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# **Allegany County Public Schools 2017 – 2018 School Improvement Plan**

## **SECTION I**

### **INTEGRATED EDUCATIONAL FRAMEWORK**

#### **A. Mission, Vision, and Core Values**

##### **Mission Statement**

At Mount Savage School, we are committed to developing an environment that fosters mutual respect among members of our learning community, which includes students, parents, teachers, administrators, and other stakeholders.

It is our mission to provide rigorous, engaging instruction in a safe environment, which results in mastery of concepts and independent learning. As staff members, we believe we are the facilitators of learning and are prepared to collaborate with colleagues, students, and parents to promote high levels of achievement. We believe all children can learn and we uphold high expectations for all students.

##### **Vision**

Mt. Savage staff will provide engaging, transdisciplinary, student-centered instruction that is challenging, authentic, and meets the needs of all types of learners.

##### **Staff**

An atmosphere of acceptance will be fostered by staff members that will function collaboratively in both grade-level or vertical teams in order to improve instruction, student learning, discipline, and school wide communication that will benefit all students.

##### **Administration**

The administration will serve as the school's instructional leaders and work collaboratively with staff in order to improve instruction and student learning. Administration will maintain regular communication with staff through emails and meetings regarding educational issues, discipline issues, and extra-curricular activities. Administrative roles regarding duties and disciplinary referrals will be clearly established.

##### **School Climate**

The administration and staff will collaborate with one another to establish and maintain high morale which is based on mutual respect and professional demeanor. Behavior expectations will be defined for different situations. In all settings, respect, safety, and maturity will be exhibited. The

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administration and staff will plan and participate in educational and social activities to build a cohesive community and boost morale. The teachers and students will work together in an atmosphere of mutual respect and consideration, to promote a positive environment.

### **Standards and Expectations**

High standards in behavior, citizenship, and academics will promote a safe, nurturing environment where students and staff take risks and experiment with learning. This will lead to higher engagement, greater investment in learning, and deeper independent thinking. Instruction, while driven by the standards, will focus on meeting students where they are and promoting individual growth.

### **Community**

Parents, visitors, and substitutes will feel welcome and at ease when in our school. Supportive programs and activities are scheduled throughout the year to engage parents, students, staff, and community. All staff will be goodwill ambassadors to promote and disseminate positive attitudes both inside the school building and out in the school community.

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

<b>Name (Print and Sign)</b>	<b>Affiliation/Title</b>
<b>Martin E. Crump</b>	<b>Principal</b>
<b>Charles R. Moran</b>	<b>Assistant Principal</b>
<b>Ashley Thompson</b>	<b>Teacher / SIT Co-Chair</b>
<b>Beckie Schurg</b>	<b>Teacher / SIT Co-Chair</b>
<b>Crystal Brown</b>	<b>Parent</b>
<b>Kari Cook</b>	<b>Teacher</b>
<b>Kate Tummino</b>	<b>Teacher</b>
<b>Brian Alderton</b>	<b>Teacher</b>
<b>Sam Mongrain</b>	<b>Teacher</b>
<b>Kim Windemuth</b>	<b>Teacher</b>
<b>Brittany Beeman</b>	<b>Teacher</b>

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1. What is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school and community?

The mission and vision statements are posted in classrooms and on the school web page. The mission and vision statements are reviewed yearly during a professional development session. Decisions made about school initiatives and activities are based on the mission vision and value statements created by the school staff.

2. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur?  
Fall of 2016

3. Have you adjusted the school's mission and vision to changing expectations and opportunities for the school and changing needs and situations of students? If so, why?

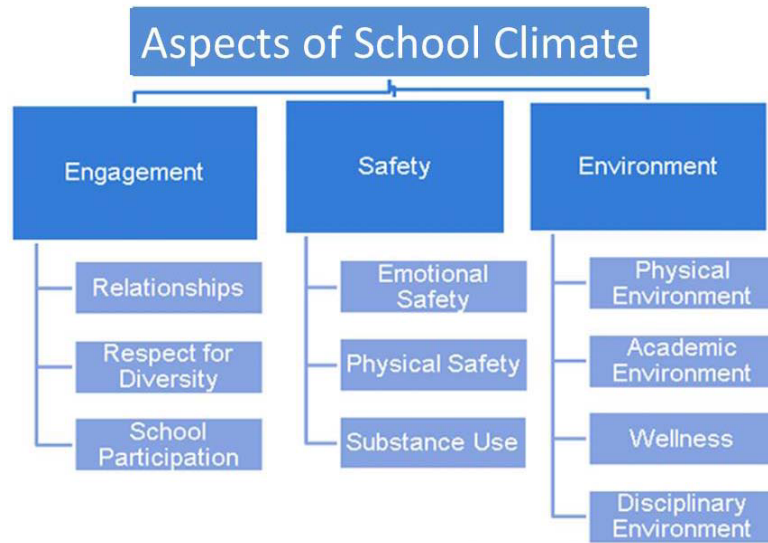
The plan for the 2017-18 school year is to review the school's mission and vision and to make any adjustments and revisions as necessary. This will take place during the January staff development. It is felt that after this four year period of implementing the vision and seeing the results of the PARCC assessments, a revision is now necessary to establish a better direction and future for the school and community.

### **B. Culture, Climate, and Inclusive Community**

**School climate and culture** have a profound impact on student achievement and behavior and reflects the school community. Positive and 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 experiences of school life. School climate refers to a school's social, physical, and academic environment. How does it make people feel? Safe? Welcomed? Connected?

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

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

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as well as to student learning, 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, without exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

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

**In narrative or bulleted form, address your school’s climate, culture, and inclusive community.** (Refer to Professional Standards for Educational Leaders- Standards 2, 3 and the graph Aspects of School Climate) Please consider answering the following questions in your response.

1. How are paraeducators (IAs) utilized in your school?

- There are three IA’s in Mt. Savage Elementary School with two providing classroom support in kindergarten and PreK and the other one providing close adult support to two students in grade one.

2. How do IAs provide support for students with and without disabilities?

What are IA responsibilities at your school?

- Classroom support for assigned and unassigned students
- Duties as typically assigned to classroom teachers

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- IA's are expected to be active participants in establishing and supporting a learning environment for students. They are not to exist for the purpose of classroom management or act as a secretary for teachers. During classroom observations, the administrative staff expects IA's to be participating in instruction for students.

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

- Yes - IA's have planning at the same time that their teachers do.

3. Are your general and special education teachers able to collaborate and plan together on behalf of the students for whom they share instructional and learning responsibilities? If so, how often and when? If not, what challenges are preventing the collaboration and planning?

- General and special educators do not have assigned time to plan together, but do get together as time allows. MCIE funds have been used to schedule quarterly planning meetings.
- One special educator serving all grade levels is a barrier for regularly scheduled planning.

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

- Mt. Savage has established a practice of heterogeneous grouping of students in order to insure all students have equal access to educational opportunities and interactions with each other in and out of the classroom.

5. What professional learning and/or training needs, if applicable, do your faculty/staff have regarding making your school a more inclusive environment for students?

- MCIE has provided suggestions for co-planning between regular and special educators.



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**SECTION II  
SCHOOL DEMOGRAPHICS**

**A. Staff Demographics**

**STAFF DATA 2017-2018 School Year**

**Table 1**

School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers	16	1	17
Itinerant staff	3		3
Paraprofessionals	2	1	3
Support Staff		9	9
Other			
Total Staff	21	11	32

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**Table 2**

Under each year, indicate the percent as indicated of individual in each category.	<b>2014 – 2015 Official Data</b>	<b>2015 – 2016 Official Data</b>	<b>2016 – 2017 Official Data</b>	<b>2017 – 2018 Official Data</b>
<b>Percentage</b> of faculty who are: <ul style="list-style-type: none"> <li>• Certified to teach in assigned area(s)</li> <li>• Not certified to teach in assigned area(s)</li> </ul>	100% 0	100% 0	100% 0	100% 0
For those not certified, list name, grade level course				n/a
Teacher Average Daily Attendance	95.2%	91.7%	96.3%	

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**B. Student Demographics**

<b>Table 3: SUBGROUP DATA</b>			
<b>SUBGROUP</b>	<b>2015-2016 TOTAL</b>	<b>2016 – 2017 TOTAL</b>	<b>2017-2018 TOTAL</b>
American Indian/Alaskan Native	N/A	N/A	N/A
Hawaiian/Pacific Islander	N/A	N/A	N/A
African American	N/A	N/A	≤10
White	208	181	200
Asian	N/A	N/A	≤10
Two or More Races	N/A	≤10	≤10
Special Education	33	30	32
LEP	N/A	N/A	N/A
Males	103	91	97
Females	105	100	103
Total Enrollment (Males + Females)	208	191	200

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<b>FARMS RATE Used for School Year</b>	<b>2015-2016</b>	<b>2016 – 2017</b>	<b>2017-2018</b>
<b>Percentage as of October 31 of Previous School Year</b>	<b>59.8%</b>	<b>63.05%</b>	<b>56.02%</b>

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

**Table 4**

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

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**SECTION III  
ADMINISTRATIVE LEADERSHIP**

1. What is the role of the principal in the School Improvement Process at your school?
  - Analyzes and interprets data to prepare for SIP activity development.
    - Coordinates and leads meetings with the SIT co-chairs.
    - Leads vertical academic team meetings.
    - Writes portions of the plan that address instruction.
    - Leads SIT meetings.
    - Develops and leads professional development activities that address the SIP.
2. What is the purpose of your school leadership team in the School Improvement Process?
  - The school leadership team consists of all classroom teachers and meets on a monthly basis to review data, discuss and plan instructional strategies, and to conduct root cause analysis and goal setting.
3. Does your school improvement team (SIT) represent your entire school community, including parents/guardians?
  - Yes
4. What additional opportunities exist for everyone in your school community to meaningfully participate in school decision-making processes?
  - PTA
  - Partnership, Climate, and Student Achievement teams
  - PBIS committee
  - ICT Team
  - Social Committee

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**PRINCIPAL'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and baseline evidence (See SLO rubric)**

PRINCIPAL SLO 1

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

- Solve word problems involving addition and subtraction of fractions referring to the same whole including like denominators
  - Solve real world problems involving fractions and mixed numbers
  - Solve real world problems involving the division of unit fractions by non-zero numbers and division of whole numbers by unit fractions
- 
- There are 40 fifth grade students in this SLO group which includes the entire class. Twenty five of the students are boys and 15 are girls. Five students have an IEP for reading and/or written language. Seven of the students are members of the acceleration and enrichment program. One student has an IEP for speech. Six students are in a reading intervention program.

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

- Fifth Grade 2016-17 – 30% proficiency with On Grade Level Modeling and Reasoning questions (16 pts of the test)  
40% proficiency with “Securely Held Knowledge” Questions (10 pts of the test)
- Fifth Grade 2017-18 – 37% proficiency with One Grade Level Modeling and Reasoning questions (16 pts of the test)  
25% proficiency with “Securely Held Knowledge” questions \*10 pts of the test)

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3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
  - The fifth grade math root cause analysis identified this as a need . As a result the goal planning document created addressed this issue as a focus for the 2017-18 school year. Increasing the number and percentage of students who score a four or greater on the PARCC assessment is a goal of the school improvement plan.
4. Describe what evidence will be used to determine student growth for the SLO.
  - Student progress will be measured through daily assignments, classwork, homework and 6 mini assessments that will be administered throughout the year. Results of this work will be reported to the principal during bi-weekly team meetings. A final exam will be administered that has been designed by the school improvement specialist using Engage NY/Eureka Math.

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**SECTION IV**

**ACADEMIC PROGRESS**

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany County are required to do the same.

**A. In your analysis of ELA 3-5; 6-8; 10 for FARMS, SE and subgroup data, please address the following for students in your school:**

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

- What do you believe are the **Root Cause (s)** (Deepest underlying cause(s) of negative symptoms) for your achievement gap?
- 1. **Grade 3 FARMS** - Students who would benefit from reading intervention do not necessarily receive intervention because of the limits placed on staff in the school.
- 2. **Grade 3 IEP** - Special Education students who would benefit from other students in a cooperative group setting were unable to do so due to lack of differentiation.
- 3. **Grade 4 FARMS** - Students need more practice with reading text independently and persevering with higher level thinking, which will lead to greater comprehension
- 4. **Grade 4 IEP** - Students need more practice with reading text independently and persevering with higher level thinking, which will lead to greater comprehension
- 5. **Grade 5 FARMS** - Research proves that comprehension improves when vocabulary is presented first before reading an informational article. When this is not done first, comprehension suffers.
- 6. **Grade 5 IEP** - There is not enough practice toggling between texts during the school year.



