School: Mt. Savage Middle School Principal: Martin Crump

1. **School Progress Index: .941 Please check the strand for which your school is identified.**

|  |  |  |
| --- | --- | --- |
| **(Please Check)** | **STRAND** | **Criteria** |
|  | 1 | * Meets and/or exceeds academic standards * Minimal subgroups missing AMOs |
|  | 2 | * Meets academic standards * Some subgroups missing AMOs |
|  | 3 | * Minimally meets or does not meet academic standards * Multiple groups missing AMOs |
| **√** | 4 | * Usually does not meet academic standards * Multiple subgroups missing AMOs * Systemic whole school reform may be needed |
|  | 5 | * Does not meet academic standards * Multiple subgroups missing AMOs * Systemic whole school reform may be needed |

**Are you a Title I school?  Yes**  **No**

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

|  |  |  |
| --- | --- | --- |
| **(Please check )** | **Category** | **Description** |
|  | **Reward** | * Meets and/or exceeds academic standards * Closing the achievement gap |
|  | **Focus** | * Need to focus on subgroups not meeting AMOs * Need to focus on the gap in subgroup performance |
|  | **Priority** | * Multiple subgroups missing AMOs * Systemic whole school reform may be needed |

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**II. School Demographics**

1. **Staff Demographics**

STAFF DATA 2013-2014 School Year

**Table 1**

|  |  |  |  |
| --- | --- | --- | --- |
| School-based Personnel | Part Time | Full Time | Total |
| Administrators |  | **2** |  |
| Teachers |  | **31.5** |  |
| Itinerant staff |  | **8** |  |
| Paraprofessionals |  | **2** |  |
| Support Staff |  | **7** |  |
| Total Staff |  | **50.5** |  |

**Table 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Under each year, indicate the number or percent as indicated of individual in each category. | **2013 – 2014**  **Official Data** | **2012 – 2013**  **Official Data** | **2011 – 2012**  **Official Data** | **2010 – 2011**  **Official Data** |
| **Percentage** of faculty who are:   * Highly qualified to teach in assigned area(s) * Not highly qualified to teach in assigned area(s) | 100 | 100 | 100 | 100 |
| For those not highly qualified, list name, grade level course |  |  |  |  |
| Number of years principal has been in the building | 1 | 13 | 12 | 11 |
| Teacher Average Daily Attendance | N/A | 93.6 | 94 | 94.3 |

B. STUDENT DEMOGRAPHICS CHART

Data from prior year’s SIP

**Table 3 SUBGROUP DATA**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2013-2014**  **TOTAL** | **2012-2013**  **TOTAL** | **2011-2012**  **TOTAL** |
| American Indian/Alaskan Native | **≤10** |  | **≤10** |
| Hawaiian/Pacific Islander |  |  | **≤10** |
| African American | **12** | **11** | **≤10** |
| White | **387** | **378** | **402** |
| Asian | **≤10** | **≤10** | **≤10** |
| Two or More Races |  | **≤10** |  |
| Special Education | **38** | **36** | **40** |
| LEP | **≤10** |  |  |
| FARMS | **187** | **183** | **154** |
| Males | **218** | **214** | **214** |
| Females | **183** | **183** | **204** |
| Total Enrollment | **401** | **397** | **418** |

Percentage of student eligible for Free and Reduced Meals as of October 31, 2012: **42.57%**

**SPECIAL EDUCATION DATA 2013-2014 School Year Table 4**

|  |  |
| --- | --- |
| **Disability** | **TOTAL** |
| 01 Intellectual Disability |  |
| 02 Hard of Hearing |  |
| 03 Deaf |  |
| 04 Speech/Language Impaired | **≤10** |
| 05 Visual Impairment |  |
| 06 Emotional Disturbance |  |
| 07 Orthopedic Impairment |  |
| 08 Other Health Impaired | 18 |
| 09 Specific Learning Disability | 19 |
| 10 Multiple Disabilities |  |
| 12 Deaf-Blindness |  |
| 13 Traumatic Brain Injury |  |
| 14 Autism |  |
| 15 Developmental Delay |  |

**Discipline/Climate Narrative**

The data for discipline in the middle school for the school years 2011-2012 to 2012-2013 showed a 24% decrease in the overall number of referrals from 520 in 2011-2012 to 396 in 2012-2013. From 2011-2012 to 2012-2013, a 14% increase in the number of suspensions occurred from 104 (85 ISS, 19 OSS) to 121 (89 ISS, 32 OSS.) A significant drop occurred in the number of referrals for “Failure to Obey School Rules” (301 in 2011-12 to 127 in 2012-2013.) A significant decrease occurred in the number of bus referrals as well (106 in 2011-2012 to 47 in 2012-13). These changes may be attributed to the following:

* 2011-12 the assistant principal was new and was establishing rapport with students resulting in more referrals. In 2012-13, he made contact with students who had been referred the year before and used proactive strategies such as conferencing, parent contacts, and guidance intervention to keep students from escalating behaviors.
* An increase in suspensions and decrease in bus referrals may be attributed to stricter consequences being implemented earlier to deter future infractions from occurring. Stricter bus consequences such as bus suspensions were implemented to remind students that bus misbehavior would not be tolerated.

