Allegany County Public School
2017 – 2018 School Improvement Plan

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

November 2017

TED EDUCATIONAL FRAMEWORK

ssion, Vision, and Core Values

<u>**Mission Statement**</u>

nentary School staff, parents, and community are dedicated to the intellectual, personal, social, and physical growth of all students.
alified staff recognizes the value of thoughtful planning by incorporating best practices of teaching using research based instruction
tion among teachers. Our teaching practices reflect the need for a strong school community in order to rigorously challenge our stu
diversified experiences, our students maximize their potential, achieve readiness for college and careers, and succeed in a safe and
ent.

<u>**Vision**</u>
To prepare, motivate, and instill confidence in our students for a rapidly changing world by instilling in them critical thinking,
problem solving, and technological skills. Students will develop a global perspective and a respect for core values of
honesty, integrity, perseverance, and compassion. Students will have success for today in order to be productive members
of society.

<u>**Core Values-**</u>
- 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 of 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

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mutual respect.

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

t and Sign)	Affiliation/Title
mith	Principal
Beeman	Teacher, Special Education, Special Education Facilitator, SAT
	School Counselor
nkiss	Teacher, Grade 1, CAT Chair
natz	Teacher, Grade 2, SIT Chair, PTA Teacher Rep., SAT, CAT
nas	Teacher, Pre-K/Media, PAT Chair
um	Teacher, Grade 3, SAT Chair
tzy	Teacher, Kindergarten, PAT
riem	Parent Representative
al	Community Representative
ertzer	Parent Representative, PAC Representative

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hat is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school a mmunity?

ost's vision, mission, and core values are presented at a faculty meeting. Any additions and/or revisions are made at this time throu llaborative discussions. To ensure articulation of the vision, professional development opportunities, team meetings, and collaborat nning among stakeholders is provided throughout the year. Other stakeholders are informed of the vision, mission, and core values e school handbook, PTA meetings, and parent conferences. Any addendums to the vision, mission, and core values are sent home to ese components are articulated through the school webpage, Parent Communication Folder, and the annual Parent Partnership Sur

nen did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur?
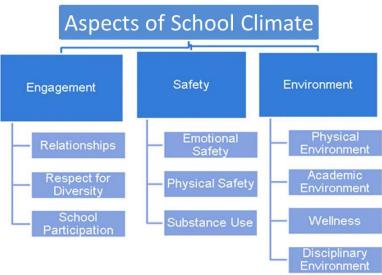collaborative review and revision of the vision, mission, and core values occurred December 5, 2017.

ve you adjusted the school's mission and vision to changing expectations and opportunities for the school and changing needs and s students? If so, why?
ost Staff adjusted the mission, vision, and core values to better align with the ever changing needs of students and the ever shifting d methods in the delivery of instruction.

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Culture, Climate, and Inclusive Community

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Pos... sustainable school climate fosters learning and youth development.

School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experien... school life. School climate refers to a school's social, physical, and academic environment. How does it make people feel? Safe? W... Connected?

U.S. Department of Education's
Safe and Supportive Schools Model

School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure. ... concept is school culture, which refers to the "unwritten rules and expectations" among the school staff (Gruenert, 2008).

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Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as well as to studen
fulfillment, and well-being. The following examples are commonly associated with positive school cultures:

- The individual successes of teachers and students are recognized and celebrated.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland's public schools,
exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disa
have the right to educational environments that are:

A. Safe
B. Appropriate for academic achievement; and
C. Free from any form of harassment.

e or bulleted form, address your school's **climate**, **culture, and inclusive community**. (Refer to Professional Standards for Education
:andards 2, 3 and the graph Aspects of School Climate) Please consider answering the following questions in your response.

:ional professionals in our building act ethically and professionally in the interpersonal relationships among all members of our schoo
/. Our climate reflects mutual respect in our child centered environment. We strive for continuous improvement through persevera
on among students, staff, parents, and community members. We build on the strengths of each diversified learner in order to provi
'ith learning opportunities necessary for academic success. School policies and programs are in place to address behavioral issues in
anner.

r school's referral numbers show an increase of six referrals for the 2016-2017 school year.
the twenty-six referrals, ten were for hitting and aggression, two were for harassment, bullying, and intimidation, one was for racial
rassment, five were for gestures and inappropriate language, and eight were for not following rules.
the twenty-six referrals, seven were on the bus, eleven were in the classroom, six were on the playground, and one was in the hallw
ferrals on school property show an increase of 38%.
s referrals show a decrease of 38%.
llying/harassment/intimidation referrals show a decrease of 17%.
llowing classroom rules referrals show an increase of 10%.

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ere was one out of school suspension (1 day).

plementing the Positive Behavior Interventions and Support Program (PBIS), our pupil service team assistance, counselor interventic
om and individual behavior plans were utilized by our behavior team to address school-wide behavior and ensure a safe and orderly
vironment for students and staff.

w are paraeducators (IAs) utilized in your school ?

aeducators are assigned as classroom instructional assistants in both Pre-kindergarten and Kindergarten to support their e

er paraeducators are assigned by the IEP team through the collaborative IEP process which identifies and supports stude
al
stants are assigned as Close Adult Support to meet students' accommodations and allow them to be successful in the classroom. A
ructional assistant is assigned to support the Learning Assistance Program (LAP). This position is currently unfilled at Frost Elementa

ve you created a schedule that allows IA collaboration with teachers?

fore and after school planning periods are utilized for planning to meet classroom and students' needs. Collaboration between teac
ructional assistants is on-going.

e your general and special education teachers able to collaborate and plan together on behalf of the students for whom t
tructional and learning responsibilities? If so, how often and when? If not, what challenges are preventing the collaboration and p

eral and special educators meet on a scheduled weekly basis to discuss the specific needs of students and strategies that would be
the academic success of every student. Though the Multi-Tier Support System (MTSS), Grade 4 is implementing the co-teaching n
ort to address barriers to learning and teaching. The tiered model provides a collaboration of strategies to support special educatio
well as struggling students to meet the challenging state academic standards and ensure student engagement and increase the eff
student learning.

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ovide an example (s) of how your school engages students of all abilities with each other.

plementing the Gradual Release of Responsibility (GRR) model, provides an opportunity for students to assume the resp
their own learning. Engagement of students of varying abilities is fostered through focused lessons, guided instruction, a
oductive group work. Our ultimate goal is to have students apply what they have learned in order to apply this knowledg
uations.   This teaching practice has helped our students establish the skills needed to become independent learners and
idents the needed foundation to develop critical reading skills and learn math processes. Participation in the following p
e provided for all students: PBIS program, Accelerated Reader program, band, and St. Judes Mathathon.

at professional learning and/or training needs, if applicable, do your faculty/staff have regarding making your school a m
clusive environment for students?

llaboration with Special Education Specialist is needed to provide additional professional development in the co-teaching
der to enhance our program.

ll
DEMOGRAPHICS

aff Demographics

STAFF DATA 2017-2018 School Year

able 1

School-based Personnel	Part Time	Full Time	Total
Administrators		1	1

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Teachers	1	15	16
Itinerant staff	9	0	9
Paraprofessionals	2	3	5
Support Staff	0	3	3
Other	7	4	11
Total Staff	19	26	45

