School: Mount Savage Elementary School Principal: Martin Crump

* **School Progress Index: \_1.0632\_\_\_\_\_\_\_ 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 |
| **X** | 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**

* **Staff Demographics**

STAFF DATA 2013-2014 School Year

**Table 1**

|  |  |  |  |
| --- | --- | --- | --- |
| School-based Personnel | Part Time | Full Time | Total |
| Administrators |  | **2** | **2** |
| Teachers | **1** | **13** | **14** |
| Itinerant staff | **4** |  | **4** |
| Paraprofessionals | **1** | **3** | **4** |
| Support Staff | **2** | **1** | **3** |
| Total Staff | **7** | **20** | **27** |

**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 | 0 | 14 | 13 | 12 |
| Teacher Average Daily Attendance | n/a | 95.1% | 96.1% | 95.5% |

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 | **\*** | **\*** | **\*** |
| Hawaiian/Pacific Islander | **N/A** | **N/A** | **N/A** |
| African American | **\*** | **N/A** | **11** |
| White | **204** | **218** | **221** |
| Asian | **N/A** | **N/A** | **N/A** |
| Two or More Races | **\*** | **\*** | **N/A** |
| Special Education | **26** | **28** | **24** |
| LEP | **N/A** | **N/A** | **N/A** |
| FARMS | **No Data** | **No data** | **135** |
| Males | **99** | **119** | **121** |
| Females | **106** | **104** | **113** |
| Total Enrollment  (Males + Females) | **205** | **223** | **234** |

Percentage of student eligible for Free and Reduced Meals as of October 31, 2012: **53%**

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

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

**Discipline/Climate Narrative**

The discipline and climate at Mt. Savage Elementary School is excellent. We focus on three school rules: Be Safe, Be Responsible, and Be Respectful. Last year was our third full year of being a Positive Behavior Support and Intervention (PBIS) school. The students earn feathers by following the school rules and being “Chief Citizens.” Student behavior is monitored and communicated to parents daily. Positive behavior is rewarded quarterly with Behavior Celebrations. Then about half way through the nine-week periods, we have Booster Days where the school rules and behavior matrixes are revisited. Because of our school-wide behavior program, we applied for and received the Silver Award at the Western Maryland PBIS Summer Academy. New this school year, Mount Savage now has the LAP program which allows more individualized behavior programs for certain students.

* The data for discipline in the elementary school for the school years 2011-2012 to 2012-2013 showed a very slight increase in the overall number of referrals from 52 in 2011-2012 to 55 in 2012-2013. The area of highest incidence for referrals for both years was Physical Attack. A large number of referrals for both years fall into the categories Disrespect or Insubordination/Refusal to Obey Rules. A significant decrease occurred in the number of bus referrals (26 in 2011-2012 to 15 in 2012-13). These changes may be attributed to the following:
* The total number of referrals remained fairly steady due to the continued implementation of the PBIS program which includes classroom teachers explicitly teaching students appropriate behaviors and expectations in all settings. Also, the assistant principal made contact with students who had been referred the year before and used proactive strategies such as conferencing, parent contacts, and guidance intervention to prevent students from escalating behaviors.
* A decrease in bus referrals may be attributed to stricter bus consequences. Bus suspensions were implemented to remind students that bus misbehavior would not be tolerated.

Mt. Savage has a very stable staff and student mobility rate. Staff changes are typically the result of new positions or retirements. Our low staff mobility rate provides stability, consistency, and creates the opportunity for long-term vision. Additionally, the student mobility rate is fairly low with 30 students withdrawing and 51 new entries.

Parent input and feedback is welcomed at Mt. Savage in both formal and informal ways. Parents are a valued voice on our School Improvement Team, and the school and county level Parent Advisory Council.