The 2011 TELL Survey revealed that rules are consistently enforced for student conduct. School leadership supports teachers’ efforts to maintain discipline in the classroom as well as in the entire building. Students at Mount Savage Middle understand expectations for their conduct. Everyone, within the confines of the facility, works in a safe, clean, and well-maintained environment. Results from the 2013 survey were unobtainable due to lack of sufficient data.

The attendance rate for Mount Savage Middle School teachers was 94% and the student rate was >95%. The school enjoys a safe and comfortable environment where students are able to grow socially and academically as evidenced by our excellent attendance rates of both students and staff.

**III. AMO Progress – Reading and Math**

**School Level AMO Analysis**

Annual Measurable Objective targets are unique to specific schools and subgroups; schools are striving to meet their individual targets to support the achievement of all students while closing the achievement gap and decreasing the number of non-proficient students. Through Maryland’s ESEA Flexibility Waiver, each Maryland school will reduce its percent of non-proficient students for each of its subgroups and overall by half in the upcoming four years (2017).

**Reading**

**Long Term Goal:** To reduce the percent of non-proficient students for each subgroup and overall performance by half by 2017.

**Short Term Goal:** To meet the school specific established AMO for each subgroup and overall performance by 2014.

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 5: School Progress on the AMO Targets – Reading (English 2) AMO Data** | | | | | | | | | | | | |
| **Subgroup** | **School Level** | | | | | | | | | | | |
| **All Students** | | | **Level 6** | | | **Level 7** | | | **Level 8** | | |
| **2013 AMO** | **% Proficient** | **MET**  **Y/N** |  | **% Proficient** | **MET**  **Y/N** |  | **% Proficient** | **MET**  **Y/N** |  | **% Proficient** | **MET**  **Y/N** |
| All Students | 84.7 | 84.6 | N |  | 87.7 | Y |  | 83.8 | N |  | 83.2 | N |
| Hispanic/Latino of any race |  |  |  |  |  |  |  |  |  |  |  |  |
| American Indian or Alaska Native |  |  |  |  |  |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Black or African American | 71.2 | 63.6 | N |  | \* |  |  | \* |  |  | \* |  |
| Native Hawaiian or Other Pacific Islander |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 83.9 | 84.8 | Y |  | 87.1 | Y |  | 84.4 | Y |  | 83.8 | N |
| Two or more races |  |  |  |  |  |  |  |  |  |  |  |  |
| Special Education | 64.6 | 41.9 | N |  | 54.5 | N |  | \* |  |  | 40 | N |
| Limited English Proficient (LEP) |  |  |  |  |  |  |  |  |  |  |  |  |
| Free/Reduced Meals (FARMS) | 77.2 | 73.5 | N |  | 79.6 | Y |  | 68.6 | N |  | 71.9 | N |

1. Based on the examination of the AMO Data for Reading/Language Arts ,
   1. Describe what challenges are evident.

* Increasing the percentage of proficient to achieve the AMO
* Bridging/closing the gap between the total aggregate and the special education population
  1. Describe the changes or adjustments that will be made to ensure progress and include timelines where appropriate.

ELA:

* Anchor books (chosen with regards to state- recommended guidelines) with appropriate lexiles, increased rigor, and high interest levels are used as the base for locally written units. The new units are aligned with CCSS.
* Literature circle tradebooks with varying lexiles, complexity and high interest are made available and used as extensions to the new units.
* Read 180, a fully-accredited remedial program, will be implemented.
* All content areas will be utilizing active reading strategies such as:
  + Highlighting
  + Building vocabulary, both generic and specific
  + Using post-it notes
  + Interpreting maps, charts, graphs (visual aids)
  + Chunking passages
  + Using close analytical reading
  + Using graphic organizers
  + Sentence Writing
  + Paragraph Writing
  + Paraphrasing and summarizing
  + Chunking primary source documents
  + Researching
  + UDL
  + New Textbook
  1. Identify challenges in terms of grade level(s) and/or subgroup(s).