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- Use the ACPS Goal Planning Process

**GRADE 3 FARMS**

<b>ISSUE and DATA</b>	On the PARCC test, there was a gap between FARMS and Non-FARMS students in the ELA category. Non-FARMS – 81.8 scored 4 or 5 on PARCC FARMS – 46.2 scored 4 or 5 on PARCC
<b>GOAL</b>	The goal is to close the GAP between FARMS and Non FARMS students. This is an initiative of Allegany County Public Schools.
<b>ANALYSIS and Barriers to Attainment</b>	<p>Intervention assistance was not provided to all FARMS students.</p> <p>School staff dedicated to reading intervention is limited and often focused on Special Education students because of the requirement of students being placed in intervention to receive accommodations on the PARCC test. Also, peripheral school employees (IA's, specialists, media specialist) ability to help is limited because of other job demands.</p> <p>FARMS students who would benefit from reading intervention do not necessarily receive intervention because of the limits placed on staff in the school.</p> <p>Increased access needed to technology</p>
<b>RESOURCES</b>	Use of the Read Works program with every student in grade three.

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	Pebble Go Data Bases
<b>IMPLEMENTATION, Dates, Monitoring</b>	Students will participate in the Read Works program on a weekly basis – All Year Tech coordinator will develop a schedule for regular use of computers – August 2017 Mr. Crump and teachers will monitor Read Works usage reports – All Year
<b>EVALUATION</b>	County created Engrade benchmarks will show and increase throughout the year. PARCC assessment scores will show an increase in the number of FARMS students scoring a 3-5.

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**GRADE 3 IEP**

<b>ISSUE and DATA</b>	<p>On the PARCC test, there was a slight gap between Special Education and Non Special Education students in the ELA category.</p> <p>Special Education 50%</p> <p>Non-Special Education 65%</p>
<b>GOAL</b>	<p>The goal is to further close the GAP between Special Education and Non Non-Special Education students. This is an initiative of Allegany County Public Schools.</p>
<b>ANALYSIS and Barriers to Attainment</b>	<p>Although special education students received intervention, additional intervention strategies are needed.</p>
<b>RESOURCES</b>	<p>Use of the Read Works program with Special Education students in grade three.</p>
<b>IMPLEMENTATION, Dates, Monitoring</b>	<p>Special Education students will participate in the Read Works program on a weekly basis – All Year</p> <p>Tech coordinator will develop a schedule for regular use of computers – August 2017</p> <p>Mr. Crump and teachers will monitor Read Works usage reports – All Year</p>

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<b>EVALUATION</b>	County created Engrade benchmarks will show and increase throughout the year. PARCC assessment scores will show an increase in the number of Special Education students scoring a 3-5.
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**GRADE 4 FARMS -**

<b>ISSUE and DATA</b>	There is a gap between the free and reduced meal (FARM) students and non-FARM students on the PARCC assessment. 40.0% of the FARM population scored a 4 or above on PARCC while 75.0 % of the non-FARM population scored a 4 or above on PARCC. This results in a gap of 35.0%.
<b>GOAL</b>	Increase the number of FARM students scoring a 3 or above. This is an initiative of the ACPS.
<b>ANALYSIS and Barriers to Attainment</b>	According to the data analysis, students need more practice with reading texts independently, which will provide them with opportunities to use decoding skills that have been taught in the classroom as well as intervention. This will lead to greater comprehension and enable students to answer text dependent questions.
<b>RESOURCES</b>	Materials to teach phonics and comprehension Text that contain multisyllabic words for decoding and text dependent questions.

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<b>IMPLEMENTATION, Dates, Monitoring</b>	Use of interactive journal/notebooks to initially teach reading skills. - ongoing Provide students reading materials that contain larger multisyllabic words that will require students to use decoding strategies. -ongoing Provide students reading materials that will require them to revisit the text, to provide text support to answer higher level questions. -ongoing
<b>EVALUATION</b>	

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**GRADE 4 IEP**

<b>ISSUE and DATA</b>	There is a gap between special education and regular education on the PARCC assessment. 42.9% of the special education population scored a 4 or above on PARCC, while 58.6 % of the regular education students scored a 4 or above. This results in a gap of 15.7 %.
<b>GOAL</b>	Increase the number of special education students scoring a 3 or above. This is an initiative of the ACPS.
<b>ANALYSIS and Barriers to Attainment</b>	According to the data analysis, students need more practice with reading texts independently, which will provide them with opportunities to use decoding skills that have been taught in the classroom as well as intervention. This will lead to greater comprehension and enable students to answer text dependent questions.
<b>RESOURCES</b>	Materials to teach phonics and comprehension Text that contain multisyllabic words for decoding and text dependent questions.

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<b>IMPLEMENTATION, Dates, Monitoring</b>	Use of interactive journal/notebooks to initially teach reading skills. - ongoing Provide students reading materials that contain larger multisyllabic words that will require students to use decoding strategies. -ongoing Provide students reading materials that will require them to revisit the text, and to provide text support to answer higher level questions. -ongoing
<b>EVALUATION</b>	



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**GRADE 5 FARMS -**

Issue and Data	<p>Students are not being successful on the PARCC assessment in the area of:</p> <p style="text-align: center;">* RI 5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>This deficiency was noticed from the School Evidence Statement Analysis for ELA Grade 5 Assessment, Spring 2017 According to the School Performance Level Summary, only 42.9% of the FARMS students met or exceeded the expectations for ELA in general. When the information is broken down into specifically Grade 5 FARMS students, in the VOCABULARY section of the test, 36% of the students did not meet the PARCC expectations.</p>
Goal	<p>Increase the percentage of FARMS students scoring higher on this grade specific standard on the PARCC ELA assessment in the area of Vocabulary. (RI 5.4)</p> <p>An ongoing focus of the ACPS has been to improve the achievement level of all students, including FARMS Students.</p>

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Analysis and Barriers To Attainment	<p>According to the School Evidence Statement Analysis, students need more practice with vocabulary lessons and strategies which will then lead to greater comprehension and greater success on PARCC.</p> <p>UDL strategies using hands-on approaches to learning vocabulary would be helpful.</p>
Resources	<p>Students need to be reading vocabulary rich material on their own lexile level. Using leveled resources such as Readworks, Commonlit.org, and Scholastic, and Newsela will be helpful. The Reading Specialist is a great resource for finding leveled texts with the correct lexile levels.</p>
Implementation	<p>More lessons will be devoted to vocabulary strategies. Word walls will be consistently used and updated. Vocabulary journals will be kept by all students throughout the year. UDL strategies using hands-on approaches to learning vocabulary will be used.</p> <p>Prior to PARCC testing, the following steps will be taken:</p> <p>During the months of January and February, the reading specialist will visit the classrooms weekly to do lessons on correctly writing PCRs and vocabulary strategies.</p> <p>During January through March, the students will keep vocabulary journals and word walls.</p> <p>UDL vocabulary lessons will be used at least 2X per week.</p> <p>The implementation will be monitored by the classroom teacher and the Reading Specialist. We will give weekly opportunities to apply the vocabulary words in their writing.</p>

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Evaluation	The identified goal... Because the identified goal was or was not reached.....
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**GRADE 5 IEP**

Issue and Data	<p>Students are not being successful on the PARCC assessment in the area of:</p> <p style="text-align: center;">* RI 5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>This deficiency was noticed from the School Evidence Statement Analysis for ELA Grade 5 Assessment, Spring 2017 In the area of Special Education, only 16.7% of the students met the PARCC expectations.</p>
Goal	<p>The goal is to increase the percentage of Special Ed. students scoring higher on this grade specific standard on the PARCC ELA assessment in the area of Vocabulary. (RI 5.4)</p> <p>An ongoing focus of the ACPS has been to improve the achievement level of all students, including Special Education Students.</p>
Analysis and Barriers To Attainment	<p>According to the School Evidence Statement Analysis, students need more practice with vocabulary lessons and strategies which will then lead to greater comprehension and greater success on PARCC.</p> <p>UDL strategies using hands-on approaches to learning vocabulary would be helpful.</p>

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Resources	Students need to be reading vocabulary rich material on their own lexile level. Using leveled resources such as Readworks, Commonlit.org, Scholastic, and Newsela will be helpful. The Reading Specialist is a great resource for finding leveled texts with the correct lexile levels.
Implementation	<p>More lessons will be devoted to vocabulary strategies. Word walls will be consistently used and updated. Vocabulary journals will be kept by all students throughout the year. UDL strategies using hands-on approaches to learning vocabulary will be used.</p> <p>Prior to PARCC testing, the following steps will be taken:</p> <p>During the months of January and February, the reading specialist will visit the classrooms weekly to do lessons on correctly writing PCRs and vocabulary strategies.</p> <p>During January through March, the students will keep vocabulary journals and word walls.</p> <p>UDL vocabulary lessons will be used at least 2X per week.</p> <p>The implementation will be monitored by the classroom teacher and the Reading Specialist. We will give weekly opportunities to apply the vocabulary words in their writing.</p>
Evaluation	<p>The identified goal was/was not reached.....</p> <p>Because the identified goal was or was not reached.....</p>

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**To 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 provide positive academic outcomes for all students.**

UDL Principle/Mode	Representation – Process
<b><i>Means of Representation:</i></b> <i>providing the learner various ways of acquiring information and knowledge.</i>	Define domain specific vocabulary Provide templates/organizers
<b><i>Means for Expressions:</i></b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product
	Compose in multi-media Use web applications
<b><i>Means for Engagement:</i></b> <i>tap into learners interests,</i>	Multiple Options for Engagement

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<i>challenge them appropriately, and motivate them to learn.</i>	Use cooperative learning Provide feedback - frequently and specific
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**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.**

TABLE 5: ELA Grade 3, 6 or 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		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
All Students	30	5	16.6	14	46.7	10	33.3	35	14	40	12	34.3	9	25.7	24	4	16.7	5	20.8	15	62.5
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino of any race	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	27	5	18.5	12	44.0	10	37.0	35	14	40.0	12	34.3	9	25.7	24	4	16.7	5	20.8	15	62.5
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	5	2	40.0	3	60.0	0	0.0	9	6	66.6	0	0.0	3	33.3	4	1	25.0	1	25.0	2	50.0
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A



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<b>Proficient (LEP)</b>																					
<b>Free/Reduced Meals (FARMS)</b>	18	4	22.2	9	50.0	5	27.8	21	9	42.9	8	38.1	4	19.0	13	3	23.1	4	30.8	6	46.2
<b>Female</b>	17	3	17.7	8	47.1	6	35.3	12	4	33.3	3	25.0	5	41.7	15	3	20.0	2	13.3	10	66.6
<b>Male</b>	13	3	23.1	6	46.2	4	30.8	23	10	43.4	9	39.1	4	17.4	9	1	11.1	3	33.3	5	55.5

TABLE 6: ELA Grade 4 or 7	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		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
<b>All Students</b>	34	10	29.4	9	26.5	15	44.1	32	2	6.3	3	9.4	27	84.4	36	4	11.1	12	33.3	20	55.5
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Hispanic/Latino of any race</b>	1	0	0.0	1	100	0	0.0	1	0	0.0	1	100	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Other Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>White</b>	31	8	25.8	8	25.8	15	48.4	31	4	12.9	5	16.1	22	70.9	35	4	11.5	12	34.3	19	54.3
<b>Two or more races</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0	0.0	0	0.0	1	100
<b>Special Education</b>	6	3	50.0	2	33.3	1	16.7	7	0	0.0	4	57.1	3	42.9	7	2	28.6	2	28.6	3	42.9
<b>Limited English Proficient (LEP)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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<b>Free/Reduced Meals (FARMS)</b>	21	7	33.3	7	33.3	7	33.3	19	2	10.5	2	10.5	15	78.9	20	3	15.0	9	45.0	8	40.0
<b>Female</b>	15	4	26.7	4	26.7	7	46.7	19	1	5.3	1	5.3	17	89.5	13	2	15.4	1	7.7	10	76.9
<b>Male</b>	19	6	31.6	5	26.3	8	42.1	13	1	7.7	2	15.4	10	76.9	23	2	8.7	11	47.8	10	43.4

TABLE 7: ELA Grade 5 or 8	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		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
<b>All Students</b>	30	10	33.3	8	26.7	12	40.0	35	7	20.0	12	34.3	16	45.7	31	2	6.5	12	38.7	17	54.8
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Hispanic/Latino of any race</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0	0.0	1	100	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Other Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>White</b>	29	9	31.0	8	27.6	12	41.4	34	7	20.0	12	34.3	16	45.7	30	1	3.3	12	40.0	17	56.7
<b>Two or more races</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	1	100	0	0.0	0	0.0
<b>Special Education</b>	4	3	75.0	0	0.0	1	25.0	8	3	37.5	2	25.0	3	37.5	6	1	16.7	4	66.7	1	16.7
<b>Limited English Proficient (LEP)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Free/Reduced Meals (FARMS)</b>	15	5	33.3	6	40.0	4	26.7	20	4	20.0	8	40.0	8	40.0	14	1	7.1	7	50.0	6	42.9

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<b>Female</b>	12	3	25.0	3	25.0	6	50.0	16	2	12.5	8	50.0	6	37.5	17	2	11.8	6	35.3	9	52.9
<b>Male</b>	18	7	38.9	5	27.8	6	33.3	19	5	26.3	4	21.1	10	52.6	14	0	0.0	6	42.9	8	57.1

**B. In your analysis of Math 3-5; 6-8; Alg I for FARMS, SE, and subgroup data, please address the following for students in your school:**

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

- What do you believe are the **Root Cause (s)** (Deepest underlying cause(s) of negative symptoms) for your achievement gap?
1. **GRADE 3 FARMS** - Not all FARMS students had access to the Think Through Math enrichment/remediation program.
  2. **GRADE 3 IEP** - No GAP
  3. **GRADE 4 FARMS** - When attempting to solve multi-step word problems, students need more practice with deciding what operation to use, and using strategies with accuracy. In addition, students need to persevere by using multiple strategies to check the reasonableness and accuracy of an answer, and to self-correct answers.
  4. **GRADE 4 IEP** - When attempting to solve multi-step word problems, students need more practice with deciding what operation to use, and using strategies with accuracy. In addition, students need to persevere by using multiple strategies to check the reasonableness and accuracy of an answer, and to self-correct answers.
  5. **GRADE 5 FARMS** - According to the data, students need more practice with solving multi-step word problems independently by using multiple strategies. This will lead to a greater understanding and accuracy.
  6. **GRADE 5 IEP** - According to the data, students need more practice with solving multi-step word problems independently by using multiple strategies. This will lead to a greater understanding and accuracy.