**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 six 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 3** | | | **Level 4** | | | **Level 5** | | |
| **2013 AMO** | **% Proficient** | **MET**  **Y/N** |  | **% Proficient** | **MET**  **Y/N** |  | **% Proficient** | **MET**  **Y/N** |  | **% Proficient** | **MET**  **Y/N** |
| All Students | 89.9 | 91.4 | Y |  | 87.1 | Y |  | 92.3 | Y |  | 94.3 | Y |
| Hispanic/Latino of any race | na | na | na |  | na | na |  | na | na |  | na | na |
| American Indian or Alaska Native | \* | \* | \* |  | \* | \* |  | \* | \* |  | \* | \* |
| Asian | \* | \* | \* |  | \* | \* |  | \* | \* |  | \* | \* |
| Black or African American | \* | \* | \* |  | \* | \* |  | \* | \* |  | \* | \* |
| Native Hawaiian or Other Pacific Islander | \* | \* | \* |  | \* | \* |  | \* | \* |  | \* | \* |
| White | 91.0 | 91.2 | Y |  | 86.7 | Y |  | 91.9 | Y |  | 94.3 | Y |
| Two or more races | \* | \* | \* |  | \* | \* |  | \* | \* |  | \* | \* |
| Special Education | 88.9 | 92.3 | Y |  | \* | \* |  | \* | \* |  | \* | \* |
| Limited English Proficient (LEP) | \* | \* | \* |  | \* | \* |  | \* | \* |  | \* | \* |
| Free/Reduced Meals (FARMS) | 90.0 | 84.8 | Y |  | 69.2 | N |  | 85.7 | Y |  | 94.7 | Y |

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

\*Trend data indicates that we need to increase the number of students scoring at the advanced level.

\*3rd grade met the AMO due to the confidence interval.

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

\*Teachers in grades 3-5 will continue to implement the Brain Connected Reading Strategy for response to literature. This strategy promotes students to make meaningful connections between the text and their own thinking as well as text evidence.

\* In addition UDL strategies will be utilized in all classrooms grades Pre-K through 5 and teachers will have professional development on UDL.

\*Grades 3-5 will do a scaffolded team SLO to focus on writing to help with the transition to new curriculum and assessments.

\*Grade 4 teachers will be utilizing multiple strategies to help students provide text support for their answers.

\*Grades 3-5 are utilizing the skill portion of the weekly assessment to provide more in depth data for teachers of true mastery of skills and processes.

\*All grades will be implementing the 6 + 1 writing traits strategies.

* 1. Identify challenges in terms of grade level(s) and/or subgroup(s).

\*Current fourth grade teachers will focus on a targeted list of students who were identified as students who are in danger of not maintaining or gaining proficiency.

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

\*A short answer question response will be collected for review monthly, at minimum. 80% of students will achieve a proficient score. Students in grades 3-5 will also be participating in a writing SLO. Each grade level will set the criteria to be met for full attainment of the SLO.

* 1. Include a description of corresponding resource allocation.

**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** **3** | | | **Level 4** | | | **Level 5** | | |
| **2013 AMO** | **% Proficient** | **MET**  **Y/N** |  | **% Proficient** | **MET**  **Y/N** |  | **% Proficient** | **MET**  **Y/N** |  | **% Proficient** | **MET**  **Y/N** |
| All Students | 88.6 | 93.3 | Y |  | 87.1 | Y |  | ≥95 | Y |  | 94.3 | Y |
| Hispanic/Latino of any race | na | na | na |  | na | na |  | na | na |  | na | na |
| American Indian or Alaska Native | na | na | na |  | na | na |  | na | na |  | na | na |
| Asian | \* | \* | \* |  | \* | \* |  | \* | \* |  | \* | \* |
| Black or African American | \* | \* | \* |  | \* | \* |  | \* | \* |  | \* | \* |
| Native Hawaiian or Other Pacific Islander | \* | \* | \* |  | \* | \* |  | \* | \* |  | \* | \* |
| White | 90.7 | 94.1 | Y |  | 90.0 | Y |  | ≥95 | Y |  | 94.3 | Y |
| Two or more races | na | na | na |  | na | na |  | na | na |  | na | na |
| Special Education | 83.3 | 92.3 | Y |  | \* | \* |  | \* | \* |  | \* | \* |
| Limited English Proficient (LEP) | \* | \* | \* |  | \* | \* |  | \* | \* |  | \* | \* |
| Free/Reduced Meals (FARMS) | 88.8 | 91.3 | Y |  | 84.6 | Y |  | 92.9 | Y |  | 94.7 | Y |