ıble 2

Under each year, indicate the percent as indicated of individual in each category.	2014 – 2015 Official Data	2015 – 2016 Official Data	2016 – 2017 Official Data	2017 – 2018 Official Data
Percentage of faculty who are: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	100% 0	100% 0	100% 0	100% 0
For those not certified, list name, grade level course	na	na	na	na
Number of years principal has been in the building	9	10	11	12
Teacher Average Daily Attendance	95.7%	96.6%	96.6 %	███

Student Demographics

Table 3:	SUBGROUP DATA		
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL
American Indian/Alaskan Native	na	< 10	< 10
Hawaiian/Pacific Islander	< 10	na	na

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African American	< 10	< 10	< 10
White	239	220	207
Asian	< 10	< 10	< 10
Two or More Races	< 10	< 10	< 10
Special Education	27	23	28
LEP	na	< 10	< 10
Males	123	123	117
Females	124	109	105
Total Enrollment (Males + Females)	247	232	222

FARMS RATE	2015-2016	2016 – 2017	2017-2018
Percentage as of October 31	33.33%	29.15%	30.47%

Special Education Data 2017-2018 School Year (As of September 30, 2017)

Table 4

Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	na	06 Emotional Disturbance	na	12 Deaf-Blindness	na

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02 Hard of Hearing	na	07 Orthopedic Impairment	na	13 Traumatic Brain Injury	na
03 Deaf	na	08 Other Health Impaired	< 10	14 Autism	na
04 Speech/Language Impaired	16	09 Specific Learning Disability	< 10	15 Developmental Delay	< 10
05 Visual Impairment	na	10 Multiple Disabilities	na		

II

TRATIVE LEADERSHIP

hat is the role of the principal in the School Improvement Process at your school?

e principal is an active member of the School Improvement Team, which serves as our leadership team at Frost Elementary. As a fa
e principal offers focus and serves as a liaison between our school and the Board of Education.

hat is the purpose of your school leadership team in the School Improvement Process?

ur school leadership team analyzes and desegregates data, identifies school needs, proposes goals, and suggests strategies to meet t

e plan is revisited, monitored, and adjusted continuously throughout the year in order to meet the needs of our school program. Th
adership team presents the School Improvement Plan to faculty and the community to explain the goals and vision for the current s

es your school improvement team (SIT) represent your entire school community, including parents/guardians?

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e School Improvement Team members consists of classroom teachers throughout the grade levels, guidance counselor, special educ
acher/Facilitator, resource teacher, principal, parents, and community members. All action teams contribute pertinent information t
nstruction of the School Improvement Plan, giving all teachers a voice in the educational programs at Frost Elementary School.

hat additional opportunities exist for everyone in your school community to meaningfully participate in school decision-making proc

teachers have a say in any revisions or changes made to the School Improvement Plan throughout the school year. Monthly action
eetings as well as weekly grade level team meetings provide opportunities for teachers and staff to address educational decisions.

PAL'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and baseline e
      (See SLO rubric)
INCIPAL SLO 1

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

Developing and strengthening students' ability to express ideas and show comprehension of texts will be a focus we concentra
our Reading / ELA school-wide program. All students in grades K through grade 5, including all special education students, will
participate in this SLO. Males will also be an area of concentration in this SLO.

Describe the information and/or data that was collected or used to create the SLO.

Based on the last three years' county's opinion writing pieces, weaknesses were found related to students' ability to provide d

reading selections that support their answers to reading prompts. Copying facts and ideas from informational text rather than
the ideas in their own words continues to be an area of weakness. Also the subgroup, males, is failing to make adequate growt
male students in grades 3, 4, and 5 show a weakness in ELA on the 2017 PARCC assessment.

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How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

Our school trends show a positive growth in ELA, however we need to increase our growth in ELA. We also have a subgroup th
failing to make adequate growth. Our progress measured on the 2017 PARCC assessment showed that 43% of male students in
4, and 5 show a weakness in ELA. We plan to address strategies that will assist male students to be successful with reading
comprehension, vocabulary and writing skills.

Describe what evidence will be used to determine student growth for the SLO.

Baseline data will be established using text dependent questions that support grade level selections. Kindergarten through gra
score text dependent question for ideas using a school created text dependent rubric based on the updated PARCC prose cons
response rubric based on 3 points. Grade 3 will score the text dependent questions using a school created text dependent rub
on the updated PARCC prose constructed response rubric based on 3 points. Grades 4 and 5 will score the text dependent que
using a school created text dependent rubric based on the updated PARCC prose constructed response rubric based on 4 poi
Progress monitoring will be shared monthly during grade level meetings. Student work will be shared and weaknesses will be d
Adjustments will be made to address weaknesses.

INCIPAL SLO 2

What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

The goal is to increase the proficiency of all third and fourth grade students in the Domain of Numbers - Fractions. Students in
and 4 will deepen their understanding of fractions in order to move to higher level thinking with fractions. Students will increa

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proficiency in mathematical skills in order to become college and career ready. All third and fourth grade students, including a education students, will participate in this SLO.

Describe the information and/or data that was collected or used to create the SLO.

County benchmark data shows a need to strengthen third and fourth grade students' skills in fractions. Grade 3 benchmark dat last two years indicate that the Domain of Numbers - Fractions benchmark assessment results were low, 2015-2016 - 51% , and 2016-2017 - 63%. Grade 4 benchmark data for the last four years indicate that the Domain of Numbers - Fractions benchmark

t

results were also low but they do show a slow improvement for fourth grade students, 2013-2014 -24%, 2014-2015 - 33%, 201 -51% and 2016-2017 - 63%.

Analyzing PARCC data, our school trends present negative growth in Math. Current data shows our scores from third grade to f grade identifies a loss of 6.8% on the 2017 PARCC assessment. 35.3% or our fourth grade students did not score a passing score 2017 PARCC assessment.

How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

Our school trends show a negative growth in Math from third to fourth grade. 35.3% of our fourth grade students did not scor

score on the 2017 PARCC assessment, which was a 6.8 less than the previous year. Our goal is to strengthen mathematical fou skills and provide students with support in targeted areas.

Describe what evidence will be used to determine student growth for the SLO.

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Baseline data will be established using a Fraction Pre-Test assessment. A Fraction Post-Test assessment will be given. Students will meet or exceed their established individual learning targets based on the county's growth calculator using the pr
post- scores to measure growth. These assessments will be aligned with the state standards addressed in the SLO. Assignment
teacher-made quizzes, and small group activities will be used to monitor student progress. Lessons will be analyzed and adjust
benefit instruction on fractions.

V

C PROGRESS

emains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master P

As are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine thei

hievement and classroom practices. Schools in Allegany County are required to do the same.

your analysis of ELA 3-5; 6-8; 10 for FARMS, SE and subgroup data, please address the following for students in your s

1. **Root Cause Analysis and Goal Planning Process used to address the Achievement Gap.**

hat do you believe are the **Root Cause (s) (**Deepest underlying cause(s) of negative symptoms) for your achievement gap?

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le students do not successfully engage, collaborate, talk and write about text utilizing appropriate vocabulary to demonstrate compreh
what they have read.

e the ACPS Goal Planning Process

- ○ What is the Issue?

  Frost Elementary School has reviewed our 2017 PARCC data. After examining student data, 56% of our male studer
  grades 3,4, and 5 met or exceeded at Levels 4 and 5 on ELA. Therefore 43.7% show a weakness in ELA.

- ○ What data support the need for a resolution to the identified issue?

  Results of the 2017 PARCC administration show a deficit.

  Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?

  The initiative does align with ACPS because it is our goal to have all students meet or exceed grade level reading
  expectations.