|  |  |  |
| --- | --- | --- |
| **Grade Level** | **Subgroup(s)** | **Explanation of Challenges** |
| 6-8 | Aggregate | The proficiency rate of 84.6% did not make the AMO of 84.7% |
| 6-8 | African American | The proficiency rate of 63.6% did not make the AMO of 71.2% |
| 6-8 | Special Education | The proficiency rate of 41.9% did not make the AMO of 64.6% |
| 6-8 | FARMS | The proficiency rate of 73.5% did not make the AMO of 77.2% |
| 6 | Special Education | The proficiency rate of 54.5% did not make the AMO of 64.6% |
| 7 | FARMS | The proficiency rate of 68.6% did not make the AMO of 77.2% |
| 7 | Aggregate | The proficiency rate of 83.8% did not make the AMO of 84.7% |
| 8 | Aggregate | The proficiency rate of 83.2% did not make the AMO of 84.7% |
| 8 | Special Education | The proficiency rate of 40% did not make the AMO of 64.6% |
| 8 | White | The proficiency rate of 83.8% did not make the AMO 83.9% |
| 8 | FARMS | The proficiency rate of 71.9% did not make the AMO of 77.2% |

* 1. Describe the **objective milestone(s)** you will keep to prove that you are meeting the needs of the identified grade and/or subgroup?

Quarterly benchmarks will be used to monitor the progress of the following targeted groups. To be classified as proficient on the benchmarks, 70% of students will need to score a 70% or better. The targets listed below indicate the percentage that is needed to meet or surpass individual subgroup AMOs for this coming year.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Benchmark 1** | | **Benchmark 2** | | **Benchmark 3** | | **Benchmark 4** | |
|  | **Target** | **Actual** | **Target** | **Actual** | **Target** | **Actual** | **Target** | **Actual** |
| **Grade 6** | 86.2% | 71% | 86.2% |  | 86.2% |  | 86.2% |  |
| SPED | 68.1% | 50% | 68.1% |  | 68.1% |  | 68.1% |  |
| **Grade 7** | 86.2% | 53% | 86.2% |  | 86.2% |  | 86.2% |  |
| SPED | 68.1% | 0% | 68.1% |  | 68.1% |  | 68.1% |  |
| **Grade 8** | 86.2% | 55% | 86.2% |  | 86.2% |  | 86.2% |  |
| SPED | 68.1% | 0% | 68.1% |  | 68.1% |  | 68.1% |  |

**Mathematics**

**Long Term Goal:** To reduce the percent of non-proficient students for each subgroup and overall performance by half by 2017.

**Short Term Goal:** To meet the school specific established AMO for each subgroup and overall performance by 2014.

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 9: School Progress on the AMO Targets – Mathematics (Algebra 1) AMO Data** | | | | | | | | | | | | |
| **Subgroup** | **All Students** | | | | | | | | | | | |
| **School Level** | | | **Level 6** | | | **Level 7** | | | **Level 8** | | |
| **2013 AMO** | **% Proficient** | **MET**  **Y/N** |  | **% Proficient** | **MET**  **Y/N** |  | **% Proficient** | **MET**  **Y/N** |  | **% Proficient** | **MET**  **Y/N** |
| All Students | 77.3 | 75.8 | N |  | 81.1 | Y |  | 75.7 | N |  | 70.4 | N |
| Hispanic/Latino of any race |  |  |  |  |  |  |  |  |  |  |  |  |
| American Indian or Alaska Native |  |  |  |  |  |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |
| Black or African American | 79.2 | 63.6 | N |  | \* | \* |  | \* | \* |  | \* | \* |
| Native Hawaiian or Other Pacific Islander |  |  |  |  |  |  |  |  |  |  |  |  |
| White | 76.7 | 75.4 | N |  | 80.2 | Y |  | 75.8 | N |  | 70.1 | N |
| Two or more races |  |  |  |  |  |  |  |  |  |  |  |  |
| Special Education | 58.3 | 41.9 | N |  | 63.6 | Y |  | \* | \* |  | 20 | N |
| Limited English Proficient (LEP) |  |  |  |  |  |  |  |  |  |  |  |  |
| Free/Reduced Meals (FARMS) | 70.7 | 59.3 | N |  | 70.4 | N |  | 58.8 | N |  | 49.1 | N |

1. Based on the examination of the AMO Data for Mathematics describe what challenges are evident.
   1. Describe what challenges are evident.

The challenges evident at Mt. Savage Middle School include both our Special Education students meeting the AMO of 58.3% and FARMS students meeting the AMO of 70.7%. In order for the Special Ed students to accomplish proficiency in this coming year, 2013-2014, the AMO of 62.5% needs to be obtained. The FARMS students will need to achieve a 73.7%.

* 1. Describe the changes or adjustments that will be made to ensure progress and include timelines where appropriate.