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- Use the ACPS Goal Planning Process

**Grade 3 Math FARMS -**

<b>ISSUE and DATA</b>	<p>The gap between FARMS and non-farms students is</p> <p>FARMS = 61.5%</p> <p>Non-FARMS = 90.9%</p>
<b>GOAL</b>	<p>The goal is to close the GAP between FARMS and Non FARMS students. This is an initiative of Allegany County Public Schools.</p>
<b>ANALYSIS and Barriers to Attainment</b>	<p>Intervention assistance was not provided to all FARMS students.</p> <p>Targeted assistance caused many students to not receive appropriate intervention services.</p>
<b>RESOURCES</b>	<p>Use of the IMAGINE math program with every student in grade three.</p>
<b>IMPLEMENTATION, Dates, Monitoring</b>	<p>Students will participate in the imagine math program on a weekly basis – All Year</p> <p>Tech coordinator will develop a schedule for regular use of computers – August 2017</p> <p>Mr. Crump will monitor IMAGINE math usage reports – WEEKLY</p>

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<b>EVALUATION</b>	<p>Imagine math scores will show an increase. There is a correlation between IMAGINE math scores and the success on the PARCC assessment.</p> <p>There will be a mid and end year benchmark through IMAGINE math</p> <p>PARCC assessment scores will show an increase in the number of FARMS students scoring a 4-5.</p>
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**GRADE 3 IEP**

<b>ISSUE and DATA</b>	There is no gap between Special education and non-special education students
<b>GOAL</b>	The goal is to maintain the performance of both Special Education Students and Non Special Education Students
<b>ANALYSIS and Barriers to Attainment</b>	No barriers need to be recognized.
<b>RESOURCES</b>	Use of the IMAGINE math program with every student in grade three.
<b>IMPLEMENTATION, Dates, Monitoring</b>	<p>Students will participate in the imagine math program on a weekly basis – All Year</p> <p>Tech coordinator will develop a schedule for regular use of computers – August 2017</p> <p>Mr. Crump will monitor IMAGINE math usage reports – WEEKLY</p>

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<b>EVALUATION</b>	<p>Imagine math scores will show an increase. There is a correlation between IMAGINE math scores and the success on the PARCC assessment.</p> <p>There will be a mid and end year benchmark through IMAGINE math</p> <p>PARCC assessment scores will show an increase in the number of FARMS students scoring a 4-5.</p>
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**GRADE 4 FARMS -**

<b>ISSUE and DATA</b>	<p>There is a gap between the free and reduced meal (FARM) students and non-FARM students on the PARCC assessment. 15.0% of the FARM population scored a 4 or above on PARCC while 62.5% of the non-FARM population scored a 4 or above on PARCC. This results in a gap of 50.5%</p>
<b>GOAL</b>	<p>Increase the number of FARM students scoring a 3 or above. This is an initiative of the ACPS.</p>
<b>ANALYSIS and Barriers to Attainment</b>	<p>According to the data, students need more practice with solving multi-step word problems independently by using multiple strategies. This will lead to a greater understanding and accuracy.</p>

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<b>RESOURCES</b>	Materials to teach strategies such and math notebooks, posters, worksheets, etc. Word problems that require multiple steps to solve.
<b>IMPLEMENTATION, Dates, Monitoring</b>	Use of interactive journal/notebooks to initially teach math concepts. –ongoing Weekly fact fluency tests-weekly Weekly math tasks-weekly Use of problem solving notebook. -3 days per week Monthly County math tasks-monthly
<b>EVALUATION</b>	

**GRADE 4 IEP**

<b>ISSUE and DATA</b>	There is a gap between the special education population and the regular education population on the PARCC assessment. 14.3% of the special education population scored a 4 or above, while 41.4% of the regular education population scored a 4 or above on the PARCC assessment. This results in a gap of 27.1%
<b>GOAL</b>	Increase the number of FARM students scoring a 3 or above. This is an initiative of the ACPS.

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<b>ANALYSIS and Barriers to Attainment</b>	According to the data, students need more practice with solving multi-step word problems independently by using multiple strategies. This will lead to a greater understanding and accuracy.
<b>RESOURCES</b>	Materials to teach strategies such and math notebooks, posters, worksheets, etc. Word problems that require multiple steps to solve.
<b>IMPLEMENTATION, Dates, Monitoring</b>	Use of interactive journal/notebooks to initially teach math concepts. –ongoing Weekly fact fluency tests-weekly Weekly math tasks-weekly Use of problem solving notebook. -3 days per week Monthly County math tasks-monthly
<b>EVALUATION</b>	

**GRADE 5 FARMS**

<b>ISSUE and DATA</b>	There is a gap between the free and reduced meal (FARM) students and non-FARM students on the PARCC assessment. 15.0% of the FARM population scored a 4 or above on PARCC while 62.5% of the non-FARM population scored a 4 or above on PARCC. This results in a gap of 50.5%
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<b>GOAL</b>	Increase the number of FARM students scoring a 3 or above. This is an initiative of the ACPS.
<b>ANALYSIS and Barriers to Attainment</b>	According to the data, students need more practice with solving multi-step word problems independently by using multiple strategies. This will lead to a greater understanding and accuracy.
<b>RESOURCES</b>	Materials to teach strategies such and math notebooks, posters, worksheets, etc. Word problems that require multiple steps to solve.
<b>IMPLEMENTATION, Dates, Monitoring</b>	Use of interactive journal/notebooks to initially teach math concepts. –ongoing Weekly fact fluency tests-weekly Weekly math tasks-weekly Use of problem solving notebook. -3 days per week Monthly County math tasks-monthly
<b>EVALUATION</b>	

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**GRADE 5 IEP**

<b>ISSUE and DATA</b>	There is a gap between the special education population and the regular education population on the PARCC assessment. 14.3% of the special education population scored a 4 or above, while 41.4% of the regular education population scored a 4 or above on the PARCC assessment. This results in a gap of 27.1%
<b>GOAL</b>	Increase the number of FARM students scoring a 3 or above. This is an initiative of the ACPS.
<b>ANALYSIS and Barriers to Attainment</b>	According to the data, students need more practice with solving multi-step word problems independently by using multiple strategies. This will lead to a greater understanding and accuracy.
<b>RESOURCES</b>	Materials to teach strategies such as math notebooks, posters, worksheets, etc. Word problems that require multiple steps to solve.

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<b>IMPLEMENTATION, Dates, Monitoring</b>	Use of interactive journal/notebooks to initially teach math concepts. –ongoing Weekly fact fluency tests-weekly Weekly math tasks-weekly Use of problem solving notebook. -3 days per week Monthly County math tasks-monthly
<b>EVALUATION</b>	

- 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? List 3-5 strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students.**

<b>UDL Principle/Mode</b>	<b>Representation – Process</b>
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<b>Means of Representation:</b> <i>providing the learner various ways of acquiring information and knowledge.</i>	Provide templates/organizers Model organizational methods
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- Product</b>  Use think alouds Use assessment checklists and rubrics
<b>Means for Engagement:</b> <i>tap into learners interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>  Use cooperative learning Provide templates and organizers

**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.

TABLE 8: MATH Grade 3, 6, 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		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%		

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<b>All Students</b>	30	9	30.0	11	36.7	10	33.3	35	11	31.5	14	40.0	10	28.6	24	4	16.7	2	8.3	18	75.0
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Hispanic/Latino of any race</b>	1	1	100	0	0.0	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Other Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>White</b>	27	6	22.2	11	40.7	10	37.0	35	11	31.5	14	40.0	10	28.6							
<b>Two or more races</b>	2	2	100	0	0.0	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Special Education</b>	5	3	60.0	1	20.0	1	20.0	9	4	11.4	2	22.2	3	33.3	24	4	16.7	2	8.3	18	75.0
<b>Limited English Proficient (LEP)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Free/Reduced Meals (FARMS)</b>	18	8	44.4	5	27.8	5	27.8	21	9	42.8	9	42.8	3	14.3	13	4	30.8	1	7.7	8	61.5
<b>Female</b>	17	5	29.4	7	41.2	5	29.4	12	2	16.7	6	50.0	4	33.3	15	3	20.0	2	13.3	10	66.7
<b>Male</b>	13	4	30.8	4	30.8	5	38.5	23	9	39.1	8	34.8	6	26.1	9	1	11.1	0	0.0	8	88.9

TABLE 9: Math Grade 4 or 7	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		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
<b>All Students</b>	34	15	45.1	8	23.5	11	32.4	32	4	12.5	6	18.8	22	68.7	36	7	19.5	16	44.4	13	36.1

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American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	1	1	100	0	0.0	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino of any race	1	1	100	0	0.0	0	0.0	1	0	0.0	1	100	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	31	12	38.7	8	25.8	11	35.5	31	4	12.9	5	16.1	22	70.9	35	7	20.0	16	45.7	12	34.3
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0	0.0	0	0.0	1	100
Special Education	6	4	66.7	0	0.0	2	33.3	7	0	0.0	4	57.1	3	42.9	7	3	42.9	3	42.9	1	14.3
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Free/Reduced Meals (FARMS)	21	10	47.7	5	23.8	6	28.6	19	3	15.8	5	26.3	11	57.9	20	6	30.0	11	55.0	3	15.0
Female	15	8	53.4	4	26.7	3	20.0	19	2	10.5	5	26.3	12	63.2	13	3	23.1	4	30.8	5	46.2
Male	19	7	36.8	4	21.1	8	42.1	13	2	15.4	1	7.7	10	76.9	23	4	17.4	12	52.2	7	30.4

<b>TABLE 10: Math Grade 5 or 8</b>	<b>2015</b>							<b>2016</b>							<b>2017</b>						
	<b>Total #</b>	<b>Level 1 or 2</b>		<b>Level 3</b>		<b>Level 4 or 5</b>		<b>Total #</b>	<b>Level 1 or 2</b>		<b>Level 3</b>		<b>Level 4 or 5</b>		<b>Total #</b>	<b>Level 1 or 2</b>		<b>Level 3</b>		<b>Level 4 or 5</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>All Students</b>	30	9	30.0	12	40.0	9	30.0	35	10	28.6	15	42.9	10	28.6	31	5	16.2	12	38.7	14	45.1
<b>American Indian or Alaska Native</b>	1	1	100	0	0.0	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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<b>Asian</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Hispanic/Latino of any race</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	1	100	0	0.0	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Other Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>White</b>	29	8	27.5	12	41.4	9	31.0	34	9	26.4	15	44.1	10	29.4	30	5	16.7	12	40.0	13	43.3
<b>Two or more races</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0	0.0	0	0.0	1	100
<b>Special Education</b>	4	3	75.0	1	25.0	0	0.0	8	2	25.0	3	37.5	3	37.5	6	0	0.0	3	50.0	3	50.0
<b>Limited English Proficient (LEP)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Free/Reduced Meals (FARMS)</b>	16	5	33.3	7	46.7	3	20.0	20	7	35.0	8	40.0	5	25.0	14	3	21.4	6	42.9	5	35.7
<b>Female</b>	12	4	33.3	5	41.7	3	25.0	19	6	31.6	6	31.6	7	36.8	17	3	17.7	6	35.3	8	47.1
<b>Male</b>	18	5	27.8	7	38.9	6	33.3	19	6	31.6	6	31.6	7	36.8	14	2	14.2	6	42.9	6	42.9

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**SECTION V**

**MULTI-TIERED SYSTEM OF SUPPORT**

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

- 1. Based upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected?**

Continued professional development on the GRR model of instruction

- 2.     a. How will the priority/ priorities be addressed?**  
**b. What district support is needed to address your priority/priorities?**

Professional Development and follow-up during the spring semester 2018

Additional professional development that the district is providing in January.