- ○ What is currently preventing the identified goal from being attained?

  Males lack adequate reading comprehension and vocabulary strategies.

- ○ What outcome(s) will determine the identified goal has been met?

  The 2018 PARCC ELA scores will determine if we met our goal.

- ○ What resources are needed to meet the identified goal?

  Resources needed include: Treasures Reading Series, Scholastic News, Readworks, interdisciplinary texts and self se
  reading materials. The expertise of a Reading Specialist is needed. Teachers will also use the following books to obt
  strategies that will help male students learn: Boys and Girls Learn Differently! By Michael Gurian and Helping Boys
  in School by Terry W. Neu and Rich Weinfeld.

- ○ What resources are currently available to meet the identified goal?

  Treasures Reading Series, Scholastic News, Readworks, interdisciplinary texts and self selected reading materials. T
  will also use the following books to obtain strategies that will help male students learn: Boys and Girls Learn Differe
  Michael Gurian and Helping Boys Succeed in School by Terry W. Neu and Rich Weinfeld.

- ○ What resources are not currently available to meet the identified goal?

  Reading Specialists are not currently available to our school.

○ What steps will be taken to fully implement the plan in the effort to reach the identified goal
The following will be implemented throughout the school year: School-wide critical vocabulary initiative, implemen
the common core curriculum for English Language Arts, implementation of the GRR in ELA instruction, direct stude
to specific comprehension and vocabulary skills being taught through the content and language purpose, in grades 3, 4
using SRA kits to strengthen vocabulary and comprehension skills. Implementation of Elements of Reading for vocab
development in Grade 5.

○ How will implementation be monitored to reach the identified goal?
Teachers will monitor students' progress through text dependent question assessments and ELA benchmarks.

Be Completed when 2018 PARCC data is available

○ Based on the implementation outcome (s), has the identified goal been reached?
○ If the identified goal has been reached, how will capacity be sustained?

2. **Universal Design for Learning for ELA.   How will UDL be used in the classroom to support attainment of your goals? List 3-5**

   strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and p

   positive academic outcomes for all students.

Principle/Mode	Representation – Process	
s of Representation: *ing the learner various* *of acquiring information* *owledge.*	● Implementing the GRRUDL instructional model daily at all grade levels, teachers will assist stude understanding the objective, the language purpose, and the context purpose related to their learnin Teachers will introduce for auditory learners, post for visual learners, and review the concepts thr the lessons for multiple exposure. This will allow students to understand what they are learning, are learning the information, and how this learning is related to the building of concepts and the re world. ● Provide support for boys and struggling readers during classroom instruction by assessing and act prior knowledge (KWL and appropriate graphic organizers), previewing vocabulary, providing vi	

diagrams, and charts. Provide options for perception. Offer ways to customize the display of inf
(adapted text, visual task schedules). Offer alternatives for auditory information, such as text to s
options offered on Connect Ed and Scholastic News. Offer alternatives for visual information, su
choral reading and read alouds.

- School wide critical vocabulary initiative to support vocabulary development. Critical vocabulary
definitions, synonyms, sentences, and examples are read on daily announcements. This is suppor
classroom through the use of a graphic organizer displayed so students can reference word definit
synonyms, use in a sentence, and examples. This information is provided over the announcement
auditory learners, recorded by the teacher on a chart for visual learners, discussion follows with th
for multiple exposure, and students record information in student notebooks for their own referenc
review.

s for Expressions: *ing the learner atives for demonstrating nowledge and skills they know)*.	**Expression/Action- Product**
	- Students will use their choice of presentation of the objectives, context purpose, and language pur help them better understand concepts that are being taught. This will help students effectively communicate what they have learned through discussions and assessments. - Students will adopt reading strategies that best fits their learning style. Students will also have an understanding of additional strategies to demonstrate their knowledge and skills. These strategies help students scaffold the process of response to reading. - Students will participate in discussions about the critical vocabulary definitions, synonyms, senten examples to demonstrate knowledge. Students will demonstrate their knowledge of word meaning using the critical vocabulary in their daily language and writing assignments. Students can use thi vocabulary knowledge to be active learners as well as support comprehension of reading material Knowledge of this critical vocabulary allows students to express and communicate both orally an writing.

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s for Engagement: *tap arners interests, nge them appropriately, otivate them to learn.*	**Multiple Options for Engagement**
	● Sharing the objective, language purpose, and content purpose allows students to realize th 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 us variety of strategies to demonstrate what they have learned. ● Provide a variety activities designed to build engagement and to support student choice ar learning styles. Use of graphic organizers, pictures, illustrations, short writing pieces, pee writing, and teacher modeling which will be implemented to promote students in becomir learners. This will provide both boys and struggling students with a safe setting in which can demonstrate and apply what they have learned. ● Collaborative work such as whole group work and peer work along with individual assign will provide all students with vocabulary experiences to enhance student understanding o challenging vocabulary. Providing students with varying opportunities to use critical voca will foster oral and written vocabulary so that students can communicate effectively at all

3. **Reading/ELA Data Overview**

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.

Short Term Goal: To reduce the gap for FARMS, Special Education and lowest performing subgroup students.

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

Complete data charts using 2015, 2016, 2017 Data Results.

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	2015							2016							2017					
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Le
or 10	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#
s	36	12	33.3	3	8.3	21	58.3	33	3	9.1	8	24.2	22	66.7	43	3	11.7	12	27.9	28
ndian or ve	na	na	na	na	na	na	na	na	na	na	na	na	na	na	1	1	100	0	0.0	0
	na	na	na	na	na	na	na	1	0	0.0	0	0.0	1	100	1	0	0.0	0	0.0	1
rican	na	na	na	na	na	na	na	1	0	0.0	0	0.0	1	100	1	0	0.0	0	0.0	1
tino of	1	0	0.0	0	0.0	1	100	na	na	na	na	na	na	na	na	na	na	na	na	na
aiian or ic	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	34	11	32.4	3	8.8	20	58.9	31	3	9.7	8	25.8	20	64.6	39	2	5.1	11	28.2	26
re races	1	1	100	0	0.0	0	0.0	na	na	na	na	na	na	na	1	0	0.0	1	100	0
cation	6	5	83.4	0	0.0	1	16.7	3	1	33.3	1	33.3	1	33.3	4	1	25.0	2	50.0	1
glish LEP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
ed Meals	15	8	53.3	1	6.7	6	40.0	10	1	10.0	2	20.0	7	70.0	13	2	15.4	6	46.2	5

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17	3	17.7	1	5.9	13	76.4	18	3	16.7	2	11.1	13	72.2	26	0	0.0	6	23.1	20
19	9	47.4	2	10.5	8	42.1	15	0	0.0	6	40.0	9	60.0	17	3	17.7	6	35.3	8

	2015						2016						2017					
7	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Le
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	
s	40	3	7.5	8	20.0	29	72.5	34	7	26.5	7	20.6	20	58.8	34	2	5.9	5	14.7	27
ndian or ve	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	1	0	0.0	0	0.0	1	100	na	na	na	na	na	na	na	1	0	0.0	0	0.0	1
rican	na	na	na	na	na	na	na	na	na	na	na	na	na	na	1	0	0.0	0	0.0	1
tino of	2	0	0.0	2	100	0	0.0	na	na	na	na	na	na	na	na	na	na	na	na	na
aiian or ic	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	36	2	5.6	6	16.7	28	77.7	33	7	21.3	6	18.2	20	60.6	31	2	6.5	5	16.1	24
e races	1	1	100	0	0.0	0	0.0	1	0	0.0	1	100	0	0.0	1	0	0.0	0	0.0	1
cation	8	3	37.5	4	50.0	1	12.5	7	4	57.2	2	28.6	1	14.3	2	1	50.0	1	50.0	0