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

\*Last year’s third grade FARMs students only met the AMO due to the confidence interval.

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

\*Given the overall success of our math scores, this year’s fourth grade teachers will continue to use strategies used in the past.

-Weekly BCR lessons

-Problem solving strategy and four block frame

-Flex groups

\*Gap lessons will also be taught to ensure state standards are met as well as Common Core.

* 1. Identify challenges in terms of grade level(s) and/or subgroup(s).

\*Last year’s third grade FARMs students only met the AMO due to the confidence interval.

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

\*Fourth grade teachers will collect and monitor student math BCR responses monthly, at minimum. 80% of students will achieve a proficient score.

* 1. Include a description of corresponding resource allocation.
     1. **Science**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)** | | | | | | | | | |
| **Subgroup** | **All Students** | | | | | | | | |
| **2011** | | | **2012** | | | **2013** | | |
| **# Tested** | **# Prof.** | **% Prof.** | **# Tested** | **# Prof.** | **% Prof.** | **# Tested** | **# Prof.** | **% Prof.** |
| All Students | 35 | 24 | 68.6% | 41 | 28 | 68.3% | 35 | 30 | 85.7 |
| Hispanic/Latino of any race | \* | \* | \* | \* | \* | \* | \* | \* | \* |
| American Indian or Alaska Native | \* | \* | \* | \* | \* | \* | \* | \* | \* |
| Asian | \* | \* | \* | \* | \* | \* | \* | \* | \* |
| Black or African American | \* | \* | \* | \* | \* | \* | \* | \* | \* |
| Native Hawaiian or Other Pacific Islander | \* | \* | \* | \* | \* | \* | \* | \* | \* |
| White | 34 | 23 | 67.6% | 40 | 27 | 67.5% | 35 | 30 | 85.7 |
| Two or more races | \* | \* | \* | \* | \* | \* | \* | \* | \* |
| Special Education | \* | \* | \* | \* | \* | \* | \* | \* | \* |
| Limited English Proficient (LEP) | \* | \* | \* | \* | \* | \* | \* | \* | \* |
| Free/Reduced Meals (FARMS) | 20 | 12 | 60.0% | 20 | 12 | 60.0% | 19 | 17 | 89.5 |

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

\*There are no challenges evident.

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

\*Grades four and five will continue to increase the student use of technology so that students will be better prepared for the format of the Science MSA test. We will also continue to increase the rigor of Science based text readings so that students become proficient with Science vocabulary and concepts. Our media specialist will be involved as well by directly instructing students in typing and various technology skills.

* + Include a description of corresponding resource allocation.

Describe the **objective milestone(s)** you will keep to prove that you are meeting the needs of the lowest performing subgroup? \*Science Benchmark scores will be reviewed during grade level team data meetings as they are completed throughout the year. 70% of students in grades 3-5 will score advanced or proficient.