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### **SECTION VI**

#### **EARLY LEARNING**

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

- A. Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. Include a discussion of the best practices your school has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have been effective.  
KRA data was reviewed to determine student level of proficiency. Intervention levels and formation of small groups were determined using this data. Visual strategies are used in addition to regular strategies for students identified as needing assistance. Intervention groups meet during morning work time to assist identified students. Benchmark and Dibels data are used to measure effectiveness of strategies.
- B. Describe how the school is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten "demonstrating readiness".

The Pre-k teacher is trained in administration of the KRA in order to familiarize her with expectations for kindergarten. Yearly Articulation meetings are held between K and Pre K teachers to discuss student academics and behaviors as well as expectations for kindergarten. Quarterly planning meetings are held between the teachers.

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**SECTION VII**

**ATTENDANCE**

<b>Table 12: School Progress Attendance Rate</b>	<b>All Students AMO = 94.0%</b>	
<b>Grade Level – School Level Data</b>	<b>Attendance Rate</b>	<b>MET Y/N</b>
All Students	95.2	Yes
Grade 1	96.9	Yes
Grade 2	95.3	Yes
Grade 3	96.3	Yes
Grade 4	95.9	Yes
Grade 5	96.3	Yes

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<b>Table 13: Attendance Rate</b>			
<b>Subgroups – School Level Data</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
All Students	≥ 95.0%	≥ 95.0%	≥ 95.0%
Hispanic/Latino of any race	N/A	≥ 95.0%	≥ 95.0%
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
White	≥ 95.0%	94.7%	≥ 95.0%
Two or more races	N/A	≥ 95.0%	≥ 95.0%
Special Education	≥ 95.0%	94.5%	93.8%
Limited English Proficient (LEP)	N/A	N/A	N/A
Free/Reduced Meals (FARMS)	≥ 95.0%	93.9%	94.8%

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

While Special Education students are slightly below the AMO of 94%, all other subgroups met or exceeded the AMO of 94%. Therefore, Mt. Savage school will continue with initiatives already in place.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.

We will continue with our current implementations. For example, the school secretary will continue to make daily phone calls to inquire about reasons for absences. In addition, attendance rates will continue to be announced daily during afternoon announcements to recognize classes with the best attendance for the day.

### **SECTION VIII**

#### **HABITUAL TRUANCY**

The Code of Maryland Regulations COMAR 131.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

1. Based on the Examination of the Habitual Truancy Data, respond to the following:
  - a. How many students were identified as habitual truants?  
Mount Savage Elementary has no students identified as habitual truants.
  - b. Describe reasons and specific changes/adjustments in place to reduce the number of habitually truant students.

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We will continue with our current implementations which we feel has helped to reduce habitual truants. The PS Team will continue to schedule attendance meetings with students and parents as needed. Daily phone calls will continue to be made to inquire about absence reasons. Incentives including classroom/school-wide jobs/helpers and cafeteria treats will continue to be utilized.

### **SECTION X**

#### **SCHOOL SAFETY – SUSPENSIONS**

Suspension – In school and out of school suspensions

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

Examine the number of in school and out of school suspensions for the 2015-2016 and 2016-2017 school year. Analyze the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and provide a plan to reduce that number, if applicable.

In 2015-16, there were zero In-school suspensions and 1 Out-of-school suspension. There were zero referrals for harassment/bullying.

In 2016-17, there was one In-school suspension and 1 Out-of-school suspension. There were zero referrals for harassment/bullying.

Administration and the guidance counselor will continue to be proactive in promoting positive behavior with all students.

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**SECTION XI**

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

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

- a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
  - b. Improve the link between research –validated practices and the environments in which teaching and learning occur.
- 
1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

Continue to analyze discipline data at the monthly PBIS meetings:

1. Use the discipline data to plan booster activities targeting location/action.
2. Announce student's names on the morning announcements who have earned a "feather" or have continuously displayed positive behavior.
3. Chief citizens for each week are chosen based on students following the 3 school rules.

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4. At the beginning of the school year the Assistant Principal and LAP instructor visits classrooms as part of the passport to good behavior program.

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

Students requiring Tier II behavioral support conference individually with the LAP instructor, participate with the Check And Connect Program, and receive personal behavior plans.

### **SECTION XIII**

#### **TITLE I PARENT/FAMILY ENGAGEMENT**

##### **Parent/Community Engagement Needs**

- **Describe in a narrative your school's parental/community engagement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.). Title I schools must analyze information from the Title I Parent Interest Survey.**

Mt. Savage Elementary School 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 parent engagement are a Back to School Splash, a variety of holiday activities, a book fair, family movie nights, Grandparents' Day, Fall Fun Night, and parent meetings. Mt. Savage School also organizes several parent/family engagement 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, the Joan Harden Memorial Field Day, and an end of the year PBIS Fun Fair. In addition, the administration and teachers host teacher conferences and parent advisory council meetings.

Last year, 83 and 51 parents attended the two parent conference days, respectively. As a targeted assistance school, a variety of activities were provided: five parents attended the Annual Title I Meeting; Math Night for sharing math strategies with parents, Reading Night featuring reading activities to do at home, and a STEM Night sharing websites to use at home were presented. The Mid Year Title I Survey revealed that parents are interested in learning how to help their children with reading and internet sites as well as how to improve attitude and behavior at home and/or school. Mt. Savage is looking forward to having a schoolwide Title I program this year so that more parents can attend activities of this type.

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Mt. Savage incorporates our communities in a variety of venues. In August, the city of Frostburg provides our students, parents, and teachers access to the community pool to facilitate our back to school celebration. In the fall, we implement two community donations events. Through the Frostburg Seventh Day Adventist Church we are able to provide 30 backpacks of food every Friday to students in need. Additionally, our school sponsors Thanksgiving food baskets which are a collaborative effort between our elementary and middle school students giving back to the 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 in our school community. 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. Our community also contributes to our PBIS program by providing materials for positive behavior celebrations. In October, the use of a hay wagon was donated by Mr. Earl Pope, hay by Leaning Pine Farm, and Beal's Bus Service director Tom Beal provided transportation for the wagon and hay to allow our students to take a hayride as a reward. We are very appreciative of their support for our school activities.

**Parent Advisory/ Title I Parent Committee 2017 – 2018**

<b>Name</b>	<b>Grade Level Representation</b>	<b>= Position</b>
Wendy Kline	4	PAC Representative
Carrie Beeman	K	Parent
Alexis Galbraith	1	Parent
Crystal Brown	2	Parent
Robin Sturtz	3	Parent
Katelynn Plummer	4	Parent



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Christy Beam	5	Parent
Delsie Fazenbaker		Family Engagement Coordinator

Under the “Grade Level Representation” column, identify the grade level being represented by this parent. 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 parent committee must represent a cross section of the school community. Title I schools must have representations from all grade levels.**

**MOUNT SAVAGE SCHOOL PARENT/ FAMILY ENGAGEMENT PLAN**

**Expectations**

As a schoolwide Title I school, Mount Savage Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Part A Section 1116 Every Student Succeeds Act of 2015 (ESSA).

Mount Savage 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/family engagement, the staff at Mount Savage 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 – Annual meeting to explain the schoolwide Title I program
- III – Opportunities to build and increase understanding, communication, and support between home and school
- IV - Formal and informal evaluation of the effectiveness of parent/family engagement activities
- V – Opportunities to increase awareness of the available resources offered by Mid Atlantic Equity Consortium, Inc.

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(MAEC)

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

Mount Savage accepts the Allegany County Public Schools' School-Family-Community Policy and has aligned its school level Parent/Family Engagement Plan with the district's Parent/Family Engagement Plan.

**Goal:** By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet all goals on PARCC 2017-2018.

### Action Plan

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
<b>I. Shared Decision Making</b> ➤ The School Improvement Plan (SIP) is developed with input from parents  ➤ The SIP is available for parent review and input at any time  ➤ The Parent/Family Engagement Plan is developed with input from parents.	Parent representatives 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.	<b>Ongoing</b>	<b>Mr. Crump, Principal Delsie Fazenbaker, FEC</b>
	A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	<b>February 2018</b>	<b>Mr. Crump, Principal</b>
	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT)	<b>May 2018</b>	<b>Mr. Crump, Principal Delsie Fazenbaker, FEC</b>

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<ul style="list-style-type: none"> <li>➤ The Parent/Family Engagement Plan is distributed to all parents.</li> <li>➤ With parents, develop a written School-Parent Compact(s) supporting instruction that is signed by teachers, parents, and students.</li> </ul>	<p>will review the proposed plan. In September, parent of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.</p> <p>A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.</p>	<b>February 2018</b>	<b>Mr. Crump, Principal</b>
	<p>A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year's School-Parent Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval.</p>	<b>May 2018</b>	<b>Mr. Crump, Principal Delsie Fazenbaker, FEC</b>
<b>II. Annual Meeting</b> <ul style="list-style-type: none"> <li>➤ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways he school will provide for parent/family engagement.</li> </ul>	<p>Information was provided to parents at the Back to School Night/Annual Meeting regarding the implementation of a schoolwide Title I Program, parents' right to know, and the way the school will provide opportunities for parent/family engagement. Information was presented through the Title I powerpoint</p>	<b>August 29, 2017</b>	<b>Mr. Crump, Principal</b>
<b>III. Building Parental Capacity</b> <ul style="list-style-type: none"> <li>➤ Provide assistance to parent in</li> </ul>	<b>Information will be presented to parents regarding</b>	<b>October 2017</b>	<b>Classroom teachers</b>

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<p>understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.</p> <p>➤ Provide materials and parent trainings/workshops to help parent improve their children's academic achievement.</p>	<p><b>the interpretation of PARCC assessment scores. Scores are available to all parents on the ASPEN system which can be accessed at any time.</b></p>		
	<p><b>Grade level expectations are shared with parents on Back to School Night, Parent Conference Days, other conferences and through distribution of the <i>Parents' Guide to Student Success</i> which outlines academic standards by grade level compiled by the National PTA.</b></p>	<p><b>August 29, 2017 October 3, 2017 February 14, 2018</b></p>	<p><b>Classroom teachers</b></p>
	<p><b>Monthly newsletters will be distributed which discuss grade level activities.</b></p>	<p><b>Monthly</b></p>	<p><b>Ashley Thompson, Title I Teacher</b></p>
	<p><b>Parents are able to access the Allegany County Public Schools and Maryland State Department websites.</b></p>	<p><b>Ongoing</b></p>	<p><b>Mr. Crump, Principal</b></p>
	<p><b>Parent nights include information on the MDCCSS in ELA, math and technology.</b></p>	<p><b>As scheduled</b></p>	<p><b>Mr. Crump, Principal</b></p>
	<p><b>The <i>Home School Connection</i> is sent to families on a monthly basis. Title I Budget: - \$229</b></p>	<p><b>Monthly</b></p>	<p><b>Delsie Fazenbaker, FEC</b></p>
	<p><b>Family Math /ELA Night Title I Budget: Stipends - \$529.32, Materials- \$36.47 Refreshments for parent activities - \$147</b></p> <p><b>STEM Night Title I Budget: Stipends - \$529.32</b></p> <p><b>Student academic information (grades on assignments, report cards, test scores) is available</b></p>	<p><b>Feb 27, 2018/ TBD</b></p> <p><b>March 27, 2018</b></p>	<p><b>Classroom Teachers Mr. Crump, Principal</b></p> <p><b>Mr. Crump Classroom teachers</b></p>

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	on the ASPEN website.	Ongoing	
➤ Educate school personnel on how to work with parents as equal partners in their child's education.	Written communications are completed in a parent friendly format. Communication occurs through the use of the assignment notebook, home/school connection folder, monthly newsletters, and positive phone calls. Daily phone calls are made regarding student absences.	Ongoing	Mr. Crump, Principal, Teachers Secretaries Delsie Fazenbaker, FEC
	Title I surveys ask for input regarding the school. Results are shared with staff and SIT.	February 2018	Mr. Crump, Principal
	Surveys are distributed after parent activities requesting information about how the activity could be better and about topics that parents are interested in learning about.	As scheduled	SIT
➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After-School Program, Head Start, etc.	The school works in conjunction with the Allegany County Health Department to provide dental sealants, flu vaccine clinic and counseling services.	Fall 2017	Mr. Crump, Principal
	The Lions Club provides vision screening for early childhood students.	Fall 2017	Mr. Crump, Principal
	Head Start is located in the school so programs are regularly coordinated	Ongoing	Mr. Crump, Principal
➤ Ensure information is presented in a format and/or language parents can understand.	Meetings are conducted in areas of the building that are accessible to parents with disabilities.	Ongoing	Mr. Crump, Principal

