Allegany County Public Schools
2016 – 2017 School Improvement Plan

School: Mt. Savage Elementary School

Principal: Martin E Crump

Facilitating the Development of a School Vision

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<u>Mission Statement</u>

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 that we are the facilitators of learning and are prepared to collaborate with colleagues, students, and parents to promote high levels of achievement. We believe that all children can learn and we uphold high expectations for all students.

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<u>Vision/Beliefs</u>
<u>Curriculum</u>
Mt. Savage staff will provide engaging, transdisciplinary, student-centered instruction that is challenging, authentic, and meets the needs of all types of learners.
<u>Staff</u>
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.
<u>Administration</u>
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 via emails and meetings regarding educational issues, discipline issues, and extra-curricular activities. Administrative roles regarding duties and disciplinary referrals will be clearly established.
<u>School Climate</u>
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 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.
<u>Standards and Expectations</u>
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.
<u>Community</u>
Parents, visitors, and subs 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 good-will ambassadors to promote and disseminate positive attitudes both inside the school building and out in the school community.

1. **What is the process for ensuring that all staff and other stakeholders are able to articulate the vision?**

    The mission and vision statements are distributed to staff members at the start of the school year. At least one staff meeting a year is dedicated to the review and revision of the mission and vision statements. Additionally, teachers discuss the mission statement as found on the Home School Compact during conference days.

2. **When did the last periodic, collaborative review of the vision by stakeholders occur?**
    Fall 2015

I.   **Local Planning Team Members**

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 Crump	Principal
Charles Moran	AP
Ashley Thompson	Co-Chair
Beckie Schurg	Co-Chair
Julia Piasecki	Teacher
Brian Alderton	Teacher
Bobbie Kirkwood	Teacher
Kate Tummino	Teacher

Brittany Beeman	Teacher
Kim Windemuth	Teacher
Jayme Golliday	ELA Specialist
Amanda Boone	Math Specialist
Sarah O'Neal	Community Member

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2016-2017 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		14	14
Itinerant staff		4	4
Paraprofessionals	2	2	3
Support Staff	2		
Other			
Total Staff	3	22	25

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	**2016 – 2017 Official Data**	**2015 – 2016 Official Data**	**2014 – 2015 Official Data**	**2013 – 2012 Official Data**
Percentage of faculty who are: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	100 0	100 0	100 0	100 0
For those not certified, list name, grade level course				
Number of years principal has been in the building	3	2	1	13
Teacher Average Daily Attendance	■■■■■	91.7 %	95.2 %	95.1%

B. Student Demographics

Table 3   **SUBGROUP DATA**

	2016 – 2017 TOTAL	2015 – 2016 TOTAL	2014-2015 TOTAL
American Indian/Alaskan Native	N/A	N/A	*
Hawaiian/Pacific Islander	N/A	N/A	N/A
African American	N/A	*	*
White	187	208	206
Asian	N/A	*	N/A
Two or More Races	≤10	*	*
Special Education	30	33	26
LEP	N/A	*	N/A
Males	91	103	105
Females	100	105	102
Total Enrollment (Males + Females)	191	208	207

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2015**: 63.05%

C. Special Education Data 2016-2017 School Year   Table 4

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

III.   **CULTURE AND CLIMATE NARRATIVE**

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 culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure.

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 form, address your school's climate and culture. Within the narrative, discuss how your school is aligning all aspects of the school's culture to student and adult learning.

The discipline data for the elementary school for the school years 2014-15 to 2015-16 **increased from 47 referrals in 2014-15 to 53 referrals in 2015-16**. **However, data shows the number of referrals for Bus violations increased from 6 (2014-15) to 20 (2015-16). The following changes have been made to help support our behavior program**:

● Meeting with classrooms regarding with bus rules

● Explicitly teaching students appropriate behaviors and expectations in all settings including on buses

● Using proactive strategies (the counselor/AP) such as conferencing and contacting parents when behaviors escalate

● Meeting with AP to review student handbook with all elementary students

● Incorporate "Bus Buddies" where a middle school student would mentor an elementary student in order to model appropriate bus behaviors

●Specific buses will be targeted with incentives to improve behavior

IV.   UNIVERSAL DESIGN FOR LEARNING

The purpose of Universal Design for Learning (UDL) principles is to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide schools in the development of curriculum, instructional planning, instructional delivery, material selection and assessments. Complete Table 5.

Table 5

UDL Principle/Mode	Representation – Process
Means of Representation: providing the learner various ways of acquiring information and knowledge.	Utilizing the Gradual Release of Responsibility model, teacher will provide students with multiple means of understanding the class assignment through the use of a variety of materials that address learning needs of students. These materials will be used during all phases of the GRR from the focused instruction level through independent learning
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	**Expression/Action- Product** During collaborative and independent learning, students will be provided and allowed access to multiple means of demonstrating their learning. This will be particularly visible during the collaborative and independent phase of learning.
Means for Engagement: *tap into learners interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement** Students will be offered multiple means of acquiring knowledge during the collaborative and independent phases of instruction.

1.   **In your analysis of the UDL chart, discuss how school personnel uses the Gradual Release of Responsibility Instructional Framework for planning and instruction and include the principles, guidelines, and checkpoints of UDL.**

The GRR framework for instruction model is not yet fully implemented. We are in the process of training staff at this time and the alignment with UDL principles as indicated in the above chart will be achieved as teachers are able to implement the framework.   This year, teachers will be displaying the content purpose and the language purpose to support the GRR framework for their daily lessons.