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glish (LEP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
ed Meals	17	3	17.6	3	17.6	11	64.7	10	2	20.0	4	40.0	4	40.0	9	1	11.1	1	11.1	7
	27	1	3.7	5	18.5	21	77.7	17	2	11.8	2	11.8	13	76.5	18	2	11.1	1	5.6	15
	13	2	15.4	3	23.1	8	61.6	17	5	29.4	5	29.4	7	41.2	16	0	0.0	4	25.0	12

	2015						2016						2017					
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Le
8		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	
s	38	3	7.9	11	28.9	24	63.1	42	5	11.6	7	16.3	31	72.1	31	7	22.6	5	16.1	19
ndian or ve	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	2	0	0.0	0	0.0	2	100	na	na	na	na	na	na	na	na	na	na	na	na
rican	1	0	0.0	0	0.0	1	100	na	na	na	na	na	na	na	na	na	na	na	na
atino of	na	na	na	na	na	na	na	2	0	0.0	1	5.0	1	5.0	na	na	na	na	na	na
vaiian or ic	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	35	3	8.6	11	31.4	21	6.0	41	4	12.2	6	14.6	30	73.2	30	6	20.0	5	16.7	19

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re races	na	na	na	na	na	na	na	na	na	na	na	na	na	1	1	100	0	0.0	0	
cation	6	2	33.3	2	33.3	2	33.3	10	5	50.0	3	33.0	2	2.0	7	5	71.4	2	28.6	0
glish (LEP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
ed Meals	13	2	15.4	5	38.5	6	46.2	17	3	17.7	4	23.5	10	58.8	9	3	33.3	3	33.3	3
	21	2	9.5	4	19.0	15	71.5	27	3	11.1	4	14.8	20	74.1	16	2	12.5	2	12.5	12
	17	1	5.9	7	41.2	9	52.9	16	2	12.5	3	18.8	11	68.8	15	5	33.4	3	20.0	7

our analysis of Math 3-5; 6-8; Alg I for FARMS, SE, and subgroup data, please address the following for students in you

1. **Root Cause Analysis and Goal Planning Process used to address the Achievement Gap.**

hat do you believe are the **Root Cause (s) (**Deepest underlying cause(s) of negative symptoms) for your achievement gap?
decrease in math scores from grade 3 to grade 4 is due to a lack of resources that allow for students to practice and review math skills

e the ACPS Goal Planning Process
- ○ What is the Issue?
  Frost Elementary School has reviewed our 2017 PARCC data. After examining student data, 32.4% of fourth grade
  did not have a passing score on 2017 PARCC. This shows a 11.2% loss from third to fourth grade.

- ○ What data support the need for a resolution to the identified issue?
  Results of the 2017 PARCC administration show a deficit.
- ○ Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
  The initiative does align with ACPS because it is our goal to have all students meet or exceed grade level math expect

- ○ What is currently preventing the identified goal from being attained?

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Students lack foundational skills needed to perform on fourth grade level math assessments.

○ What outcome (s) will determine the identified goal has been met?
The 2018 PARCC Math scores will determine if we met our goal.

○ What resources are needed to meet the identified goal?
Resources needed include Pearson Math Series and interdisciplinary texts, for example science and STEM activities.
expertise of a Math Specialist is needed. Teachers use math manipulatives, Smartboard activities, and online resource
Teachers also use the following books to obtain strategies that will help students learn: Boys and Girls Learn Differe
Michael Gurian, Number Talks: Helping Children build Mental Math and Computation Strategies by Sherry Parrish,
Sense! Using Ten Frames to Build Number Sense by Melissa Conklin, Math Games for Independent Practice by Jam
Petersen, It Makes Sense! Using the Hundred Chart to Build Number Sense by Melissa Conklin and Stephanie Sheffi
Imagine Math Intervention Program.

○ What resources are currently available to meet the identified goal?
Resources needed include Pearson Math Series and interdisciplinary texts, for example science and STEM activities.
use math manipulatives, Smartboard activities, and online resources. Teachers also use the following books to obtain
ategies
that will help students learn: Boys and Girls Learn Differently! By Michael Gurian, Number Talks: Helping Childre
Mental Math and Computation Strategies by Sherry Parrish, It Makes Sense! Using Ten Frames to Build Number Se
Melissa Conklin, Math Games for Independent Practice by Jamee Petersen, It Makes Sense! Using the Hundred Char
Number Sense by Melissa Conklin and Stephanie Sheffield, and Imagine Math Intervention Program.

○ What resources are not currently available to meet the identified goal?
A Math Specialist is currently not available to Frost Elementary.

○ What steps will be taken to fully implement the plan in the effort to reach the identified goal?
The following will be implemented throughout the school year: School-wide critical vocabulary initiative, implemer

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the common core curriculum for Math, implementation of the GRR in Math instruction, direct student focus to specif
being taught through the content and language purpose, and implementation of the Imagine Math Intervention Progr

- ○ How will implementation be monitored to reach the identified goal?
  Teachers will monitor students' progress through Imagine Math scores, classroom assessments, and Math benchmark

mpleted when 2018 PARCC data is available
- ○ Based on the implementation outcome (s), has the identified goal been reached?
- ○ If the identified goal has been reached, how will capacity be sustained?

2. Universal Design for Learning for Mathematics- How will UDL be used in the classroom to support attainment of your goals?
strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and provi
positive academic outcomes for all students.

Principle/Mode	Representation – Process

s of Representation: *ling the learner various of acquiring information nowledge.*	- School wide math instruction will include implementing the GRRUDL instructional model daily a grade levels. Teachers will assist students in understanding the objectives, the language purpose, content purpose related to their learning. Teachers will provide mathematical concepts symbolica linguistically, and in physical representations. - Provide students with the understanding that math concepts are not isolated and can be applied to of situations in order to problem solve. Students will be provided with a variety of math situation they can transfer the application to new situations. Through the use of good questioning, teachers encourage students to interpret situations, and stimulate thinking and reasoning. - Teachers will provide support to students that struggle in the area of mathematics by activating th 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.
s for Expressions: *ling the learner atives for demonstrating knowledge and skills they know).*	**Expression/Action- Product** - Provide students with a variety of ways to demonstrate what they have learned. Math classrooms address multiple learning styles by including small group collaboration with finished products, or presentations and discussions providing an understanding of math processes, and student displays manipulatives to express math processes. - Students will be provided varied levels of tasks that are challenging to meet the needs of individua students. Task will be adjusted to challenge students but not overwhelm so that students are able perform at their optimal level. - Math Talks and discussions of how math problems are solved will provide students with the oppo to demonstrate their understanding of math vocabulary and concepts by connecting big ideas and relationships.
s for Engagement: *tap earners interests, nge them appropriately, otivate them to learn.*	**Multiple Options for Engagement** - Sharing the objective, language purpose, and content purpose will allow students to detern the relevance of what is being taught. This will provide students with a learning environn that is comfortable and motivational. - Teachers will provide written and oral feedback to students in order to develop their reaso and problem solving strategies and enhance their development of mathematical skills whi assist students in being successful in math.