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<ul style="list-style-type: none"> <li>➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.</li> </ul>	<p><b>Language and transportation services are provided to parents as needed.</b></p>	<p><b>Ongoing</b></p>	<p><b>Mr. Crump, Principal</b></p>
<p><b>IV. Review the Effectiveness</b></p> <ul style="list-style-type: none"> <li>➤ The effectiveness of the school's parent/family engagement activities will be reviewed.</li> </ul>	<p><b>Parents will complete a survey after each program or meeting they attend.</b></p> <p><b>Mid-Year Title I surveys are distributed.</b></p>	<p><b>Ongoing</b></p> <p><b>February 2018</b></p>	<p><b>Classroom teachers</b></p> <p><b>Delsie Fazenbaker, FEC</b></p>
<p><b>V. Mid Atlantic Equity Consortium, (MAEC)</b></p> <ul style="list-style-type: none"> <li>➤ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. <a href="http://www.maec.org">www.maec.org</a></li> </ul>	<p><b>Information about this website was shared with parents in the Title I powerpoint and will be shared in a newsletter.</b></p> <p><b>Information is posted on the parent bulletin board.</b></p>	<p><b>August 29, 2017 2018</b></p> <p><b>Ongoing</b></p>	<p><b>Ashley Thompson, Title I Teacher</b></p> <p><b>Delsie Fazenbaker, FEC</b></p>
<p><b>IV. Joyce Epstein's Third Type of Parent Involvement</b></p> <ul style="list-style-type: none"> <li>➤ Volunteering</li> </ul>	<p><b>Title I Parent Workshops</b></p> <p><b>Fall Fun Night</b></p> <p><b>Santa's Shop</b></p> <p><b>Book Fair</b></p> <p><b>Field Day</b></p> <p><b>Fun Fair</b></p> <p><b>Student/Teacher Mile Run</b></p> <p><b>Grandparents Day</b></p> <p><b>Reading Counts Store</b></p> <p><b>Grade 5 Outdoor School Chaperones</b></p> <p><b>Guest Readers</b></p>	<p><b>Weekly</b></p> <p><b>As scheduled</b></p>	<p><b>FEC/PTA/ Media Specialist/Teachers, Administration</b></p>

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**Section XIV.**

**Professional Community for Teachers and Staff- Standard 7**

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a critical feature of the school improvement effort. What school based professional learning will be/has been coordinated this year to address your school's achievement gaps?

**Professional Learning Title:** GRR Book Study for Primary Teachers - Better Learning Through Structured Teaching

**Date (s):** Winter/Spring 2018

**Location and Time:** School Media Center - 3:00-4:30 EAch Session

**Intended Audience:** Teachers in Grades PK-2 ( Teachers in grades 3-5 received this training last year. )

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

## **Allegany County Public Schools 2017 – 2018 School Improvement Plan**

- Teachers will understand the theory behind the Gradual Release of Responsibility method of teaching. As a result, they will begin to implement these strategies in the classroom. The implementation of the strategies will result in increased student achievement of all students but particularly of the Title I student population.
- 2. What knowledge and skills will the participants attain in this professional learning to make these changes happen?
  - Teachers will obtain knowledge of theory and practice for the following areas:
    - a. Focused Instruction
    - b. Guided Instruction
    - c. Collaborative Learning
    - d. Independent Learning
    - e. Implementing the GRR Framework.
- 3. How will you measure the implementation of the the knowledge and skills in the classroom?
  - A walkthrough checklist has been created to measure the quality of GRR instruction in the classroom. Administrators will use this checklist to measure effectiveness of the professional development and provide feedback to teachers

### **Section XV.**

#### **INCLUSIVE POLICY STRUCTURE AND PRACTICE**

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

Mount Savage School supports the district's mission and vision by fostering an environment of mutual respect among members of our learning community. This includes all stakeholders--students, parents, teachers, administrators, and community. As facilitators of learning, we provide rigorous, engaging instruction to ensure every child is College and Career Ready. We realize the importance of creating an accepting and collaborative atmosphere with high expectations in academics, behavior and citizenship to promote individual growth.

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



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As long as the system continues to provide school based administrators with the information necessary to support professional development and the implementation of the GRRUDL model, the groundwork for buy in will be well established. The final step is for school based and central office administrators to support teachers in their implementation of the model.

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

Professional development on the implementation of the collaborative and independent learning phases of the model.

### **Section XVI Management Plan**

1. How will the plan be shared with the faculty and staff?  
*The final version of the plan will be shared with staff during the January 24 staff development session*
2. How will student progress data be collected, reported to, and evaluated by the SIT?  
*School Improvement Specialists and the principal will collect and sort data which will be reviewed at elementary team meetings.*
3. How will the SIP be revised based on student progress and the method(s) used to measure student progress?  
*The SIT will use the goal planning documents to measure progress against goals established by each grade level team. Adjustments to the SIP will then be made as necessary.*
4. What role will classroom teachers and/or departments have in implementing and monitoring the plan?  
*Classroom teachers will meet in grade level teams twice a month to review data identified to monitor the plan.*
5. How will the initial plan be shared with parents and community members?  
*The initial plan will be shared during the January PTA meeting.*
6. How will revisions to the SIP be presented to the staff, parents, and community?  
*Revisions to the plan will be shared at monthly staff meetings, PTA meetings, and posted on the school website.*

**Allegany County Public Schools**  
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7. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?  
*Data assistance from the Administrator/ Coordinator of Testing as needed.*
8. List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.  
*In addition to dates stated above, monthly staff meetings and PTA meetings will be used for sharing, monitoring, and revising the plan*

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

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

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

<b>PRIORITY: #1</b> Implement the GRR Framework in Classroom Instruction			
<b>PRACTICE: Align and refine instructional practices with the GRRUDL framework</b>			
<b>Action Step</b>	<b>Who</b>	<b>By When</b>	<b>Status Update / Next Steps</b>
<b>LAYING THE FOUNDATION</b>			
Address the focused instructional practices beyond the establishing of the learning and language purposes.	Administrative Staff	September - May 2017-18	Review walkthrough observation data from the fall 2017 session.
<b>INSTALLING</b>			
Present walkthrough data to the staff for review. Conduct professional development activities based on the results of the data collection.	Administrative Staff	January 2018	Continue to collect walkthrough data
<b>IMPLEMENTING</b>			
Staff will work to establish full implementation of the focused instruction model of GRRUDL	Teaching staff	Spring 2018	Staff meeting follow-up in April to review walkthrough data and access additional professional development needs.

<b>SUSTAINING SCHOOLWIDE IMPLEMENTATION</b>			
Additional professional development will also continue throughout the spring on the collaborative instructional process.	Admin Staff	Spring 2018	
<b>Notes-</b>			

9)

<b>PRIORITY: #2</b>			
<b>PRACTICE:</b>			
<b>Action Step</b>	<b>Who</b>	<b>By When</b>	<b>Status Update / Next Steps</b>
<b>LAYING THE FOUNDATION</b>			
<b>INSTALLING</b>			

<b>IMPLEMENTING</b>			
<b>SUSTAINING SCHOOLWIDE IMPLEMENTATION</b>			
<b>Notes-</b>			

## **Title I Schools – Four Components**

The Four Components section is an elaboration of the School Improvement Plan.

### **Component 1 – COMPREHENSIVE NEEDS ASSESSMENT**

There is a heavy emphasis on completing a comprehensive Needs Assessment since this will be the basis for utilization of Title I funds by the school. This section should address the academic achievement of students in relation to meeting the challenging State academic standards. It should specifically address the needs of those children who are failing or who are at-risk of failing to meet these standards.

### **Component 2 – SCHOOLWIDE REFORM STRATEGIES**

Identify the evidence-based strategies that the school will implement to address school needs. Include a description of:

- how each strategy will provide opportunities for all children including each subgroup to meet the State's challenging academic standards. Strategies are tied to an identified need and have a purpose
- use methods and instructional strategies that strengthen the academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. These *may* include programs, activities, and courses necessary to provide a well-rounded education
- address the needs of all children in the school with activities that *may* include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject area; prepare for and awareness of opportunities for post secondary education and the workforce; implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services which coordinate with IDEA; professional development and activities for school personnel to improve instruction and use of data from academic assessments; strategies for assisting preschool children in the transition from early childhood programs to local elementary programs

### **Component 3 A - PARENT, COMMUNITY AND STAKEHOLDER INVOLVEMENT**

The plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the



extent feasible, tribes and tribal organizations present in the community and if appropriate, specialized instructional support personnel, technical assistance providers, and school staff.

### **Component 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

Maryland requires Title I schools to include parent and family engagement strategies in the schoolwide plan. Strategies for reaching hard-to-reach parents/families should be included.

### **Component 4 – COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RESOURCES AND PROGRAMS**

If appropriate and applicable, identify programs such as violence prevention, nutrition, housing, Head Start, adult education, career and technical education programs developed in coordination with other Federal, State and local services, resources and programs that are utilized in your school.

The Comprehensive Needs Assessment of the entire school takes into account information of the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or who are at-risk of failing, to meet the challenging State academic standards. [1114(b)(6)]

The Comprehensive Needs Assessment leads schools to consider multiple data sources such as PARCC, benchmark, Imagine Math, attendance, discipline, culture/climate etc. Student, teacher, school and community strengths/weaknesses should also be addressed. A thorough assessment will help schools to identify strategies that will promote academic success for all students.

Please consider:

- What types of data are being collected? How is the data being used by administration, teachers and parents?
- What evidence is being collected to demonstrate academic achievement?
- How is data being reviewed to focus on subgroup performance?
- How is disaggregated data used to guide instruction? Are the strategies successful? What changes need to be implemented?
- What are the needs of the students, teachers, school and community?
- What are the contributing factors for the needs?
- How were members of the school community involved in the data analysis?

Data Examination identifying areas of strength and areas of need may be found on the following pages:

ELA Needs Assessment	pages 15-28
Math Needs Assessment	pages 34-42
Science Needs Assessment	Waived for 2017-2018
MTSS Practice Profile	pages Separate Document
Early Learning	pages 48 and Separate Document
Attendance Needs Assessment	pages 49-52

Schoolwide reform strategies are implemented in order to:

1. Provide opportunities for all children, including each of the subgroups of students as defined in 1111c(2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);
2. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide a well-rounded education; (1114(b)(7)(A)(ii)
3. Address the need of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Please consider the following:

- Do the strategies increase the quality and quantity of instruction using evidence based methods and strategies?
- Are the reform strategies aligned with the findings in the needs assessment?
- Does the strategy require the use of Title I funded personnel?
- Do the strategies address the needs of all low achieving student groups (FARMS, Special Education, ELL, gender)?
- Do the strategies need to include implementation of a schoolwide tiered model to prevent and address behavioral concerns, early intervention services, or activities that coordinate with IDEA?
- Do the strategies need to include professional development for teachers, paraprofessionals, other school personnel or families to improve instruction and the use of data from academic assessments?
- How do teams of teachers, administrators and parents participate in the decisions regarding the use of reform strategies?
- Strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs and students transitioning to middle school?

- Does the school need counseling, school-based mental health programs, specialized instructional support services, mentoring or other strategies to improve students' skills outside the academic subject?

## ELA

*Maryland's College and Career Ready Standards for ELA* is utilized for ELA instruction. In Fall 2010, the 2011 *Treasure Series* from Macmillan McGraw-Hill was implemented as the core reading program during the 120 minute language arts block. Research based strategies and best practices are the foundation of the instructional program. Include reading intervention programs such as ERI, Read Naturally, SRA, Foundations, Wilson Reading, etc. on the chart.

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages \_\_\_\_\_. Please complete the chart with additional best practices and strategies that support ELA achievement.

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Students need greater access to technology	Hattie Computer assisted technology - effect size .37	Technology skills will improve	3 Lenova Yoga Multi Touch laptops x \$743 = \$2,229
Grade 2 students need verbatim reading of texts	Hattie Computer assisted technology - effect size .37	Increased implementation of UDL strategies	5 Kindle Fire Kids HD x \$129 = \$649.95
Students need greater access to online informational text	Hattie - multiple opportunities for practice- effect size .34	ELA scores in informational reading will improve	online Pebble Go Data Bases - set of 4 x \$127.50 = \$870
Students need access to online text and to increase comprehension strategies and practice reading multiple texts	Hattie - multiple opportunities for practice- effect size .34	ELA scores will increase	online RAZ Kids subscription 1 year for grades K-5 6 x \$109.95 = \$659.70

Students need to increase comprehension skills and increased practice with online skills	Hattie - multiple opportunities for practice- effect size .34	ELA scores will increase	Super Teacher Worksheets @ \$19.95
Materials to support instruction	Hattie - small group learning - effect size - .49	Student needs will be met	Instructional Materials - \$387.25
Materials to support parent workshops	Hattie - small group learning - effect size - .49	Student needs will be met	FEC Materials - \$107

## **MATH**

*Maryland's College and Career Ready Standards for Math* is utilized for math instruction. The 2012 *enVISION* series by Pearson is utilized as the core program and is based on the NCTM Standards. Teachers utilize this math resource to implement the math pacing guide. Math benchmarks are available for use in grades PreK-5 three times during the year. PreK and Kindergarten also administer an end of year benchmark. Please complete the following chart to include the page number of the SIP where the program or practice can be found.

