	<p>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.</p>	<p>Parent - Teacher Conference Days (October &amp; March) On-Going throughout the year</p>	<p>Classroom teachers</p>
	<p>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.</p>	<p>On-Going throughout the year</p> <p>On-Going throughout</p>	<p>Classroom Teachers &amp; Staff</p> <p>William Dwyerl, Principal Kelli Clark, Counselor Jen Jackson, PPW</p>

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	<p>Repeated assistance for parents such as English Learning Classes, translators, and materials.</p> <p>STEM Night - exposure to multiple careers based in scientific fields via hands-on activities.</p>	<p>the year</p> <p>April 2025</p>	<p>FSU Faculty Volunteers</p> <p>Parent Volunteers</p>
<b>Requirements</b>	<b>Description of Activities/ Actions/Initiatives</b>	<b>Date(s)</b>	<b>Who should you contact for more information?</b>
<p><b>III- Review the Effectiveness</b></p> <p>The effectiveness of the school's parental involvement activities will be reviewed.</p>	<p>The Frost Elementary Partnership Action Team survey will be utilized to evaluate activities.</p>	<p>Spring 2025</p>	<p>Partnership Action Team Faculty and Staff</p>
<p><b>IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering</b></p>	<p>Parents volunteer at holiday activities and the book fair.</p> <p>Local high school National Honor Society students read to classrooms.</p> <p>Parents volunteer to share their profession for Career Day.</p> <p>Parents volunteer and support the annual Color Run.</p>	<p>Fall/Winter/Spring 2024-2025</p> <p>April 2025</p> <p>Spring 2025</p> <p>Spring 2025</p>	<p>Faculty and Staff, Parents, Grandparents</p> <p>Laurie Lohnas</p> <p>Kelli Clark</p> <p>Family engagement team</p>

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	Parents volunteer to assist with Track and Field Day activities.	Spring 2025	Physical Education Teacher
	Parents volunteer to help organize robotics team	On-going	Lori Beeman

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**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?

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
1. Math Instructional Rounds and Data meetings.	November 2024- May 2025, Bi Monthly	Classroom Teachers	Develop/ Discuss strategies from results of math specialist inferential note taking, BOY, MOY and EOY assessments. Math specialist will focus on small group instruction as well as differentiated enrichment activities.	Increase teacher capacity in effective strategies and understanding of math standards.	Increased performance on MCAP, BOY, MOY, EOY and unit assessments
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

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2. ELA Instructional Rounds and Data meetings	November 2024- May 2025, Weekly	Classroom Teachers	Develop/ Discuss strategies from results of ELA specialist inferential note taking, BOY, MOY and EOY assessments. ELA specialist will focus on small group instruction as well as differentiated enrichment activities. ELA specialist will also focus on assisting Kindergarten through 2 <sup>nd</sup> grade on implementing a pilot ELA curriculum.	Increase teacher capacity in effective strategies and understanding of ELA standards.	Increased performance on MCAP, BOY, MOY, EOY and unit assessments .
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**XIII. Management Plan**

1. How will the plan be shared with the faculty and staff? Please include approximate dates.
  - The plan will be shared with staff after review in January. The plan will be located in the shared Frost 2024-2025 Drive for all staff to access. Action team minutes and specialist feedback will be located in the shared Frost Drive. The plan will be implemented, reviewed and updated in curriculum specialist meetings, monthly throughout the school year.
2. How will the plan be shared with parents and community members? Please include approximate dates.
  - Administration will present the plan via PowerPoint to parents during a PTA meeting after approval of the School Improvement Plan on February 13, 2025. The plan will be posted on the school website per approval.

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3. What role will classroom teachers and/or departments have in implementing the plan?
  - Classroom teachers will be responsible for administering assessments, analyzing data and providing the results to administration and the leadership team. Teachers will analyze and reflect on data in relation to individual and school SLO's.
4. How will student progress data be collected, reported, and evaluated by the SIT?
  - BOY, MOY and EOY iReady data will be collected by classroom teachers , which in turn will be shared with the leadership team and math curriculum specialist for evaluation and further action steps. Monthly, grade level ELA data meetings will be conducted by administration in concert with ELA curriculum specialist focusing on DIBELS and Amplify BOY, MOY and EOY diagnostic results.
5. How will the administration monitor the plan?
  - The principal will conduct walk-throughs and provide informal feedback to teachers. The principal will facilitate grade level team meetings to discuss progress in ELA, Math and Science. The principal will review and analyze data collected from BOY, MOY and EOY diagnostics in addition to DIBELS progress. The principal will review and analyze MCAP results. The principal will meet with grade level teams with the curriculum specialists to discuss progress and benchmarks met. The principal and the PST team will use weekly reports to monitor and address student attendance or truancy. The principal and the PBIS team will support student behavior concerns through restorative practice and the PBIS program.
6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?
  - The assistant supervisor of testing and accountability provides guidance and support to principals and testing coordinators in SIP creation and monitoring. Central Office staff assist with planning professional development activities when needed during the school year. Central Office staff review the SIP and discuss revisions with the administration and leadership team.



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Use this page to identify the members of the School Improvement Plan's team.

<b>Name</b>	<b>Signature</b>	<b>Role</b>
<b>William Dwyer</b>		<b>Principal</b>
<b>N/A</b>		<b>Assistant principal</b>
<b>Colleen Greig</b>		<b>Other School Leader</b>
<b>Phyllis Sagal</b>		<b>Teacher</b>
<b>Jackie Komatz</b>		<b>Teacher</b>
<b>Kristie Spiroff</b>		<b>Instructional Assistant</b>
<b>Michele Deatelhauser</b>		<b>ACPS/School Reading coach or specialist</b>
<b>Leslie Roser</b>		<b>ACPS/school Math coach or specialist</b>
<b>Beth Hotchkiss</b>		<b>Reading Interventionist</b>
<b>N/A</b>		<b>Title I School Support specialist</b>
<b>N/A</b>		<b>Title I Family Engagement Coordinator</b>
<b>Katie Gares</b>		<b>Parent/Family Member</b>
<b>Kirsten Getz</b>		<b>Parent/Family Member</b>
<b>Larry Burkholder</b>		<b>Community Member</b>
<b>Dr. Sarah O'Neal</b>		<b>Community Member</b>
<b>Alexis Pfeiffer</b>		<b>Other School Staff</b>