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● To promote student motivation and attention in constructive learning, classrooms will off
options and opportunities for engagement such as manipulatives, SmartBoard and other m
of technology, and writing opportunities.

3. Mathematics Data Overview

Long Term Goal: To prepare 100% of students to be college and career ready by graduation.

Short Term Goal: To reduce the gap for FARMS, Special Education and lowest performing subgroup students.

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

Complete data charts using 2015, 2016, 2017 PARCC results.

or ALG1	2015							2016							2017					
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Le
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#
s	36	9	2.5	8	22.2	19	52.7	33	1	3.0	6	18.2	26	78.8	43	3	7.0	8	18.6	32
ndian or ve	na	na	na	na	na	na	na	na	na	na	na	na	na	na	1	0	0.0	1	100	0
	na	na	na	na	na	na	na	1	0	0.0	0	0.0	1	100	1	0	0.0	0	0.0	1
rican	na	na	na	na	na	na	na	1	0	0.0	0	0.0	1	100	1	0	0.0	0	0.0	1
atino of	1	0	0.0	0	0.0	1	100	na	na	na	na	na	na	na	na	na	na	na	na	na

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vaiian or ic	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	34	8	23.5	8	23.5	18	54.0	31	1	3.2	6	19.4	24	77.4	39	3	7.7	6	15.4	30
re races	1	1	100	0	0.0	0	0.0	na	na	na	na	na	na	na	1	0	0.0	1	100	0
cation	6	4	66.8	1	16.7	1	16.7	3	1	33.3	0	0.0	2	66.7	4	2	50.0	0	0.0	2
glish (LEP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
ed Meals	15	7	46.6	3	20.0	5	33.4	10	0	0.0	2	20.0	8	80.0	13	2	15.4	5	38.5	6
	17	2	11.8	3	17.6	12	70.6	18	1	5.6	2	11.1	15	83.3	26	1	3.8	5	19.2	20
	19	7	36.8	5	26.3	7	36.8	15	0	0.0	4	26.7	11	73.3	17	2	11.8	3	17.6	12

	2015						2016						2017					
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Le
7		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	
s	40	5	12.5	8	20.0	27	67.5	34	8	23.5	4	11.8	22	64.7	34	3	8.8	8	23.5	23
ndian or ve	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	1	0	0.0	0	0.0	1	100	na	na	na	na	na	na	na	1	0	0.0	0	0.0	1
rican	na	na	na	na	na	na	na	na	na	na	na	na	na	1	0	0.0	0	0.0	1

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atino of	2	0	0.0	0	0.0	2	100	na	na	na	na	na	na	na	na	na	na	na	na
vaiian or ic	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	36	5	13.9	5	13.9	26	72.2	33	7	21.3	4	12.1	22	66.7	31	3	9.7	8	25.8	20
re races	1	0	0.0	0	0.0	1	100	1	1	100	0	0.0	0	0.0	1	0	0.0	0	0.0	1
cation	8	4	50.0	3	37.5	1	12.5	7	5	71.5	1	14.3	1	14.3	2	2	100	0	0.0	0
glish LEP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
ed Meals	17	4	23.5	4	23.5	9	53.0	10	4	40.0	1	10.0	5	50.0	9	2	22.2	3	33.3	4
	27	4	14.8	4	14.8	19	67.4	17	1	5.9	2	11.8	14	82.3	18	1	5.6	4	22.2	13
	13	1	7.7	4	30.8	8	61.6	17	7	41.1	2	11.8	8	47.1	16	2	12.5	4	25.0	10

	2015						2016						2017					
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Le
8	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	
s	38	7	18.4	12	31.6	19	50.0	43	6	14.0	5	11.6	32	74.4	31	4	12.9	6	19.4	21

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ndian or ve	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	2	0	0.0	0	0.0	2	100	na	na	na	na	na	na	na	na	na	na	na	na
rican	1	0	0.0	1	100	0	0.0	na	na	na	na	na	na	na	na	na	na	na	na
tino of	na	na	na	na	na	na	na	2	0	0.0	1	50.0	1	50.0	na	na	na	na	na
vaiian or ic	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	35	7	20.0	11	31.4	17	48.6	41	6	14.6	4	9.8	31	75.6	30	3	10.0	6	20.0	21
e races	na	na	na	na	na	na	na	na	na	na	na	na	na	1	1	100	0	0.0	0
cation	6	2	33.3	1	16.7	3	50.0	10	4	40.0	1	10.0	5	50.0	7	3	42.9	3	42.9	1
glish LEP)	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
ed Meals	13	4	30.8	3	23.1	6	46.2	17	4	23.5	1	5.9	15	70.6	9	2	22.2	3	33.3	4
	21	3	14.3	7	33.3	16	52.4	27	4	14.8	4	14.8	19	70.3	16	0	0.0	3	18.8	13
	17	4	23.5	5	29.4	8	47.0	16	2	12.5	1	6.3	13	81.3	15	4	26.7	3	20.0	8

Science section will be omitted for the 2017-2018 year as the transition is made to the NGSS and MISA.

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V

:RED SYSTEM OF SUPPORT

clude a copy of your MTSS Practice Profile.   This profile can be attached to the end of the Plan. Make sure to review yc process to show the integration and linkage between your goal planning process and your MTSS priorities.

d upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected?

borative grade level teams will meet to plan tiered instructions using data based decision-making for all three tiers.   This prior ified based on the data from the 2017 PARCC results. Data indicated a need to focus on Special Education students and males i , four, and five, and fourth grade mathematics.

1.   How will the priority/ priorities be addressed?

:t's MTSS Practice Profile has prioritized collaborative grade level team planning with Special Education teacher and general ation teachers to plan instruction and monitor progress for all three tiers.   In addition, general education teachers will meet the reading intervention teacher for collaboration and planning. Also, the co-teaching model will be initially implemented reen the fourth grade staff, the special education teacher, and the principal.

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.   What district support is needed to address your priority/priorities?

District Special Education Specialist will be needed to plan for PD on collaborative planning and co-teaching throughout the school   The District Special Education Specialist presents to the staff throughout the year. The District Special Education Specialist worked   grade three to review collaborative planning strategies and data collection.

/I

ARNING

he examination of the 2017-2018 R4K Kindergarten Readiness Assessment Data:

escribe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin   idergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment.   cussion of the best practices your school has implemented to address the achievement gaps found in the Kindergarten Readiness A   ta and the data that will be collected to show that the best practices have been effective.

idergarten teachers will analyze KRA domain data to determine areas of need. They will determine if many students need extra inst   if only a few children show a need in that area. Lessons and activities will be planned accordingly. Best practices include: lesson pla   ctivities, concrete learning before abstract thinking, games to reinforce understanding, literature books that reinforce or demonstra   ntervention strategies as well as teaching using the GRR model for lessons. Teachers will use supports and resources found on the K   Instructional Library tab. These resources are compiled through John Hopkins University Center for Technology in Education. The re   as for using best practices of teaching in every domain area. Teachers will work with small groups of children with similar deficits to   eeds of those children. The KRA site also contains videos for teachers that demonstrate strategies in use.