Activities to meet the needs of the targeted subgroups(s) and the identified factors hindering student performance are found on pages \_\_\_\_\_. Please complete the chart with additional best practices and strategies that support math achievement.

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Students need greater access to technology	Hattie Computer assisted technology - effect size .37	Technology skills will improve	3 Lenova Yoga Multi Touch laptops x \$743 = \$2,229

Students need to practice math skills and facts as well as increased practice with online skills	Hattie - multiple opportunities for practice- effect size .34	Math scores will improve	Super Teacher Worksheets @ \$19.95
Need to differentiate instruction	Hattie - small group learning - effect size - .49	Math scores will increase	Teacher File Box @ \$99.50
Materials to support instruction	Hattie - small group learning - effect size - .49	Student needs will be met	Instructional Materials - \$387.25
Materials to support parent workshops	Hattie - small group learning - effect size - .49	Student needs will be met	FEC Materials - \$107

### ***ADDITIONAL NON ACADEMIC NEEDS OF STUDENTS***

Identification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy

### ***BEHAVIORAL SERVICES***

This school utilizes the evidence-based PBIS schoolwide tiered model to address problem behaviors.

See pages \_\_ for data and strategies that will be implemented for behavioral support.

### ***EARLY INTERVENTION***

Early intervention services to address student needs are provided. Please list these services.

<b>Need</b>	<b>Activity</b>	
Develop academic and social readiness for kindergarten	The Head Start Program is held at Mt. Savage Elementary School.	
Develop academic readiness for PreK and Kindergarten	Orientation meetings and conferences are held. Families are given summer learning packets to use with their children.	

### ***PROFESSIONAL DEVELOPMENT***

Professional development is an ongoing commitment. Supervisors provide county staff development related to the state curriculum, best teaching practices, and differentiated instruction. School level teams continue these professional development initiatives at the school level. In addition, specific high quality professional development activities identified in the needs assessment process are included in the School Improvement Plan. ELA and math benchmark assessments, *DIBELS Next*, and unit tests are analyzed to monitor student progress and drive instructional changes. The goal of professional development is to provide teachers with effective instructional strategies that will increase achievement for the identified subgroups.

Please see School Improvement Plan:

ELA                      pages 62-63

Math                      pages 62-63  
 Science                  waiver

In the table below are additional Professional Development activities that will support the implementation of the plan, but are not listed in the plan due to the narrow focus on subgroup performance.

**Professional Development Calendar/Funding Table**

<b>Activity</b>	<b>SIP Alignment</b>	<b>What / How Content/Process</b>	<b>Date(s)</b>	<b>Presenters</b>	<b>Funding Source</b>
Team Meetings for Data Review and follow-up professional development	Professional development	Data information is provided by the SIS in the ELA math areas. Professional development topics are based on data and system initiatives.	Ongoing	Mr. Crump - Principal  Jayme Golliday, Amanda Boone - School Improvement Specialists	Local
GRR Book Study	Professional Development	Book Study for one continuing ed credit offered in year two for early childhood staff. Weekly sessions using the text - Better Learning through Structured Teaching	February-May 2018	Mr. Crump - Principal	Title I - \$149.70  Stipends - \$545.52
Articulation Meetings	Professional Development	Grade level teachers meet to share strengths and	May 2018	Staff	Title I - Stipends 11



		instructional needs of students			subs x \$93 = \$1,0023
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***STRATEGIES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS***

<b>PROGRAM</b>	<b>DATE/TIMELINE</b>
Meetings with Head Start and PreK Teachers	May 2018
Transition reports provided by Head Start for entering Kindergarten students	May 2018
Pre-K and Kindergarten Parent interviews	August / September 2017
KRA Screening	September 2017
IEP meetings	Ongoing
Pre-K and Kindergarten Orientation Meetings	May 2017
Buster the Bus Program	September 2017
Joint registration with Head Start and Pre-K	April 5-6, 2018
Transportation between Head Start and Pre-K	NA (Head Start is in the school)
Open House	August 29, 2017
Articulation meetings between Pre-K and K	May 2018
Articulation meetings between K and Grade 1	May 2018

Articulation meetings between Grades 1-5	May 2018
Articulation meetings with middle school staff	May 2018
Data analysis meetings	Quarterly
Grade 5 middle school visitation	May 2018
Annual Title I Meeting	August 29, 2018

**ALLEGANY COUNTY PUBLIC SCHOOLS  
EVERY STUDENT SUCCEEDS ACT**

**COMPONENT 3 A  
PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT**

The involvement of parents, families, community members and stakeholders is an important factor in providing for the success of students. 1114(b)(2)

The following persons were involved in planning the parent and family program for the 2017-2018 school year. Representatives should include: parents/family members; teachers; paraprofessionals; special educator; school staff; administrators; tribal representatives, if applicable; community members; stakeholders; LEA representative; and technical assistance providers.

Name	Role
Carrie Beeman	Parent
Alexis Galbraith	Parent

Crystal Brown	Parent
Robin Sturtz	Parent
Katelynn Plummer	Parent
Christy Bean	Parent
Martin Crump	Principal
Charles Moran	Assistant Principal
Brittany Beeman	Teacher
Kari Cook	Teacher
Samantha Mongrain	Teacher
Brian Alderton	Teacher
Rebecca Schurg	Teacher
Susan Duckworth	Teacher
Ashley Thompson	Teacher
John Logsdon	Supervisor of Federal Programs
Ellen Sause	Title I Specialist

Educators in the school recognize the importance of the home-school connection. Involving parents/families in the school is a crucial step toward enhancing student performance. The Allegany County Public Schools' School-Family-Community Policy is published and distributed in September to each family in all Title I schools. Title I schools also post a copy of the policy on their Title I bulletin boards or in their parent resource centers. Each school, in conjunction with the Title I Parent Committee, develops its own parent involvement plan. This plan is posted and also distributed to parents.

A Family Engagement Coordinator is on-site at Mt. Savage Elementary School for .5 days per week. In this position, the Family Engagement Coordinator reaches out to parents to build positive relationships between the home and school through individual communication, works with school administrators to help build a strong parent program, and builds enthusiasm for parent involvement in the school.

Parents are encouraged to be involved in the education of their child(ren) in a variety of ways. ESSA identifies six requirements designed to build parents' capacity to be involved in school. Strategies designed to ensure the implementation of these requirements are found in the school's Parent/Family Engagement Plan. Please include strategies for how to reach parents/families which are hard to reach.

Please consider the following:

- Parent School Compact
- What is the school's plan for engaging parents/families in the development and dissemination of school parent policies and compacts?
- How are parents/families engaged in the school through orientations, parent nights and other activities?
- What evidence based strategies will be used to increase parent/family engagement?
- How does the school involve parents, families, teachers, administrators, staff and the community in the school planning and decision making process?
- How do parents/families give input on the expenditure of Title I funds?
- What is the role of school staff in strengthening the partnership between the home and school?
- How do community/business partners support the school to improve student achievement?
- Are the activities aligned with the six components of parental engagement (communicating, parenting, students learning, volunteering, school decision making and advocacy, and collaborating with the community)?

- What evidence is there that the relationship between the school and the community is improving?

**Please refer to the Parent/Family Engagement section on pages 57 - 61 for a description of the implementation of these standards.**

<b>ALLEGANY COUNTY PUBLIC SCHOOLS EVERY STUDENT SUCCEEDS ACT</b>	<b>COMPONENT 4 COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RESOURCES AND PROGRAMS</b>
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The school and the community provide many additional services for students who are experiencing difficulties. These may include Head Start, nutrition programs, housing programs, violence prevention, adult education programs, career and technical education programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities as well as other safety nets for students as listed in the chart below. 111(d), 1114(b)(5)

<b>Service</b>	<b>Service Provider</b>	<b>Explanation of Service</b>
Health care	Allegany County Health Department	School nurse provides health support to students and their families.
Head Start Program	Head Start	Head Start is located in the school and provides students with additional early learning experiences.
Social, personal, or academic support	Stephanie Robison	School counselor presents classroom lessons, counsels small groups and individuals, attends IEP meetings as needed, is available for any crisis, interacts daily with students, parents and staff. ICT is available for teacher referrals for social, behavioral or academic concerns. Personnel from the special education department are available to assist students -school psychologist, behavior Specialist, SEF.

		County ELA and math specialists provide assistance for academic support.
Differentiated instruction	Classroom teachers	Teachers provide differentiated instruction through small groups, intervention groups, and by implementing UDL strategies. Special Education Inclusion Teacher and the Title I teacher provide support in reading and math based on identified needs.
Small group instruction	Special Education staff	Instructional assistants, the special education teacher and the classroom teacher utilize small group instruction to reinforce skills in ELA and math.
Inclusion in general education classes	Special Education staff	Instructional assistants and the special education teacher collaborate with the classroom teachers to provide additional support to identified students in an inclusive setting.
Extended learning time for identified special education students	Special Education	Summer school program is offered to students based on IEP requirements.
Assistance to families based on identified needs	Pupil Services Team	Pupil Service Team meets weekly to offer support to students and families.
Dental screening	Allegany County Health Department	Students are provided with a hearing, dental screening and sealants.
Vision screening	Lions Club	Lions Club provides vision screening for early childhood students.
Social and emotional support	ACHD	Mental health counselors from the Allegany County Health Department provide emotional and counseling support to identified students.
Behavior and academic support	Special Education	Learning Assistance Program supports students experiencing difficulties in the classroom.
Behavior support	School staff ACHD	PBIS Program promotes positive behavior with rewards. KIDS Program is offered through the Allegany County Health Department.

Nutrition support	Local churches School donations	Weekend Backpack Program is offered weekly. Holiday food baskets are distributed to families. Summer Lunch Box Program is available from community churches.
Clothing	Allegany County Social Services	Safe and Snug Program by Allegany County Social Services provides coats, gloves and scarves to identified students.
School supplies	ACPS Local churches	Schools, through local funding, provide basic school supplies to students. Stuff the Bus Program also provides school supplies and backpacks to identified students. Faith-based partners provide school supplies.
Opportunities to discuss progress of child	School Staff	Parent Conferences are scheduled on October 3, 2017 and February 14, 2018 and on an as needed basis.
Reading intervention programs	Kim Windemuth Ashley Thompson Autumn Mancuso	ERI, Foundations, Read Naturally, SRA, Wilson are utilized by the Reading Intervention Teachers to provide differentiated instruction to students with reading difficulties as assessed by DIBELS Next. .
Identification of student areas of need	Kindergarten Teacher	KRA is administered to kindergarten students to identify areas of strength and need.
Opportunity to address student educational needs	ICT Team Specialists Classroom Teachers	ICT and data analysis meetings are held to gather information about student achievement and to plan instruction.
Drug awareness	Sheriff's Department	D.A.R.E. Program is offered by the Sheriff's Department to grade 5 students.
Math intervention program	ACPS	Imagine Math, a computer based math program, evaluates student concept attainment and plans a pathway for each child. This program is only provided in Title I schoolwide schools for students in grades 3-5. enVISION Intervention Program is used as appropriate.

Resources to support homeless students	ACPS	Title I funding provides homeless students with financial assistance to enable students to remain in the home school, educational programs, acceptable “social-school” activities as well as Title I-like academic services.
Adult education programs	Allegany College of Maryland	The GRE program is offered for adults.

The Supervisor of Federal and State Programs meets regularly with the instructional supervisory staff to ensure the coordination and integration of funding. During these staff meetings, personnel assignments, professional development opportunities, budget expenditures, and student assessment are discussed. The Supervisor of Federal and State Programs also completes the Annual Comparability Report.

Additionally, the Elementary Supervisors hold monthly Elementary Council Meetings. The Supervisor of Federal Programs attends these meetings. During these meetings, principals are given an opportunity to express concerns, clarify questions, and are provided with program and budget updates as well as professional development activities.

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 18.