Math:

* Building a Professional Learning Community (PLC) through the use of vertical team
* Utilizing the Universal Design for Learning(UDL) to ensure all learning types are reached
* Perform close analytical reading strategies utilizing Content Vocabulary, Practice Forward ,and Content Shift problems
* Student folders for parent review and student re-visit
* Differentiated instruction to reach all students by using tiered assignments, unidentified groupings, and the Ruby Payne model
* Graphic organizer utilized for daily note-taking
* Remediation of skills missed most often will be identified thru the data on AMS to target weak areas
* Use of higher level questioning and Bloom’s taxonomy to ensure application of skills can transfer to everyday living
* Adjusting Instructional strategies to incorporate more modeling of concepts into lessons in order to reinforce and deepen conceptual understanding
* All classrooms are utilizing Ready Common Core resource book

Other Content Areas Supporting Math:

* All content areas will be utilizing the **8 Mathematical Practices**
  + *Make sense of problems and persevere in solving them*
  + *Reason abstractly and quantitatively*
  + *Construct viable arguments*
  + *Model with mathematics*
  + *Use appropriate tools strategically*
  + *Attend to precision*
  + *Look for and make use of structure*
  + *Look for and express regularity in repeated reasoning*
  1. Identify challenges in terms of grade level(s) and/or subgroup(s).

|  |  |  |
| --- | --- | --- |
| **Grade Level** | **Subgroup(s)** | **Explanation of Challenges** |
| 6-8 | Aggregate | The proficiency rate of 75.8% did not make the AMO of 77.3% |
| 6-8 | African American | The proficiency rate of 63.6% did not make the AMO of 79.2% |
| 6-8 | White | The proficiency rate of 75.4% did not make the AMO of 76.7% |
| 6-8 | Special Education | The proficiency rate of 41.9% did not make the AMO of 58.3% |
| 6-8 | FARMS | The proficiency rate of 59.3% did not make the AMO of 70.7% |
| 6 | FARMS | The proficiency rate of 70.4% did not make the AMO of 70.7% |
| 7 | Aggregate | The proficiency rate of 75.7% did not make the AMO of 77.3% |
| 7 | White | The proficiency rate of 75.8% did not make the AMO of 76.7% |
| 7 | FARMS | The proficiency rate of 58.8% did not make the AMO of 70.7% |
| 8 | Aggregate | The proficiency rate of 70.4% did not make the AMO of 77.3% |
| 8 | White | The proficiency rate of 70.1% did not make the AMO of 76.7% |
| 8 | Special Education | The proficiency rate of 20% did not make the AMO 58.3% |
| 8 | FARMS | The proficiency rate of 49.1% did not make the AMO of 70.7% |

* 1. Describe the **objective milestone(s)** will you keep to prove that you are meeting the needs of the identified grade and/or subgroup?

Quarterly benchmarks will be used to monitor the progress of the following targeted groups. To be classified as proficient on the benchmarks, 70% of the students will need to score a 70% or better. The targets listed below indicate the percentage that is needed to meet or surpass individual subgroup AMOs for this coming year.

***6th Grade***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Target** | **BM 2** | **BM3** | **BM 4** |
| **Aggregate** | 79.5% |  |  |  |
| **FARMS** | 73.7% | Data unavailable | Data Unavailable | Data unavailable |

***7th Grade***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Target** | **BM 2** | **BM3** | **BM 4** |
| **Aggregate** | 79.5% |  |  |  |
| **White** | 79% |  |  |  |
| **FARMS** | 73.7% | Data Unavailable | Data Unavailable | Data Unavailable |

***8th Grade***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Target** | **BM 2** | **BM 3** | **BM 4** |
| **Aggregate** | 79.5% |  |  |  |
| **White** | 79% |  |  |  |
| **Special Education** | 62.5% |  |  |  |
| **FARMS** | 73.7% | Data Unavailable | Data Unavailable | Data Unavailable |

* + 1. **Science**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 13: Maryland School Assessment Performance Results – Science MSA** | | | | | | | | | |
| **Subgroup** | **All Students** | | | | | | | | |
| **2011** | | | **2012** | | | **2013** | | |
| **# Tested** | **# Prof.** | **% Prof.** | **# Tested** | **# Prof.** | **% Prof.** | **# Tested** | **# Prof.** | **% Prof.** |
| All Students | 150 | 121 | 80.7 | 146 | 109 | 74.7 | 127 | 87 | 68.5 |
| Hispanic/Latino of any race |  |  |  |  |  |  |  |  |  |
| American Indian or Alaska Native |  |  |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |  |  |
| Black or African American |  |  |  |  |  |  |  |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |  |  |  |  |  |  |  |
| White | 143 | 114 | 79.7 | 136 | 100 | 73.5 | 118 | 81 | 68.6 |
| Two or more races |  |  |  |  |  |  |  |  |  |
| Special Education | 10 | **≤10** | 90 | 14 | **≤10** | 50 | 10 | **≤10** | 20 |
| Limited English Proficient (LEP) |  |  |  |  |  |  |  |  |  |
| Free/Reduced Meals (FARMS) | 53 | 40 | 75.5 | 55 | 32 | 58.2 | 58 | 30 | 51.7 |

1. Based on the examination of the 2013 Maryland School Assessment data for Science (Biology):
   1. Describe where challenges are evident. Identify challenges in terms of grade levels and subgroups.

The challenges evident at Mt. Savage Middle include White, Special Education, and FARMS subgroups.