eed

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Mathematics

0 Determine the amount needed to complete a set

for Improvement:

mber Talks

sic Facts Fluency: Addition and Subtraction math games

sic Facts Fluency: "I Have Who Has" decks

sic Facts Fluency: Number Sense Games

2 and 13 - Identify less than or equal to

for Improvement

ontessori Inspired Greater Than Less Than Alligator Math

sson seeds from www.mdk12.org Grade K Unit: Compare Numbers

Spill and Compare Game

Number Path Toss

Hanging With Numbers activity

Domino Parking Lot activity

anguage and Literature

8 Identify beginning sounds

26 and 27 Name letters and make letter sounds

for Improvement

rt by Sounds activity

onemic Awareness and Phonics lessons from Treasures Reading Series and Phonemic Awareness in Young Children: A Classroom Cu

rt by Sound game

nguage Arts Journal letter pages

ctile activity with letters (wooden pieces, sandpaper, etc.)

ocial Foundations

3: Ask an adult for help

for Improvement

ildren Express Their Wants and Needs "What Works Series" strategies:

oviding choices so that children must verbalize wants and needs

ing picture schedules

gmenting multiple-step directions and providing cues

oviding language models and labeling

hysical Well Being and Motor Development

7: Use pencil grasp

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for improvement

ndwriting Without Tears song Picking Up My Pencil

ndwriting Without Tears "Pencil Flip Trick"

ndwriting Without Tears "Pencil Pick-Ups" workbook activity

tted to show it is effective

going classroom assessments

servation

all group assessments

unty Benchmarks

ading series unit assessments

ath unit county wide assessments

sessing journal entries

scribe how the school is working in collaboration with their local Early Childhood Advisory Council and other early childhood
rtners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ens
ldren are entering kindergarten "demonstrating readiness".

- Pre-K and Kindergarten Orientation with Parents
- Letters go home with other students before registration begins
- Parent Informational Center in school lobby

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- Judy Center - Community outreach for Pre-K
- County-wide - Pre-K registration fair at the mall
- Registration is advertised
- Invite teachers from other preschool programs to Articulation Meetings in the spring to ensure smooth transit into Frost Kindergarten
- Post newsletters : - Family Ties (state Family Support Services)
  - Circle of Friends (local Family Support Services

- MAPS and MAPS 2 meetings for transitioning Special Education students
- Lions Club eye screening

VII

NCE

Table 12: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	96.0	Y
Grade 1	96.2	Y
Grade 2	96.1	Y
Grade 3	96.6	Y
Grade 4	95.7	Y
Grade 5	96.1	Y

Table 13: Attendance Rate			
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017
All Students	>95.0	95.4	96.0

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Hispanic/Latino of any race	*	*	93.9
American Indian or Alaska Native	*	*	94.2
Asian	*	*	96.9
Black or African American	*	*	96.3
Native Hawaiian or Other Pacific Islander	*	*	0.0
White	>95.0	>95.0	96.0
Two or more races	*	*	94.4
Special Education	>95.0	>95.0	95.5
Limited English Proficient (LEP)	*	*	95.6
Free/Reduced Meals (FARMS)	>95.0	>95.0	94.7

be where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially Special Ed
, ELL and lowest attending.
e have no subgroups identified, therefore, we address our entire student population. All students have met the attendance goal of
her. Frost's challenges will be to maintain the attendance rates for all subgroups.

be 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.
- Frost will continue to monitor attendance daily and phone calls home will be made daily requesting information about absence
- School attendance is critical to student learning and our weekly Pupil Service Team meetings monitor student absences.
- Parent conferences, phone calls, and home visits as necessary are used to collaborate with parents to design an appropriate in
  to help facilitate student attendance.
- The timeline is ongoing throughout the school year.

VIII

TRUANCY

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of Maryland Regulations COMAR 13!.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from s
of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy
at meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in memb
91 or less days.

sed on the Examination of the Habitual Truancy Data, respond to the following:

w many students were identified as habitual truants?
ost Elementary School has not been a school that has been identified for habitual truancy. Currently there are no habitual truant stu
ost.

scribe reasons and specific changes/adjustments in place to reduce the number of habitually truant students.
e have not been identified as a school for habitual truancy, however, we still have concerns with students who are absent. Currently
onitors attendance daily and Blackboard makes daily phone calls home related to student absences. Attendance is celebrated at the
ch nine week period with certificates given to those students with 100% and 95% attendance. Daily banners are displayed outside o
ssrooms with 100% attendance. Classrooms with 100% attendance are recognized on the daily school announcements. End of the
ebrations are held for students with perfect attendance.

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

X.

AFETY – SUSPENSIONS

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spension – In school and out of school suspensions

hool Safety – Suspension for Sexual Harassment, Harassment, and Bullying

he number of in school and out of school suspensions for the 2015-2016 and 2016-2017 school year. Analyze the number of suspens
assment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and provide a
t number, if applicable.

ently not an issue at Frost Elementary School. We have had less than ten in school and out of school suspensions for the 2015-2016
 school years. We are working to prevent this as a problem at Frost Elementary School. PBIS strategies, our school counselor lesson
rait lessons, LAP room, and management behavior strategies support the positive behavior for students at Frost.

K.

BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems a
opted by the State Board to:

   Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments whe
   teachers can teach and students can learn; and
   Improve the link between research –validated practices and the environments in which teaching and learning occur.

sed on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framev
ur school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.
        Our PBIS Team has several Tier I strategies in place to support and improve the implementation of the PBIS framework in our s
feteria Rewards Program has been in place for several years to reward students with a classroom game or extra recess for following
es. There has not been a referral in the cafeteria for the last several years that this program has been in place. The classroom earnin
ch day in the cafeteria is announced at the end of each school day to generate excitement among the students. Another strategy in |
arterly school-wide rewards that are given to all students who did not receive a referral during that nine weeks period. Additionally,
odfinder awards are given to students who have demonstrated positive behavior or who have consistently demonstrated the chara

the month. Each month, students earning a Goodfinder award hear their positive action read on the announcements and then their
played on a bulletin board in the main hallway all month. Character tags are also awarded monthly to all students who display the c
it of the month. Finally, classroom guidance lessons are delivered weekly to each classroom to support the PBIS framework on topi
aracter education, friendship, bullying, and self-esteem. PBIS booster lessons are also taught each semester to remind all students o
d bus rules.

scribe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral sup

The school counselor and the School Psychologist collaborate and work with Tier II and Tier III students. Individual students receive
social and emotional supports and training. Some students receive daily and weekly direct support. Students can receive individual
behavioral supports and individualized behavior plans. Additionally, small group counseling is provided for groups of students with
behavior problems. Special classroom guidance lessons are occasionally delivered to those classrooms having a specific concern or
behavioral problem.

I.

d Community Engagement; Non-Title I School

Parent/Community Involvement Needs

a narrative your school's parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent parti
n sheets, type and number of parent activities, etc.).

entary has a strong parent/community involvement support system. At Back to School Night in the 2016-2017 school year, 140 pare
or 117 students, while 137 parents and 115 students attended this school year. On Parent Conference Day for the 2016-2017 schoc
s for 166 students attended on September 29, 2016. On February 15, 2017, 212 parents for 163 students attended conferences. O
02 parents for 163 students attended. In 2016, 104 parents attended the STEM activity. In the Spring of 2017, 77 parents attended t

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or Fall 2017, 82 parents attended STEM day activities. Grandparent Luncheon for 2016-2017 school year had 354 attendees. There v
nts that attended the Grandparent Luncheon in 2017. In late Spring 2017, 62 people attended the Volunteer Breakfast. Jump Start I
s in attendance. Veterans' Day Readers included 7 readers for 2016. In 2017, there were 15 Veterans' Day Readers. In 2016, 36 da
he classrooms, while In 2017, 41 dads came to read. Career Day consisted of 12 speakers for Spring 2017 and 19 speakers for Fall 2
7, 8 speakers attended the FSU Literacy Activity for Dr. Seuss. There were 13 National Honor Society Readers for the 2016-2017 sch
tional Honor Society Readers attended in the Fall of 2017. In the 2016-2017 school year, Frost had 413 visitors, 454 tardies, 753 ear
and 679.91 volunteer hours.