### **FY 18 Coordination of Funding Sources**

<b>Activity</b>	<b>Title I Funds</b>	<b>Title II Funds</b>	<b>21st Century Learning Centers Grant</b>	<b>Local Funds</b>	<b>Judy Center</b>	<b>Other Funding Source</b>
Professional Development	\$1,718.22					



Extended Day/School Year						
Materials of Instruction	\$2,143.89			\$13,103		
Salaries	\$88,102.19					
Parent /Family Engagement	\$1,471.11					
Equipment	\$2,878.95			\$3,000		
Contracted Expenses						
Consumable				\$3,060		
Office				\$1,500		
Other				\$12,022		

Title I Budget 2017 – 2018

**Instructional Program: \$5,022.84 (includes FEC)**

**Materials**

**\$387.25**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
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ELA Math	Supplies to support instruction in Reading and Math	\$387.25	\$387.25	FARMS Special Education
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### Equipment

**\$2,878.95**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math Science	3 Lenova Yoga Multi Touch Computers	3 x \$743	\$2,229.00	FARMS Special Education
ELA Math Science	5 Kindle Fire Kids HD for Reading	5 x \$129.99	\$649.95	FARMS Special Education

### FEC Materials

**\$107**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
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ELA Math	Materials to support Teacher Parent Workshops	\$107	\$107	FARMS Special Education
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### Web-based

**\$1,649.64**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Pebble Go Data Bases Set of 4	4 x \$217.50	\$870.00	FARMS Special Education
ELA Math	Teacher File box	1 year @ \$99.50	\$99.50	FARMS Special Education
ELA Math	Super Teacher Worksheets	1 year @ \$19.95	\$19.95	FARMS Special Education
ELA Math	RAZ Kids	1 year x 6 grades x \$109.95	\$659.70	FARMS Special Education

Title I Budget 2017 – 2018

**Professional Development: \$1,718.22**

**Stipends / Substitutes****\$1,568.52**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Stipends for Fisher/Frey book to align instruction with the GRRUDL model	6 hours x 4 teachers x \$22.73	\$545.52	FARMS Special Education
ELA Math	Stipends for articulation meetings	11 x \$93	\$1,023.00	FARMS Special Education

Hourly Stipends: Teaching- \$24.06

Non-Teaching- \$22.73

Substitutes: Certified- \$93.00**Materials****\$149.70**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	6 books for Fisher/ Frey book study	6 books x \$24.95	\$149.70	FARMS Special Education

**Parent/Family Engagement: \$1,471.11**

**Stipends**

**\$1,058.64**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent/Family Engagement	Family STEM Night	11 teachers x 2 hrs. x \$24.06	\$529.32	Building Parent Capacity
Title I Parent/Family Engagement	Family Math/ELA Night	11 teachers x 2 hrs. x \$24.06	\$529.32	Building Parent Capacity

Hourly Stipends: Teaching- \$24.06

Non-Teaching- \$22.73

**Materials**

**\$183.47**

**\*Food Allowance – 10% = \$147.11 (Per person: Light snack-\$2-\$3, Breakfast-\$3-\$5, Lunch-\$5-\$8, Dinner-\$8-\$11 or less)**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent/Family Engagement	Snacks for STEM and Math/ELA Nights	\$147.00	\$147.00	Building Parent Capacity

Title I Parent/Family Engagement	Materials for Math/ELA Nights	\$36.47	\$36.47	Building Parent Capacity
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**Subscriptions**

**\$229.00**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent/Family Engagement	Home School Connection	1 year x \$229	\$229.00	Building Parent Capacity

# Allegany County Public Schools

## 2017-18 School Improvement Plan Rubric

School: Mt. Savage Elementary

Date: February 1, 2018

### SECTION I: INTEGRATED EDUCATIONAL FRAMEWORK

Required Components	Yes	No	Comments
1. Title page identifies the school and the principal	✓		
2. The Table of Contents is accurate and contains page numbers.	✓		
3. The Mission Statement, Beliefs, and Vision are complete. Questions related to the Vision are complete	✓		Add Core values to title.
4. SIP Team member page is complete.	✓		In folder
5. Questions related to the Vision are complete.	✓		Last visit: Fall 2016. Will visit in Jan 2018
6. The School Climate, Culture, and Inclusive Community is addressed including questions of IAs and Special Education teachers.	✓		IAs have common planning. Commended. SE do not have common planning. One SE serving all grades is a barrier

### SECTION II: SCHOOL DEMOGRAPHICS

Required Components	Yes	No	Comments
1. Staff demographic charts are complete (Tables 1 & 2)	✓		Staff chart is most likely backwards. Part time/full time. Teacher attendance commended.
2. Student demographic chart is complete (Table 3)	✓		Slight increase in enrollment. No trend. Steady SE subgroup.
3. FARMS Rate chart is complete.	✓		Decrease in FARMS rate. No trend.
4. Special Education data chart is complete (Table 4)	✓		

# Allegany County Public Schools

## 2017-18 School Improvement Plan Rubric

### SECTION III: ADMINISTRATIVE LEADERSHIP

Required Components	Yes	No	Comments
1. Initial questions are answered.	✓		
2. Questions are complete for Principal's SLO 1	✓		Focus: Math - Fractions
3. Questions are complete for Principal's SLO 2			

### SECTION IV: ACADEMIC PROGRESS

Required Components	Yes	No	Comments
1. ACPS Goal Planning Process is used to state root cause for ELA achievement gaps in SE, FARMS, and low achieving subgroup(s).	✓		Commend: Specific implementation strategies.
2. UDL chart is complete with 3-5 ELA strategies for each UDL Mode.	✓		Does not have 3-5 strategies.
3. ELA Data Tables are complete.	✓		<p>Lots of data. All correct. Commended.</p> <p>Horizontal Growth:</p> <p>Grade 3: 26.8% increase. No trend. commendable gain.</p> <p>Grade 4: 28.9% decrease. No trend. Focus area.</p> <p>Grade 5: 9.1% increase. Commended.</p> <p>FARMS/Non Gap</p> <p>Grade 3: 35.6% gap</p> <p>Grade 4: 35% Gap</p> <p>Grade 5: 21.8% Gap</p> <p>SE/Gaps</p>



## Allegany County Public Schools 2017-18 School Improvement Plan Rubric

			<p>Grade 3: very small population. 4 students.</p> <p>Grade 4: once again, very small 7 students</p> <p>Vertical growth:</p> <p>Grade 3 to grade 4: 29.8% increase. Commended.</p> <p>Grade 4 to grade 5: 29.6% decrease. Concerning.</p> <p>Other noted data:</p> <p>Grade 4: 33.5% gap of females outperforming males.</p> <p>Grade 5: males outperform females. Not often seen.</p>
4. ACPS Goal Planning Process is used to state root cause for Math achievement gaps in SE, FARMS, and low achieving subgroup(s).	✓		<p>Suggestion: Avoid copy/paste of sections.</p> <p>Implementation and Analysis of Grade 4 and grade 5 IEP and FARMS&gt; all 4 sections are the same.</p>
5. UDL chart is complete with 3-5 Math strategies for each UDL Mode.	✓		Need 3-5 strategies
6. Math Data Tables are complete.	✓		<p>Horizontal Growth:</p> <p>Grade 3: 46.4% increase. No trend. Huge gain.</p> <p>Grade 4: 32.6% decrease</p> <p>Grade 5: 16.5% increase</p> <p>FARMS/NON gap</p> <p>Grade 3: 29.4% gap</p> <p>Grade 4: 60%% gap</p> <p>Grade 5: 17.2% gap Data error on page 39. 62.5% for non farms should be 52.9</p> <p>SE/gaps</p> <p>Grade 3: No gap. While there isn't a gap, the % is correct but the data chart is incorrect.</p> <p>Grade 4; 27.1% gap Very small (7)</p> <p>Grade 5: 27.1% gap</p>

## Allegany County Public Schools 2017-18 School Improvement Plan Rubric

			Vertical Growth: Grade 3 to grade 4: 7.5% increase. Commended. Grade 4 to grade 5: decrease 23.6% Males outperform females by almost 22% at grade 3: not usually seen.
7. ACPS Goal Planning Process is used to state root cause for Government achievement gaps in SE, FARMS, and low achieving subgroup(s).	na		
8. UDL chart is complete with 3-5 Government strategies for each UDL Mode.	na		
9. Government Data Table is complete.	na		

### SECTION V: MULTI-TIERED SYSTEM OF SUPPORT

Required Components	Yes	No	Comments
1. The MTSS Practice Profile is included	✓		
2. MTSS Priorities are stated and questions answered	✓		

### SECTION VI: EARLY LEARNING

Required Components	Yes	No	Comments
3. The Maryland Kindergarten Readiness Assessment has been analyzed and the school has a plan for students identified as emerging or approaching	✓		What are data specifics?
4. School's collaboration with local partners is discussed	✓		Do you work with any early childhood partners

# Allegany County Public Schools

## 2017-18 School Improvement Plan Rubric

### SECTION VII: ATTENDANCE

Required Components	Yes	No	Comments
1. School Progress Attendance Rate is complete (Table 12)	✓		Met at all grade levels. commended.
2. Attendance Rate for all students is complete. (Table 13)	✓		FARMS group is a commended rate. 94.8%
3. Challenges for Attendance rate are identified	✓		
4. Progress strategies are included along with a timeline	✓		

### SECTION VIII: HABITUAL TRUANCY

Required Components	Yes	No	Comments
1. Number of habitually truant students is identified	✓		NONE Commended.
2. Reasons and changes to reduce truancy identified	✓		No attendance issues. Few behavior issues lends itself to more instructional time.

### SECTION IX: GRADUATION AND DROPOUT RATE

Required Components	Yes	No	Comments
1. Four-Year Cohort Graduation Rate is complete (Table 14)	na		
2. Four-Year Cohort Dropout Rate is complete (Table 15)	na		
3. Challenges and adjustments to ensure progress are included for identified Graduation Rate and Dropout Rate questions	na		

# **Allegany County Public Schools** **2017-18 School Improvement Plan Rubric**

## **SECTION X: SCHOOL SAFETY/SUSPENSIONS**

<b>Required Components</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
1. In school and out of school suspension data is included along with specific analysis	✓		Very minimal. What do referrals numbers look like?
2. Plan to reduce suspensions is identified	✓		

## **SECTION XI: POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**

<b>Required Components</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
1. Strategies to support/improve PBIS or the school's Behavior Management System are included	✓		Check and Connect Program

## **PART XIII: TITLE I SCHOOLS: FAMILY AND COMMUNITY ENGAGEMENT**

<b>Required Components</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
<b>TITLE I</b>			
1. Parent/Community engagement narrative in included.	X		COMMEND: Partnerships with community groups including FSU.
2. Parent Advisory Committee member list is complete.	X		
3. Roster includes PAC representative, alternate,	X		

# Allegany County Public Schools

## 2017-18 School Improvement Plan Rubric

and representatives from all grade levels.			
4. The Parent/Family Engagement Action Plan is complete.	X		
5. Participation increase strategies are included.		X	

Title I Action Plan Requirements	Description of 2-3 Activities...		Date(s)		Contact Information		Comments
	Yes	No	Yes	No	Yes	No	
<b>I - Shared Decision Making</b> <ul style="list-style-type: none"> <li>School improvement plan has parent input</li> <li>SIP is available for parent review and input</li> <li>SIP is developed with parent input.</li> <li>Parent/Family Engagement Plan is distributed to all parents.</li> <li>School-Parent Compact is developed and signed.</li> </ul>	X		X		X		
<b>II Annual Meeting</b> <ul style="list-style-type: none"> <li>Has annual parent meeting</li> </ul>	X		X		X		COMMEND: Annual meeting was well done.

## Allegany County Public Schools 2017-18 School Improvement Plan Rubric

<b>III Building Parental Capacity</b> <ul style="list-style-type: none"> <li>• Provide assistance to parents in understanding standards and assessments</li> <li>• Holds parent training/workshops</li> <li>• Educate school personnel on working with parents</li> <li>• Programs to increase parent engagement</li> <li>• Parent Language format used</li> <li>• Provide accessibility for parents with diverse needs.</li> </ul>	X		X		X		<p>COMMEND: Monthly school newsletter includes grade level information and Title I Tips.</p> <p>COMMEND: Transition from targeted to schoolwide program.</p>
<b>IV Review the Effectiveness</b> <ul style="list-style-type: none"> <li>• Effectiveness of the school's parental engagement activities</li> </ul>	X		X		X		
<b>V MAEC</b> <ul style="list-style-type: none"> <li>• Inform parents of the Mid-Atlantic Equity Consortium, Inc.</li> </ul>	X		X		X		
<b>VI Joyce Epstein's Third Type of Involvement: Volunteering</b>	X		X		X		COMMEND: Guest reader program.

### SECTION XIV: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF - STANDARD 7

Required Components	Yes	No	Comments
1. Plan includes school based professional learning opportunity(ies), dates, location, time, and audience	✓		GRR Book Study

## Allegany County Public Schools 2017-18 School Improvement Plan Rubric

1. Related questions are addressed.	✓		Use walkthrough to measure. :)
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### SECTION XV: INCLUSIVE POLICY STRUCTURE AND PRACTICE

Required Components	Yes	No	Comments
1. School mission and vision alignment to district	✓		
2. GRR and UDI buy in strategies included	✓		

### SECTION XVI: MANAGEMENT PLAN

Required Components	Yes	No	Comments
1. The Management Plan identifies how the SIP will be shared	✓		
2. The Management Plan identifies how student progress will be collected, reported to and evaluated by the SIT	✓		
3. The Management Plan describes how the SIP will be revised based on student progress and the method(s) used to measure student progress	✓		
4. The Management Plan explains the role of classroom teachers and/or departments in implementing and monitoring the plan	✓		
5. The Management Plan addresses how the SIP will be shared with parents and the community	✓		
6. The Management Plan describes how changes in the SIP will be presented to staff, parents, and community	✓		

**Allegany County Public Schools  
2017-18 School Improvement Plan Rubric**

7. The Management Plan explains how the Central Office provides assistance in developing, monitoring, assessing, and implementing the plan	✓		
8. The Management Plan includes a timeline or calendar for sharing, monitoring and revising the plan	✓		



Allegany County Public Schools  
2016-2017 School Improvement Plan Evaluation

School: Mt. Savage Elementary

- I. After reviewing the 2017 PARCC data, briefly summarize the results in terms of meeting the identified challenges and the effectiveness of the changes as well as the adjustments related to ELA, math, and science.