* 1. Describe the changes or adjustments that will be made to ensure progress and include timelines where appropriate.

6th Grade – review 6th grade Earth Science concepts throughout a 3-6 week rotation at the end of the year during co-curricular.

7th Grade - review 7th grade Life Science concepts throughout a 3-6 week rotation at the end of the year during co-curricular

8th Grade- review 8th grade Physical Science concepts, 7th grade Life Science, and 6th grade Earth Science throughout a 3-6 week

rotation before the Science MSA during co-curricular.

Students will have a workbook that spirals through all three science content areas. This workbook will be used to review all

three years.

* 1. Include a description of corresponding resource allocation.

Local funds will be used to purchase review books.

* 1. Describe the **objective milestone(s)** you will keep to prove that you are meeting the needs of the lowest performing subgroup?      County benchmarks will be used to monitor the progress of the following targeted groups. To be classified as proficient on the benchmarks, 70% of all students will need to score a 70% or better.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Benchmark 1 | | Benchmark 2 | | Benchmark 3 | | Benchmark 4 | |
|  | Fall | Spring | Fall | Spring | Fall | Spring | Fall | Spring |
| Grade 6 |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |
| Special Education |  |  |  |  |  |  |  |  |
| FARMS | Data Unavailable | Data Unavailable | Data Unavailable | Data Unavailable | Data Unavailable | Data Unavailable | Data Unavailable | Data Unavailable |
| Grade 7 |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |
| Special Education |  |  |  |  |  |  |  |  |
| FARMS | Data Unavailable | Data Unavailable | Data Unavailable | Data Unavailable |  |  |  |  |
| Grade 8 |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |
| Special Education |  |  |  |  |  |  |  |  |
| FARMS | Data Unavailable | Data Unavailable | Data Unavailable | Data Unavailable |  |  |  |  |

**\**

* + 1. **SPI (School Progress Index)**

**The 2013 School Progress Index is** .9417

**This SPI places our school in Strand** 4

* + - 1. **Achievement – Elementary, Middle and High** The Achievement Contribution Value represents your school’s performance on the MSA, Mod-MSA, Alt MSA and HSA in meeting Math, Reading and Science proficient and advanced levels relative to the school’s targets.

**Table 20**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2013 Achievement Calculation** | **Math** | **Reading** | **Science** | **Combined Indicator** |
| **% of students who scored Advanced or Proficient** | **75.78%** | **84.64%** | **68.80%** |  |
| **2013 Achievement AMOs** | **77.27%** | **84.65%** | **83.56%** |  |
| **Measure Progress Scale Values** | **.9807** | **.9998** | **.8234** |  |
| **Proportional Significance** | **33.33%** | **33.33%** | **33.33%** |  |
| **Measure Contribution** | **.3269** | **.3333** | **.2745** |  |
| **Achievement Contribution Value** |  |  |  | **.2804** |

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

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

* + - 1. **Gap Reduction – Elementary, Middle** The Gap Reduction is defined as a decrease in the performance gap between the highest-achieving subgroup and the lowest-achieving subgroup by content area. The gap percent for each school and content area is calculated using the combined result of Alt-MSA, Mod-MSA and MSA for elementary and middle.

**Table 21**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2013 Gap Reduction Calculation** | **Math** | **Reading** | **Science** | **Combined Indicator** |
| **2013 Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient** | **White**  **77.95%** | **White**  **85.04%** | **White**  **73.13%** |  |
| **2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient** | **Special Ed**  **43.33%** | **Special Ed**  **43.33%** | **FARMS**  **51.79%** |  |
| **This Year’s Gap (complement)** | **65.38%** | **58.29%** | **78.65%** |  |
| **2013 Gap Reduction AMO (complement)** | **82.56%** | **81.73%** | **57.04%** |  |
| **Measure Progress Scale Values** | **.7919** | **.7132** | **1.3788** |  |
| **Proportional Significance** | **33.33%** | **33.33%** | **33.33%** |  |
| **Measure Contribution** | **.2640** | **.2377** | **.4596** |  |
| **Gap Reduction Value** |  |  |  | **.3845** |

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

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

* + - 1. **Student Growth – Elementary and Middle Schools Only** Student Growth is defined as the progress a student makes from one year to the next. The Growth Indicator represents all students’ growth within an elementary or middle school for the following measures: Mathematics Proficiency (MSA Math) and Reading Proficiency (MSA Reading)

**Table 23**

|  |  |  |  |
| --- | --- | --- | --- |
| **2013 Student Growth Calculation** | **Math** | **Reading** | **Combined Indicator** |
| **2013 Growth Rate** | **59.19%** | **70.54%** |  |
| **2013 Growth AMO** | **73.68%** | **67.70%** |  |
| **Measure Progress Scale Values** | **.8033** | **1.0419** |  |
| **Proportional Significance** | **50%** | **50%** |  |
| **Measure Contribution** | **.4016** | **.5210** |  |
| **Growth Contribution Value** |  |  | **.2768** |