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

**The 2013 School Progress Index is** 1.063

**This SPI places our school in Strand** 2

* + - 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 (MSA or Algebra/Data Analysis)** | **Reading (MSA or English 2)** | **Science (MSA or Biology)** | **Combined Indicator** |
| **% of students who scored Advanced or Proficient** | **93.3** | **91.4** | **85.7** |  |
| **2013 Achievement AMOs** | **88.6** | **89.9** | **NA** |  |
| **Measure Progress Scale Values** | **1.0538** | **1.0168** | **1.2000** |  |
| **Proportional Significance** | **33.33%** | **33.33%** | **33.33%** |  |
| **Measure Contribution** | **0.3513** | **+ 0.3389** | **+ 0.4000** |  |
| **Achievement Contribution Value** |  |  |  | **0.3271** |

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

**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***  **94.12%** | ***White***  **92.98%** |  |  |
| **2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient** | ***FARMS***  **91.30%** | ***FARMS***  **84.78%** |  |  |
| **This Year’s Gap (complement)** | **2.81%** | **8.20%** |  |  |
| **2013 Gap Reduction AMO (complement)** | **74.48%** | **80.27%** |  |  |
| **Measure Progress Scale Values** | **1.3048** | **1.1437** |  |  |
| **Proportional Significance** | **33.33%** | **33.33%** | **33.33%** |  |
| **Measure Contribution** |  |  |  |  |
| **Gap Reduction Value** |  |  |  | **0.4897** |

* + - 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** | **58.33%** | **81.94%** |  |
| **2013 Growth AMO** | **78.60%** | **90.99%** |  |
| **Measure Progress Scale Values** | **0.7421** | **0.9006** |  |
| **Proportional Significance** | **50%** | **50%** |  |
| **Measure Contribution** | **0.3711** | **+ 0.4503** |  |
| **Growth Contribution Value** |  |  | **0.2464** |

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

**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 | ≥95% | Y |
| Grade 1 | 94.5% | Y |
| Grade 2 | ≥95% | Y |
| Grade 3 | ≥95% | Y |
| Grade 4 | ≥95% | Y |
| Grade 5 | 94.9% | 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% | ≥95.0% | ≥95.0% | ≥95.0% | ≥95.0% |
| Hispanic/Latino of any race |  |  | \* | \* | \* |
| American Indian or Alaska Native |  |  | \* | \* | \* |
| Asian |  |  | \* | \* | \* |
| Black or African American |  |  | \* | \* | \* |
| Native Hawaiian or Other Pacific Islander |  |  | \* | \* | \* |
| White |  |  | ≥95.0% | ≥95.0% | ≥95.0% |
| Two or more races |  |  | \* | \* | \* |
| Special Education | ≥95.0% | 94.5% | ≥95.0% | 94.0% | 93.6% |
| Limited English Proficient (LEP) | \* | \* | \* | \* | \* |
| Free/Reduced Meals (FARMS) | ≥95.0% | 94.5% | 94.9% | ≥95.0% | 94.7% |

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.

For the first time in the past five years, we have a subgroup fall slightly below the attendance AMO. Our special education subgroup did not meet the AMO by 0.4%. Maintaining excellent attendance of ≥94% is also a challenge.

* 1. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

Special education student attendance rate will be monitored closely during the 2013-2014 school year to determine if this will still be a concern. Office staff will also be contacting parents of students who are absent daily to monitor student attendance. The Pupil Service Team will also review attendance data. Cindy Dowton and the principal will schedule conferences with students having attendance difficulties.

* 1. 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.

**IX. Transition Plan**

**Transition Plan Outcomes:**

1. Implement high quality professional learning that is aligned with the *Learning Forward* Standards for Professional Learning to help teachers develop the new knowledge, skills, and practices necessary for full implementation of the Maryland Common Core State Curriculum (MD CCSC), STEM Education, and the Teacher and Principal Evaluation (TPE) system. Key data to guide the design of professional learning include:
   * Student performance data;
   * Teaching, Empowering, Leading and Learning (TELL) Maryland Survey results;
   * Classroom-Focused Improvement Process (CFIP) information; and
   * State, LEA, and appropriate school-based data;
2. Facilitate regular opportunities for school staff to access and navigate electronic resources (RTTT portal and LEA-provided resources) to support:

* Full of implementation of MD CCSC, STEM Education and TPE
* Ongoing information on PARCC assessment, design, and timeline to support transition from MSA/HSA to PARCC

***Learning Forward’s* Standards for Professional Learning:**

* *Learning Communities:* Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
* *Leadership:* Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
* *Resources:* Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
* *Data:* Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
* *Learning Designs:* Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
* *Implementation:* Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.
* *Outcomes:* Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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.).