ELA	
<b>Academic Review:</b>	<p>Each grade level's aggregate scores and identified subgroup scores on PARCC 2017 for the Met and Exceeded Expectations categories are listed. Gaps exist between the aggregate and subgroup scores. When comparing trend aggregate scores to the 2015 PARCC data, grade 3 ELA scores increased by 29.2%, grade 4 scores increased by 11.43% and grade 5 scores increased by 21.54%.</p> <p>Grade 3 All Students – 62.5% Special Education – 25.0% FARMS – 46.1%</p> <p>Grade 4 All Students – 55.5% Special Education – 42.9% FARMS – 40.0%</p> <p>Grade 5 All Students – 54.8% Special Education – 16.7% FARMS - 42.9%</p>
<b>Adjustments Related to ELA:</b>	<ul style="list-style-type: none"> <li>• Utilize UDL strategies for comprehension, phonemic awareness, phonics, fluency and vocabulary</li> <li>• Utilize textual evidence to support thinking</li> <li>• Incorporate rigorous writing activities</li> <li>• Utilize small group instruction to reteach</li> <li>• Utilize assessment data to strategically form groups</li> <li>• Provide students with continuous feedback</li> <li>• Administer weekly reading skill assessments</li> <li>• Teachers will participate in a book study group on the Gradual Release of Responsibility model</li> </ul>
<b>Effectiveness of the Changes:</b>	<b>While the scores are increasing overall, there is still a significant gap between the special education/FARMS subgroups and the all student category.</b>
MATH	
<b>Academic Review:</b>	Each grade level's aggregate scores and identified subgroup scores on PARCC 2017 for the Met and Exceeded Expectations categories are listed. Gaps exist between the aggregate and subgroup scores. When comparing

Allegany County Public Schools  
2016-2017 School Improvement Plan Evaluation

School: Mt. Savage Elementary

	<p>trend aggregate scores to the 2015 PARCC data, grade 3 math scores increased by 41.7%, grade 4 scores increased by 2.79% and grade 5 scores increased by 15.17%.</p> <p>Grade 3 All Students – 75.0% Special Education - 50% FARMS – 61.5%</p> <p>Grade 4 All Students – 36.1% Special Education – 14.3% FARMS – 15.0%</p> <p>Grade 5 All Students – 45.1% Special Education – 50.0% FARMS – 35.7%</p>
<b>Adjustments Related to MATH:</b>	<ul style="list-style-type: none"> <li>• Utilize strategies mathematical reasoning and real world problem solving</li> <li>• Think Through Math</li> <li>• Utilize the GRR Model</li> <li>• Utilize assessment data to strategically form groups</li> <li>• Utilize small group instruction to reteach</li> <li>• Administer topic quizzes</li> </ul>
<b>Effectiveness of the Changes:</b>	<p><b>Grade 3 – The number of students scoring Proficient and Advanced increased from 3 students to 16 from Benchmark 1 to benchmark 3.</b></p> <p><b>Grade 4 - The number of students scoring Proficient and Advanced increased from 1 student to 19 from Benchmark 1 to benchmark 3.</b></p> <p><b>Grade 5 - The number of students scoring Proficient and Advanced increased from 8 students to 15 from Benchmark 1 to benchmark 3.</b></p>

<b>SCIENCE</b>	
<b>Academic Review:</b>	<p>MSA science scores increased from 2015 to 2016. In 2017, the new MISA (Maryland Integrated Science Assessment) test was administered for the first time so comparisons are not valid.</p> <p>2015 Grade 5 All 80.0% Special Education (too few students to report) FARMS 78.6%</p> <p>2016 Grade 5 All 82.9% Special Education (too few students to report) FARMS 80.0%</p>

Allegany County Public Schools  
2016-2017 School Improvement Plan Evaluation

School: Mt. Savage Elementary

	2017 Grade 5 All % Special Education % FARMS %
<b>Adjustments Related to SCIENCE:</b>	<ul style="list-style-type: none"> <li>• Increase the rigor of science based text readings</li> <li>• Utilize close reading strategies</li> <li>• Utilize interdisciplinary writing</li> <li>• Utilize co-teaching</li> <li>• Utilize a science review packet</li> <li>• Increase technology skills</li> </ul>
<b>Effectiveness of the Changes:</b>	<b>Waived for this year</b>

II. If you had to address attendance, briefly summarize the results in terms of meeting the identified challenges and the effectiveness of the changes and adjustments.

ATTENDANCE								
<b>Academic Review:</b>	All students and all subgroups except FARMS met or exceeded the 94% goal.							
<b>Adjustments Related to ATTENDANCE:</b>	1. Quarterly attendance awards were given to students. 2. Daily attendance calls were made to check on student absences.							
<b>Effectiveness of the Changes:</b>	<p><b>Table 12: School Progress Attendance Rate All Students AMO = 94.0%</b></p> <table> <tr> <th>Grade Level – School Level Data</th><th>Attendance Rate</th><th>MET Y/N</th></tr> <tr> <td>All Students</td><td>95.2</td><td>Yes</td></tr> </table>		Grade Level – School Level Data	Attendance Rate	MET Y/N	All Students	95.2	Yes
Grade Level – School Level Data	Attendance Rate	MET Y/N						
All Students	95.2	Yes						

Allegany County Public Schools  
2016-2017 School Improvement Plan Evaluation

School: Mt. Savage Elementary

		96.9	Yes
		95.3	Yes
		96.3	Yes
		95.9	Yes
	Grade 5	96.3	Yes

III. Evaluate the 2016-2017 Parent Involvement Plan in the following table.

**PARENT INVOLVEMENT**

Title I Requirements	Discuss the Overall Success of the Plan
<b>I: Shared Decision Making</b> <ul style="list-style-type: none"> <li>The school improvement plan is developed with input from parents.</li> </ul>	<p>As a targeted assistance school, the Title I Leadership Team and Parent Committee gave input on the school improvement</p>

Allegany County Public Schools  
2016-2017 School Improvement Plan Evaluation

School: Mt. Savage Elementary

<ul style="list-style-type: none"> <li>• The school improvement plan is available for parent review and input at any time.</li> <li>• The parent involvement plan is developed with input from parents.</li> <li>• This plan is distributed to all parents.</li> <li>• Parents are involved in the decisions regarding the spending of the parent involvement funds</li> <li>• With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.</li> </ul>	<p>plan.</p> <p>The plan was made available in the school office and online at all times, and the principal invited parents to review and give input in a monthly newsletter.</p> <p>The Title I Leadership Team and the Title I Parent Committee gave input on the parent involvement plan during the spring meeting on May 17, 2016. Parent evaluations were summarized and shared following each parent involvement event.</p> <p>The principal shared a snapshot of the SIP which was distributed to identified students' families.</p> <p>Parents gave input on the spending of the parent involvement funds during the spring meeting on May 17, 2016. Parents also attended leadership meetings during which spending of parent involvement funds was discussed.</p> <p>Parents gave input on the home-school compact during the spring meeting on May 17, 2016.</p>
<p><b>II: Annual Meeting</b></p> <ul style="list-style-type: none"> <li>• Schools hold parent meetings at least annually to inform parents of the school's role in implementing</li> </ul>	<p>The school held its annual Title I meeting on September 28, 2016. The Title I Powerpoint was shared giving information on</p>

Allegany County Public Schools  
2016-2017 School Improvement Plan Evaluation

School: Mt. Savage Elementary

<p>Title I, the parents' rights, and ways the school will provide for parental involvement.</p>	<p>the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental involvement. Information was also shared in principal newsletters.</p>
<p><b>III: Building Parental Capacity</b></p> <p>A.) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.</p>	<ul style="list-style-type: none"> <li>• National PTA <i>Parents' Guide to Student Success</i> for grades K-5 were sent home with Title I students.</li> <li>• Parent conferences were held on Thursday, September 29, 2016. 85 adults attended.</li> <li>• Parent conferences were held on February 15, 2017. 51 adults attended.</li> <li>• Monthly principal's newsletters informed parents of standards and assessments.</li> <li>• Assistant principal sent a letter about MISA (Maryland Integrated Science Assessment) to all parents of 5th graders on March 17, 2017.</li> </ul>
<p>B.) Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.</p>	<ul style="list-style-type: none"> <li>• Weekly volunteer workshops were held every Wednesday.</li> <li>• Title I Regional Family Math Night was held on November 16, 2016 at George's Creek. No parents or students from Mt. Savage attended.</li> <li>• Math Night was held on February 15, 2017. No parents attended.</li> <li>• Reading Night was held on March 22, 2017 and 1 parent attended.</li> <li>• STEM Night was held on April 19, 2017 and 1 parent attended.</li> </ul>
<p>C.) Educate school personnel on how to work with parents as equal partners in their child's education.</p>	<ul style="list-style-type: none"> <li>• Evaluations were offered and summarized following each parent involvement activity. Results were shared at staff meetings or team meetings.</li> </ul>

Allegany County Public Schools  
2016-2017 School Improvement Plan Evaluation

School: Mt. Savage Elementary

	<ul style="list-style-type: none"><li>• 128 parents completed and returned Title I Mid-Year Surveys. Results were summarized and shared at a leadership meeting.</li><li>• The Title I Parent Interest Survey was sent out in March. Results were tabulated and shared with staff.</li></ul>
D.) Coordinate and integrate programs to increase parent involvement such as the Judy Center, and other community resources like the Health Dept., Library, 21 <sup>st</sup> Century Afterschool Program, etc.	<ul style="list-style-type: none"><li>• Allegany Arts Council</li><li>• Allegany County Library System</li><li>• Allegany County Health Department Free Flu Shots and dental screening</li><li>• Frostburg State University (STEM event, theater events, interns, etc.)</li><li>• Lions Club provided vision screening for PreK and K students</li><li>• Counseling services</li><li>• Weekend Backback Food Program by a local church</li><li>• Summer Lunchbox by local churches</li></ul>
E.) Ensure information is presented in a format and/or language parents can understand.	<ul style="list-style-type: none"><li>• Monthly newsletters</li><li>• Memos</li><li>• School Messenger</li><li>• Circle of Friends Newsletter</li><li>• Take home folders sent weekly</li></ul>
F.) Provide full opportunities for participation of parents of students from diverse backgrounds.	<ul style="list-style-type: none"><li>• PIC reached out to underserved families inviting them to events, including parent conference days, opportunities to volunteer, and Title I Spring Meeting.</li></ul>

Allegany County Public Schools  
2016-2017 School Improvement Plan Evaluation












School: Mt. Savage Elementary

<b>IV Review the Effectiveness</b> <ul style="list-style-type: none"><li>The effectiveness of the school's parental involvement activities will be reviewed.</li></ul>	Parent Evaluations were made available and results were summarized following every parent involvement activity. Results were shared at faculty or team meetings. The Title I Spring Meeting was held on May 2, 2017. Parent representatives from each grade level met to review parental involvement program.
<b>V. Mid-Atlantic Equity Consortium (MAEC)</b> <ul style="list-style-type: none"><li>The school will inform parents about the existence of the Mid-Atlantic Equity Consortium. <a href="http://www.maec.org">www.maec.org</a></li></ul>	<ul style="list-style-type: none"><li>Information on MAEC was shared at Annual Title I meeting by powerpoint.</li><li>Information was shared in newsletter.</li><li>Information was posted on Title I bulletin board in the main lobby of the school building.</li></ul>
<b>IV. Joyce Epstein's Third Type of Parent Involvement</b> <ul style="list-style-type: none"><li>Volunteering</li></ul>	Volunteer workshops were held every Wednesday.  Other volunteer opportunities included: outdoor school chaperones, Fall Fun Night, Santa's Shop, book fair, Field Day, Student/Teacher Mile Run, Reading Counts Store etc. Volunteer training for working in the school with Confidentiality training was available.



**Allegany County Public Schools**  
2017 – 2018 School Improvement Plan

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
Martin E. Crump 	Principal
Charles R. Moran 	Assistant Principal
Ashley Thompson 	Teacher / SIT Co-Chair
Beckie Schurg 	Teacher / SIT Co-Chair
Crystal Brown 	Parent
Kari Cook 	Teacher
Kate Tummino 	Teacher
Brian Alderton 	Teacher
Sam Mongrain 	Teacher
Kim Windemuth 	Teacher
Brittany Beeman 	Teacher