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

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

**VII. Attendance – Elementary and Middle Schools**

|  |  |  |
| --- | --- | --- |
| **Table 25: School Progress Attendance Rate** | **All Students AMO = 94.0%** | |
| **Grade Level – School Level Data** | **Attendance Rate** | **MET Y/N** |
| All Students | 94.9 | Y |
| Grade 6 | ≥95.0 | Y |
| Grade 7 | 94.9 | Y |
| Grade 8 | 94.1 | Y |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 26: Attendance Rate** | **All Students** | | | | |
| **Subgroups – School Level Data** | **94%** | **90%\*** | **94%** | **94%** | **94%** |
| **2008-2009** | **2009-2010** | **2010-2011** | **2011-2012** | **2012-2013** |
| All Students | ≥95.0 | 94.8 | 94.7 | ≥95.0 | 94.9 |
| Hispanic/Latino of any race |  |  |  |  |  |
| American Indian or Alaska Native |  |  |  |  |  |
| Asian |  |  |  |  |  |
| Black or African American |  |  | 94.8 |  | 94.1 |
| Native Hawaiian or Other Pacific Islander |  |  |  |  |  |
| White |  |  | 94.7 | ≥95.0 | 94.9 |
| Two or more races |  |  |  |  |  |
| Special Education | 94.9 | 92.9 | 93.3 | ≥95.0 | 93.6 |
| Limited English Proficient (LEP) |  |  |  |  |  |
| Free/Reduced Meals (FARMS) | 93.4 | 93.2 | 93.5 | 93.9 | 93.7 |

1. Based on the examination of the Attendance Data
   1. Describe where challenges are evident. In your response, identify challenges in terms of grade and/or subgroups. To maintain excellent attendance of ≥94%.
   2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. Monitoring Attendance and tracking subgroups
   3. If all students and all subgroups met the AMO of 94% or higher, schools do not need to address any challenges, only monitor attendance during this school year. Monitoring Attendance

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level** | **Target** | **Aug.** | **Sept.** | **Oct.** | **Nov.** | **Dec.** | **Jan.** | **Feb.** | **Mar.** | **Apr.** | **May** | **June** |
| **Grade 6** | **94%** | **97.14** | **95.89** | **96.29** | **94.17** |  |  |  |  |  |  |  |
| **Grade 7** | **94%** | **99.02** | **96.84** | **96.34** | **95.42** |  |  |  |  |  |  |  |
| **Grade 8** | **94%** | **96.5** | **95.52** | **94.38** | **93.48** |  |  |  |  |  |  |  |
| **Total School** | **94%** | **97.49** | **96.05** | **95.61** | **94.31** |  |  |  |  |  |  |  |