Parent Advisory Committee 2017 – 2018

Name	Position
Daniell Shertzer	PAC Representative, PTA Vice President, Parent
Amy Malone	PTA President, Parent
Amanda McKenzie	PTA Secretary, Parent
Becky Vitak	PTA Treasurer, Parent
Jackie Komatz	SIT Chair, Teacher
Kim Smith	Principal

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tle I Parent Involvement Plan

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

FROST'S NON-TITLE ONE PARENT INVOLVEMENT PLAN

Expectations

ุกnizes the importance of forming a strong partnership with parent/family and community members in order to positively impact the
promote effective parent/family engagement, the staff welcomes and encourages parents and community members to join them ir
n the Action Plan as follows:

 – Shared decision-making opportunities

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

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

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

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ffering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skill at home, the school will meet their targeted goals.

Action Plan

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

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Building Parental Capacity			
➢ Provide assistance to parents in understanding the State's academic content standards and students academic achievement standards, and State and local academic assessments.	Jump Start Day - Teachers meet with parents of the previous grade level to share what is expected of their child the next school year.	**5/22/17**	Classroom Teachers
	Back to School Night - Teachers share curriculum and general information with parents.	9/5/17	Faculty and Staff
	SIT plan will be shared with parents at a P.T.A. meeting and be posted on the school website.	1/2018	School Improvement Team
➢ Provide materials and parent trainings/ workshops to help parents improve their child's academic achievement	STEM Day - Parents will be invited to participate in two STEM activities with their child.	11/15/17 Spring Feb.	Partnership Action Team and Classroom Teachers Classroom Teachers
➢ Ensure information is presented in a format and/or language parents can understand.	Math Activity - Parents and students will cooperatively complete an interactive homework math assignment.		
	PARCC like activities will be shared with parents.	Monthly	Faculty and Staff
➢ Provide full opportunities for participation of parents of students from diverse backgrounds.	Information shared with parents will be shared in a parent friendly manner during parent/teacher conferences and throughout the school year.	Ongoing	
	Educational terms will be simplified and explained when necessary.		Kim Smith, Principal Kelli Clark, Counselor

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| | 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. | | Kim Taylor, PPW |
| | Repeated assistance for parents such as English Learning Classes, translators, and materials. | | Kathy Eirich |

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
Review the Effectiveness effectiveness of the school's ental involvement activities will eviewed.	The Frost Elementary Partnership Action Team survey will be utilized to evaluate activities.	May	Partnership Action Team Faculty and Staff

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Other School Level Parent Involvement Initiatives Based Joyce Epstein's Third Type Involvement: Volunteering	Parents will volunteer to assist teachers with Wednesday workshop and instructional activities such reading, classroom activities, speakers, and action team members.	Ongoing	Faculty and Staff
	Dads will participate in "Dads Read"	12/15/17	
	Parents will participate in activities during American Education Week.	Nov.	Partnership Action Team
			Partnership Action Team
	Local high school National Honor Society students read to classrooms during American Education Week.	Nov.	
			Faculty and Staff
	Parents volunteer to share their profession for Career Day.	10/23/17	
			Guidance Counselor
	Parents volunteer and support the annual Color Run.	May	
	Parents participate in Arbor Day activities.	April	Wellness Committee
	Veterans volunteer to read to students and share their military experiences on Veteran's Day.		Dan DeWitt and Principal

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	Parents volunteer to assist with Track and Field Day activities.	Nov. May	Partnership Action Team Physical Education Teacher

o or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional acti
Please include a timeline for implementation.

promote parental participation/awareness in increasing reading comprehension of informational text supporting our school-wide E
hool-wide interactive homework assignment will be given mid year. Text from the grade level Scholastic News articles will be utilize
idents to practice comprehension strategies with their parents. Grade level teams will include comprehension strategies that have b
roduced to assist their students in understanding informational text. Homework assignments will require students to implement th
d demonstrate how the strategy helped the students know what was read. Students will complete with their parents the teacher de
trument used to demonstrate understanding of the article.

promote parental participation/awareness in increasing math skills, a second school-wide STEM day focusing on math concepts will
plemented second semester. Students will complete with their parents the STEM activity incorporating math skills necessary for rea
plications.

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XII.

nal Community for Teachers and Staff- Standard 7

omes to closing the achievement gap for any group of students, we know that focused and targeted professional learning
ature of the school improvement effort.   What school based professional learning will be/has been coordinated this year
our school's achievement gaps?

ofessional Learning Title: Strategies to Assist Students Struggling in the Areas of English Language Arts and Math

te (s): Ongoing throughout the school year

cation and Time: Frost Elementary School, general education and special education teacher planning times as well as on Professional Developme
portunities

ended Audience: General Educators and Instructional Assistants

 What changes are expected to occur in the classroom as a result of this professional learning?
 Strategies will be provided by the special education teacher to general educators and instructional assistants to assist students struggli
 areas of reading and math. These strategies will be used by general educators to meet students' identified needs and to support accom
 provided by IEPs. Students will learn to use these strategies as life long skills.
 What knowledge and skills will the participants attain in this professional learning to make these changes happen?
 Teachers will develop a repertoire of strategies to assist the struggling learner as options for instruction. These specific strategies can b
  implemented within the inclusive classroom to support all students and to meet specific needs.

 How will you measure the implementation of the the knowledge and skills in the classroom?
 Teachers will implement suggested instructional methods to assist struggling students so that optimal learning can occur. A notebook o
 instructional methods will be kept by the Special Education Teacher that consists of these strategies and any worksheets, materials, an
 handouts that support the implementation of these techniques. Teachers will have access to this notebook as specific needs in the area
 reading and math occur with in their classrooms.

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Professional Learning Title: Book Study: Good Questions for Math Teaching

Date (s): November to June 2018

Location and Time: Frost Elementary School ,team meetings

Intended Audience: Classroom Teachers, K-5 and Special Education Teacher

What changes are expected to occur in the classroom as a result of this professional learning?

Teachers will incorporate the use of good questioning during math instruction to promote students to think, to learn, to analyze, to sol explain unfamiliar problems.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

Teachers will learn to construct good questions that address grade level standards and instruction. Teachers will get students involve engaged in their own learning through the use of good questioning that promotes higher level thinking, cooperative problem solving, a mathematical communication.

How will you measure the implementation of the the knowledge and skills in the classroom?

The implementation of good questioning techniques will be measured through student explanations of how the problems are solved. will be posted in classrooms and progress will be shared in team meetings. Classroom visits and observation of student engagement written explanations of math concepts and processes will be ongoing throughout the year.

November 2017

Professional Learning Title: Marilyn Burns Teaching Arithmetic: Lessons for Introducing Fractions

Date (s): January 22, 2018-April 24, 2018

Location and Time: Frost Elementary School , Co-teaching Planning Sessions and Team Meetings

Intended Audience: Grade 4 Teachers, Special Education Teacher, and Principal

What changes are expected to occur in the classroom as a result of this professional learning?
Students will see the sense in fractions through a think-and-reason approach as the main goal of instruction of fractions.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
Teachers will develop and deliver instruction that allows students to reason and explain their reasoning in order to make sense and build understanding of fractions. Through these newly gained skills students will demonstrate flexibility in their thinking and build a strong knowledge base in order to reason and respond appropriately to fraction problem solving.