Mt. Savage Elementary has a strong relationship with parents and the community. Parents are an essential partnership in our school. Some of the events for our students that include parental involvement are Back to School Splash, a variety of classroom holiday activities, a book fair, family movie nights, Grandparents’ Day, and Fall Fun Night. Mt. Savage School also organizes several parent involvement events to promote family and school relationships including a back to school open house, holiday and seasonal music programs, quarterly awards assemblies, parent/student/teacher mile run, Joan Harden Memorial Field Day, and end of the year PBIS Fun Fair. In addition, the administration and teachers host teacher conferences, student led conferences, and parent advisory council meetings.

Mt. Savage incorporates our communities in a variety of venues. In August, the city of Frostburg provides our students, parents, and teachers the community pool to facilitate our back to school celebration. In the fall, we implement two community donation events. Through the Frostburg Seventh Day Adventist Church we are able to provide 30 backpacks of food every Friday to students in need. Additionally, we sponsor Thanksgiving food baskets which are collaborative effort between our elementary and middle school students giving back to community. The students bring in canned or boxed foods or monetary donations and the Students Helping Other People (SHOP) students prepare full meal baskets for needy families. We access many community business members to educate our youth on career possibilities during April’s Career Day. We also provide volunteer and learning opportunities for students from Frostburg State University.

**Parent Advisory Committee 2013 – 2014**

|  |  |
| --- | --- |
| **Name** | **Position** |
| Tasha Baker | PAC Representative |
| Sarah Johnson | PAC Alternate |
| Tracy Wharton | Assistant Principal |
| Martin Crump | Principal |

**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 SCHOOL 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. | Parent representative on SIT and other decision-making  teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the  opportunity to review the plan prior to submission to the Central Office Technical Assistance Team. | **November, 2013** | **Martin Crump, Principal** |
| **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. | Grade level expectations packets will be shared with  parents.  Student Led Conferences | **September, 2013**  **May, 2014** | **Classroom Teachers and School Administration**  **Classroom Teachers and School Administration** |
| 2) Provide materials and  parent trainings/workshops to help  parents improve their children’s  academic achievement. | Pre-K and Kindergarten meetings  Common Core Workshops  Parent/Principal Workshop | **May, 2014**  **TBD**  **TBD** | **PreK and Kindergarten Teachers and School Administration**  **Classroom Teachers and School Administration**  **Martin Crump, principal** |
| 3) Ensure information is presented in  a formatand/or languageparents  can understand. | Wednesday Communicator folders, emails, phone calls | **Ongoing** | **Classroom Teachers and School Administration** |
| 4) Provide full opportunities for  participation of parents of students  from diverse backgrounds. | Our facilities are fully accessible for all parents.  Teleconferencing | **Ongoing** | **Classroom Teachers and School Administration** |
|  |  |  |  |
|  |  |  |  |
| **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. | Parents will complete a survey after each program or meeting they attend. | **Ongoing** | **SIT Team** |
| **IV - Other School Level Parent**  **Involvement Initiatives Based**  **on Joyce Epstein’s Third Type**  **of Involvement: Volunteering** | * Volunteer workshops * Fall Fun Night * Book Fair/Reindeer Lane * Field Trips * Veteran’s Day Program * Awards Assemblies * Field Day * Fun Fair * Student/Teacher/Parent Mile Run * Garden Club * Parent Readers | **TBD** | **Classroom Teachers and School Administration** |