**IX. Transition Plan**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Transition Plan Outcome #** | **Activities** | **Target Staff** | **Responsible Person(s)** | **Required Resources** | **Timeline** | **Outcomes** | **Progress Monitoring** |
| ***Aligned Standards*** | ***Learning Designs***  ***Implementation*** | ***Learning Communities*** | ***Leadership*** | ***Resources*** | ***Implementation*** | ***Outcomes*** | ***Data*** |
| 1 | STEM Opening and Ongoing Professional Development   1. STEM Standards of Practice - Jigsaw Video 2. Creating a proto-type – Shopping Cart Video 3. Foundational Knowledge –The Hand you’re dealt 4. Classroom Example Activities    1. The tale of two classroom    2. Brainstorming for look-for development 5. STEM Pedagogy –    * 1. Single Teacher/multi teacher instruction models      2. Engineering Integration         1. NASA Video         2. Newspaper Activity         3. Engineering Design Process | All Teaching and Administrative Staff | EEA STEM Team/Principal | EEA PowerPoint and activities  Chart Paper  Markers  Newspaper  Tape | 8/20/13 – 11/1/13 | 1.Review the Seven Standards of Practice  2. Staff will understand the components of a Stem-Centric classroom  3. Staff Will understand the engineering design process. | Data Collection and review using look-for documents created by teachers to measure effective implementation of STEM in classrooms |
| 1,2 | Mathematics Opening Day Professional Development   1. Review the Standards of Mathematical Practice 2. Shift Review 3. Sample PARCC Assessment Item Activity 4. Noticing and Wondering Video | All Teaching Staff | EEA Math Team/Principal | Sample PARCC Assessment Item  Mathematical practice sort  Noticing and wondering video | 8/21/ 13 | 1. Review and renew understanding of the eight math practices.  2. Develop an understanding of the mathematical shifts in instruction and assessment | Data by administrative team regarding implementation of math practices in all classrooms |
| 1,2 | Math Staff Opening Day Professional Development  1. Coherence Activity – Clothes Line  2. Rigor Activity – Staff will work with a grade level appropriate MSA task and modify the activity by adding rigor  3. Staff will work together to solve a sample PARCC Assessment Activity  4. Staff will review elementary and middle school prototypes | Secondary Math and All Elementary Teaching Staff | EEA Math Team | Math Practices  Clothes Line Activity  MSA Task  PARCC Prototype  PowerPoint | 8/21/13 | 1. Participants will identify and develop coherence and rigorous activities  2. Gain understanding of the shift in tasks types  3. Gain understanding of the PARCC Assessments | 1. Collect and evaluate MSA question that requires participants to add rigor to the activities |
| **Transition Plan Outcome #** | **Activities** | **Target Staff** | **Responsible Person(s)** | **Required Resources** | **Timeline** | **Outcomes** | **Progress Monitoring** |
| ***Aligned Standards*** | ***Learning Designs***  ***Implementation*** | ***Learning Communities*** | ***Leadership*** | ***Resources*** | ***Implementation*** | ***Outcomes*** | ***Data*** |
| 1 | EEA Opening and Ongoing Professional Development  1. Mythbusters Activity – Common Core shifts  2. Common Core Instructional Shifts Carousel Gallery Walk  3. Common Core Shifts Reflection Tool to Determine Next Steps in PD  4. Close Reading:  a. What is it and is not  b. Article: Closing in on Close Reading  c. Close Reading Activities from the EEA Academy | All School Staff | EEA ELA Team and Administration | Mythbusters Activity  Chart Paper  Markers  Carousel Gallery Walk  Close Reading Article  Close Reading Passages  Reflection Tool  Common Core Shifts Chart | 8/21/13 – 1/30/2103 | 1. Staff will renew their understanding of the common core shifts for ELA  2. Staff will be able to implement close reading strategies on their instructional planning | 1. Review of responses from reflection tool will be used to determine next steps in professional development  2. Informal administrative observations will measure the level on close reading implementation in classrooms to determine next steps in professional development |
| 1,2 | Opening EEA Professional Development for Social Studies Content  1. C3 Planned Frameworks -  2. Close Reading in the Social Studies Content  3. Evidence Based Writing  4. Historical Thinking | Social Studies Staff | EEA Extra Content Participants | Computer  Overhead  Online Access  PowerPoint from Academy | 8/21/13 | 1. Staff will be able to navigate the C3 curriculum and identify alignment with Maryland outcomes  2. Staff will be able to identify examples of close reading in the social studies classroom  3. Staff will identify online resources that support the classroom instruction | 1. Staff will provide examples of classroom use.  2. Staff will review writing samples with ELA staff to determine appropriate level of writing implementation in the social studies classroom  3. . Informal administrative observations will measure the level on close reading implementation in classrooms to determine next steps in professional development  4. Staff will assemble a list of useful online resources |
| 1 | Opening EEA Professional Development for Non-Tested Subjects   1. Review the Instructional Shifts for ELA, Math, and STEM 2. In working groups develop look-for’s by content area that align with the instructional shifts | Music, Art, Tech, Consumer-Family Science and PE Teachers | Principal | Chart paper  Markers  Copies of Instructional Shifts | 8/21/13 | Participants will develop a look for document that aligns with the instructional shifts in Mathematics, ELA, and STEM | 1. The administration will use the look for documents to assemble data that will be analyzed and used to determine next steps in professional development. |
| 2 | Review of PARCC sampled assessment items from the PARCC website for Math and ELA Teachers. | Math and ELA staff during weekly Vertical PLC meetings and grade level team meetings at the elementary level | Math and Reading Specialists | Web Resources | 2013-14 School Year | Participants will develop an understanding of PARCC assessment items and will create classroom learning activities that support student learning of the CCSS | School Leadership team will attend PLC meetings and observe for changes in classroom instruction |
| 2 | Staff will participate in a professional development session on the STEM lesson planning site. | All Staff | County STEM Specialist | County Online STEM Site | October 15, 2013 | Particpants will place for STEM lessons on the site during the 2013-14 school year. | The school principal will review the STEM lessons on the county site |
| 2 | Staff members will develop “look-for” documents that identify appropriate instructional practices that support the MCCSC. These documents will be used to develop “classroom Culture” documents that will be used to inform on-going conversations about classroom instruction at Mt. Savage School | All Staff | Principal | Chart Paper  Goggle Docs | October 17th and ongoing | Classroom Culture documents will be created by each discipline | The leadership team will use the culture documents to guide instructional conversations |
| 2 | Staff members will participate in inter-discip0linary sessions to develop a mission, vision, values and goals. The mission, vision, values , and goals will support a STEM Centric school | All Staff | Principal – School Leadership Team | Paper, Note Pads, Google Docs | 2013-2014 School Year | Participants will develop a school mission and vision that can be readily articulated to the school community | Mission, vision, values and goals will be placed on school web site by June 2014 |