How will you measure the implementation of the the knowledge and skills in the classroom?
Implementation will be measured through pre and post fraction assessment scores.

November 2017

ofessional Learning Title: Helping Boys Learn

te (s): January to June 2018

cation and Time: Frost Elementary School, Ongoing during PD opportunities and faculty meetings

ended Audience: Classroom Teachers, Pre- K-5, resource teachers and instructional assistants

. What changes are expected to occur in the classroom as a result of this professional learning?
Teachers will learn strategies that harness boys' unique strengths so that they become more engaged as active learners. Strategies f
channeling boys' interests will increase their participation and success in ELA instruction.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
Teachers will acquire techniques and strategies needed to make boys successful in the classroom. Differentiation for gender differen
allow teachers to deliver instruction to boys to have equal educational opportunities.

How will you measure the implementation of the the knowledge and skills in the classroom?
Male achievement will be tracked through the reporting of ELA county benchmarks. The School Achievement Team will analyze dat
share the results with the School Leadership Team.

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III.

POLICY STRUCTURE AND PRACTICE

your school's mission and vision support the district's mission and vision?

/ith the district, our vision and mission support the need for all students to become prepared with the needed skills and character tr them to be college and career ready and be prepared for an ever changing world.

ome ways your school and district can jointly establish buy in with teachers for the GRR and UDL?

and support for the GRR and UDL initiatives that have proven to be successful in classrooms at all grade levels across all disciplines. specialists would be beneficial in our school to support teachers and the initiative.

tional professional learning, if any, is needed at your school to support GRR and UDL within the classroom?

al development on collaborative learning of the GRR model would be beneficial.

/.
ent Plan

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will the plan be shared with the faculty and staff?

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

will student progress data be collected, reported to, and evaluated by the SIT?

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

will the SIP be revised based on student progress and the method(s) used to measure student progress?

- Through the use of team meetings, necessary data will be analyzed based upon School Improvement Plan and SLO progress.
- School Improvement strategies and activities along with SLOs will be adjusted as needed.

t role will classroom teachers and/or departments have in implementing and monitoring the plan?

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

will the initial plan be shared with parents and community members?

- A powerpoint presentation will be presented at a PTA meeting for parents.
- The plan will also be located on our school website.

will revisions to the SIP be presented to the staff, parents, and community?

- Staff will be presented revisions in school wide staff development, faculty meetings, and/or Google Sharing.
- Revisions will be made to the plan on the school website for parents to view.

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

- Central office creates a School Improvement Plan template, guidance document, evaluation rubric, data worksheets, and
- recommends data resources.
- Central office staff assists the school's School Improvement Team as needed in the development of the School Improvement
- Plan.
- Upon completion, Central office will review the plan using the School Improvement Plan rubric.
- Central office will meet with School Improvement Team members to discuss and review the school's plan.
- When necessary data is received by the School Improvement Team, a 2016-2017 evaluation report will be forwarded to the Superintendent of Schools.

he approximate dates and/or calendar for sharing, monitoring, and revising the plan.

- Upon completion of the School Improvement Plan, the evaluation of the plan using the rubric and the meeting with Central office to review the plan, plan will be shared with faculty, shared at the next PTA meeting and posted on the school website.
- The plan will be revisited in January by the School Improvement Team. Milestones will be discussed and adjustments will be made if necessary. Revisions will be made to the plan if needed to support concerns or weaknesses.

Multi-tiered Systems of Support - Separate Document

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RIORITY: An opportunity identified by the team in order to achieve their vision.

ACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of e priority.

LAYING THE OUNDATION Why/What?	INSTALLATION Where/How?	INITIAL IMPLEMENTATION How are we learning?	FULL IMPLEMENTATION How are we sustaining?
earn Options	Prepare People and Systems	Try Out the Practice	Student and System Outcomes Show the Practice Works

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Choose Practice	Train	Reflect and Recommend Improvements in Practice and System	Competent, Organized, Well Led System for Practice

We know what options (practices) exist for this priority.

We agree on which practice we want to implement.

We have people and systems prepared to implement this practice.

We have well-trained people who will be trying-out this practice.

We have tried out this practice.

We have reflected and recommended improvements in the practice and systems that support it.

We have student and system outcomes that show this practice is working.

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

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PRACTICE: Grade level and special educators collaborative plan to monitor progress and plan tiered
Instruction

Action Step	Who	By When	Status Update / Next Steps

LAYING THE FOUNDATION

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Creating a schedule that ~~all~~ows for collaboration and ~~pl~~anning between the general ~~ed~~ucation teachers and the ~~sp~~ecial education teacher.	Admin District	Sept/Oct-2016 **completed**	Plan for when team meetings are missed Completed, teachers have a system to cover if54 this occurs
Creating a schedule that ~~all~~ows for collaboration and ~~pl~~anning between the general ~~ed~~ucation teachers and the **~~re~~ading intervention teacher.**			
Working with the 4th grade ~~st~~aff to initiate co-teaching ~~m~~odel.	District Admin Staff	August 2017	

~~I~~NSTALLING

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Teachers are meeting with th Special Education achers and Reading erventionist on bi-weekly hedule. District SPED specialist met plan for PD on collaborative anning and co teaching District specialist presented the staff District specialist worked th grade 3 to review llaborative planning ategies and data collection	Admin Teachers K. Erich Staff	Ongoing during set planning times, (depending upon teacher schedule.) Spring 2018	Ongoing

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IMPLEMENTING

Grade level classroom teachers and specialized educators will monitor student progress Grade level classroom teachers and reading interventionist will monitor student progress Based upon data and instruction, strategies are discussed to provide needed support	Grade level teachers Sp Ed Teacher Reading Intervention Teachers	Ongoing	● Continued conversation and learning with staff to provide supportive strategies to help with instruction.

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USTAINING SCHOOL-WIDE IMPLEMENTATION

Implement collaborative eetings to plan academic struction and intervention ategies across level of need targeted students	Grade level teachers Sp Ed Teacher Reading intervention teacher	Ongoing	● Continued conversation and learning with staff to overcome barriers and celebrate successes

otes- This is an ongoing goal to be continued into the school year of 2017-2018 with the addition of grade level planning.

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

Name (Print and Sign)	Affiliation/Title
Mrs. Kim Smith *Mrs. Kim Smith*	Principal
Stephanie Beeman *Stephanie Beeman*	Teacher, Special Education, Special Education Facilitator, SAT
Kelli Clark *Kelli Clark*	School Counselor
Beth Hotchkiss *Beth Hotchkiss*	Teacher, Grade 1, CAT Chair
Jackie Komatz *Jackie Komatz*	Teacher, Grade 2, SIT Chair, PTA Teacher Rep., SAT, CAT
Laurie Lohnas *Laurie A. Lohnas*	Teacher, Pre-K/Media, PAT Chair
Annie Trenum *Annie Trenum*	Teacher, Grade 3, SAT Chair
Debbie Yutzy *Debbie Yutzy*	Teacher, Kindergarten, PAT
Katie Knieriem *Katie Knieriem*	Parent Representative
Sara O'Neal *Sarah O'Neal*	Community Representative
Daniell Shertzer *Daniell Shertzer*	Parent Representative, PAC Representative

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