**XII. Tell Survey Update**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Data: 2013 TELL Survey Results | | | | | | | | |
| **Survey Factors** | **Time** | **Facilities and Resources** | **Community**  **Support and Involvement** | **Managing Student Conduct** | **Teacher**  **Leadership** | **School**  **Leadership** | **Professional**  **Development** | **Instructional**  **Practices and Support** |
| **Item number** | **2.1d** | **3.1a** | **4.1c** | **5.1e** | **6.1c** | **7.1d** | **8.1l** | **9.1f** |
| **School %** | 33.3% | 100% | 66.7% | 77.8% | 88.9% | 37.5% | 88.9% | 100% |
| **Allegany County %** | 60.9% | 92.2% | 91.4% | 87.8% | 88.7% | 83.2% | 86.2% | 95.4% |
| **State %** | 52.7% | 78.9% | 89.2% | 77.6% | 81.9% | 74.1% | 83.0% | 91.2% |

***Teaching Empowering Leading & Learning Survey - (TELL Maryland)***

*The TELL Survey captured teachers’ perceptions of the teaching environment as they relate to the eight factors in the table above. After analyzing the school’s survey results, identify one of the eight factors that will enhance the teaching environment at the school.*

**2013 Objectives:**

**Community Support and Involvement Factor 4.1c:**  The average percent of teachers’ favorable responses will increase from 66.7% in 2013 to 79.1% in 2015.

**4.1i Item:** The average percent for teachers’ favorable responses will increase from 50% in 2013 to 75% in 2015.

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategy**: To enhance the school environment and improve teaching conditions related to the community support and involvement factor. | | | |
| **Item to be Addressed** | **Activity** | **Person(s) Responsible** | **Timeline** |
| 4.1c | * Volunteer workshops * Fall Fun Night * Reindeer Lane * Book Fair * Field Trips * Veteran’s Day Program * Awards Assemblies * Field Day * Fun Fair * Student/Teacher/Parent Mile Run * Garden Club * Parent readers * Academic/informative meetings with principal and staff | Administration and Staff | Ongoing |
| 4.1i | * Informative parent packets | Staff | BiMonthly |

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation Summary** | | | |
|  | **2013 Results** | **Growth** | **Comments** |
| **Factor:** |  |  |  |
| **Item:** |  |  |  |
| **Item:** |  |  |  |

**Section XIII. Management Plan**

|  |  |
| --- | --- |
| **1.** | **How will the plan be shared with the faculty and staff?** |
|  | *The completed School Improvement Plan will be shared with faculty and staff in November. Minutes from monthly School improvement Team meetings will be shared with faculty members at monthly faculty meetings. In addition, the implementation and evaluation of the School Improvement Plan will be discussed at regularly scheduled faculty meetings, grade level team meetings, and data meetings.* |
| **2.** | **How will milestone data be collected, reported to, and evaluated by the SIT?** |
|  | *Grade 4 Reading Short Responses will be collected monthly. Math short response data will be collected monthly. Science benchmark scores will be reviewed during grade level team data meetings as administered.* |
| **3.** | **How will the SIP be revised based on milestone and objective assessment data?** |
|  | *The SIT will review benchmark data to determine if there are adjustments needed to be made to the plan.* |
| **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 school improvement plan will be available for parents online at* [*www.acpsmd.org*](http://www.acpsmd.org)*. A paper copy will be available in the school office. School improvement goals will also be reviewed during a PTA meeting.* |
| **6.** | **How will revisions to the SIP be presented to the staff, parents, and community?** |
|  | *Revisions will be shared at faculty meetings and during grade level team meetings. The parents and community members will be advised of necessary revisions at parent meeting and in school newsletters.* |
| **7.** | **How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?** |
|  | *The Central Office will assist with data analysis and planning professional development activiites as needed during the school year. The Central Office Staff will review the School Improvement Plan during the month of November 2013. As assistance is needed central office staff will be asked to attend SIT meetings.* |
| **8.** | **List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.** |
|  | *November – Share plan with staff.*  *Monthly SIT Meetings – The plan will be monitored and revised.* |

**Section XIV. SIP Roster**

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