**X. Non-Title I Parent Involvement**

**Parent/Community Involvement Needs**

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

**Parent Advisory Committee 2013 – 2014**

|  |  |
| --- | --- |
| **Name** | **Position** |
| Tasha Baker | PAC/ Rep |
| Martin Crump | Principal |
| Tracey Wharton | AP |
| Jennifer Ritchie | Teacher |
| Roberta Clarke | Teacher |

**Non Title I Parent Involvement Plan**

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

**MOUNT SAVAGE PARENT INVOLVEMENT PLAN**

**Expectations**

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

I – Shared decision-making opportunities

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

III – Formal and informal evaluation of the effectiveness of parent involvement activities

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

**Goal:** By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet the AMO target for 2013-2014.

**Action Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Requirements** | **Description of Activities/**  **Actions/Initiatives** | **Date(s)** | **Who should you contact**  **for more information?** |
| **I - Shared Decision Making**   * The parent involvement plan is   developed with input from parents. | SIT meetings | **As needed** | **Mr. Crump** |
| **II- Building Parental Capacity**  1) Provide assistance to parents in  understanding the State’s  academic content standards and  student academic achievement  standards, and State and local  academic assessments. | Parent Conference Days  Online grade reports  MSA Reports | **September**  **Quarterly**  **Yearly** | Mr.Crump  Mr. Orndorff  Mr. Cornmesser  Ms. Thompson  Teaching Staff |
| 2) Provide materials and  parent trainings/workshops to help  parents improve their children’s  academic achievement. | Parent Conference Days  Online grade reports  MSA Reports  Team/Parent meetings | **September**  **Quarterly**  **Yearly**  **As Requested** | Mr.Crump  Mr. Orndorff  Mr. Cornmesser  Ms. Thompson  Teaching Staff |
| 3) Ensure information is presented in  a formatand/or languageparents  can understand. | Newsletter  Assignment notebooks  Calendar of events  Online grading  School messenger(phone) | ongoing | Staff members |
| 4. Provide full opportunities for  participation of parents of students  from diverse backgrounds. | IEP meetings | ongoing | Staff members |
|  |  |  |  |
|  |  |  |  |
| **Requirements** | **Description of Activities/**  **Actions/Initiatives** | **Date(s)** | **Who should you contact**  **for more information?** |
| **III- Review the Effectiveness**   * The effectiveness of the school’s   parental involvement activities will  be reviewed. | School Improvement Meetings  TELL survey | ongoing | Mr. Crump |
| **IV - Other School Level Parent**  **Involvement Initiatives Based**  **on Joyce Epstein’s Third Type**  **of Involvement: Volunteering** | Book fairs  Band/Choral concerts  Art shows  Parent Conferences, Field Trip chaperones | ongoing | Staff members |

**Section XII. Tell Survey Update**

**In order to encourage more teacher participation in the next TELL survey the administration will provide time for teachers to complete**

**the survey and monitor participation to ensure a higher level of response for the upcoming year.**

**Section XIII. Management Plan**

|  |  |
| --- | --- |
| **1.** | **How will the plan be shared with the faculty and staff?** |
|  | *SIT will share an overview of the plan during a faculty meeting with follow-ups providing updates during grade-level or vertical team planning time and after-school meetings.* |
| **2.** | **How will milestone data be collected, reported to, and evaluated by the SIT?** |
|  | *The school improvement specialists will collect, sort, and process data to be evaluated by the team and shared with the faculty and staff.* |
| **3.** | **How will the SIP be revised based on milestone and objective assessment data?** |
|  | *Based on benchmarks and other data pertaining to student progress, certain target goals may need to be amended.* |
| **4.** | **What role will each of the HSA content area teachers/departments have in implementing and monitoring the plan?** |
|  | *N/A* |
| **5.** | **How will the initial plan be shared with parents and community members?** |
|  | *The SIP is posted on the school page of the Allegany County Public School website. A pamphlet with SIP components of importance to parents and community members will be produced and distributed by the school. Also, newsletters will inform parents and community of the plan and where they can obtain more information regarding the document.* |
| **6.** | **How will revisions to the SIP be presented to the staff, parents, and community?**  *Revisions to the SIP will be presented to the faculty at team and faculty meetings. The SIP will be placed on a shared local school drive(z-drive) so that faculty can review the plan at any time. Newsletters and the school page on the internet will apprise parents and community of any additions/revisions.* |
|  |  |
| **7.** | **How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?** |
|  | ***Current data as well as future data, is and will be available courtesy of the Central Office. The Central Office is helpful in that it provides input when requested that pertains to concerns, questions of interpretation, and analytical explanations f the SIP. The Central Office also arranges a calendar of ongoing workshops for professional development for teachers in the areas of need in our SIP.*** |
| **8.** | **List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.** |
|  | ***During ongoing SIT meetings or through vertical team meetings.*** |

**Section XIV. SIP Roster**