V.   **ACADEMIC PROGRESS**

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2016 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.

In your analysis of **students requiring special education services**, please address the following special education issues for students in your school:

1. *Access to the General Education Curriculum*. How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?

   Students with Special Education services are included in the regular classroom setting where they receive instruction based on MSCCR standards. Both the regular education teacher and school support staff provide academic support according to Individualized Education Plans

2. *Collaboration with General Educators.* How is your school ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?

   Regular education teachers collaborate with Special Education teachers throughout the day and after school to provide modifications to the curriculum and ensure instructional and testing accommodations. Mount Savage is in the first year of the MCIE process and will be investigating effective ways of planning and delivering instruction for students with special education services. The Title I teacher utilizes funds to purchase supplementary aids and supports for Targeted Title I students.

3. *Strategies used to address the Achievement Gap*. When the school agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.

   To address the achievement gap between students with disabilities and the all students subgroup, elementary teachers and staff will provide a math, ELA, and technology night for Targeted Title I students and families. These nights will provide families with strategies to assist in helping their child at home. The Targeted Title I population includes most students with Individualized Education Plans.

   Specific strategies used include, but are not limited to the following;
   Grade 3: Think Through Math website, vocabulary squares, small groups, and text to text connection sheets
   Grade 4: interactive notebooks correlated with common core standards, hands on manipulatives, graphic organizers, and technology integration
   Grade 5: interactive notebooks correlated with common core standards, hands on manipulatives, graphic organizers, and technology integration

4. *Interventions, enrichments and supports* to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general educations students?

   Enrichment is provided by the general education teacher in the classroom setting. Activities used to enrich students include; Scholastic News, math tasks with think sheets, and ELA experiences utilizing two or more texts to assess comprehension   The intervention teachers provide evidence based instruction using scripted programs such as; ERI, Fundations, SRA, and Orton-Gilllingham.

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A. 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 ELL, Special Education and lowest performing subgroup students.

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

Complete data charts using 2015 and 2016 PARCC results.

Table 6

ELA Student Group Grade 3, 6 or English 10	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	30	4	13.3	1	6.7	14	46.7	10	33.3	0	0.0	35	4	11.4	10	28.6	12	34.3	9	25.7	0	0.0
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

race																						
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	27	3	11.1	2	7.4	12	44.4	10	37.0	0	0.0	35	4	11.4	10	28.6	12	34.3	9	25.7	0	0.0
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	18	3	16.7	1	5.6	9	50	5	27.8	0	0.0	21	1	4.8	8	38.1	8	38.1	4	19.0	0	0.0
Female	17	2	11.8	1	5.9	8	47.1	6	35.3	0	0.0	12	1	8.3	3	25	3	25	5	41.7	0	0.0
Male	13	2	15.4	1	7.7	6	46.2	4	30.8	0	0.0	23	3	13.0	7	30.4	9	39.1	4	17.4	0	0.0

Table 7

ELA	2015	2016

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Student Group Grade 4, 7 or English 11	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	34	0	0.0	10	29.4	9	26.5	15	44.1	0	0.0	32	0	0.0	2	6.3	3	9.4	21	65.6	6	18.8
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	31	0	0.0	8	25.8	8	25.8	15	48.4	0	0.0	31	1	3.2	3	9.7	5	16.1	21	67.7	1	3.2
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

	#	#	%	#	%	#	%	#	%	#	%	#	#	%	#	%	#	%	#	%	#	%
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	21	0	0.0	7	33.3	7	33.3	7	33.3	0	0.0	19	0	0.0	2	10.5	2	10.5	13	68.4	2	10.5
Female	15	0	0.0	4	26.7	4	26.7	7	46.7	0	0.0	19	0	0.0	1	5.3	1	5.3	12	63.2	5	26.3
Male	19	0	0.0	6	31.6	5	26.3	8	42.1	0	0.0	13	0	0.0	1	7.7	2	15.4	9	69.2	1	7.7

Table 8

ELA Student Group Grade 5	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	30	1	3.3	9	30.0	8	26.7	12	40.0	0	0.0	35	0	0.0	7	20.0	12	34.3	16	45.7	0	0.0
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*	*	1	0	0.0	0	0.0	1	100	0	0.0	0	0.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	29	1	3.4	8	27.6	8	27.6	12	41.4	0	0.0	34	0	0.0	7	20.0	12	34.3	16	45.7	0	0.0
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	15	0	0.0	5	33.3	6	40.0	4	26.7	0	0.0	20	0	0.0	4	20.0	8	40.0	8	40.0	0	0.0
Female	12	0	0.0	3	25.0	3	25.0	6	50.0	0	0.0	16	0	0.0	2	12.5	8	50.0	6	37.5	0	0.0
Male	18	1	5.6	6	33.3	5	27.8	6	33.3	0	0.0	19	0	0.0	5	26.3	4	21.1	10	52.6	0	0.0

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Academic Data Review

1. Based on available PARCC data describe the challenges in **English Language Arts/Literacy** for **grades 3-8** and **grades 10 and 11**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.

   After analyzing the 2015-2016 data for grades 3-5, it is evident that all test takers and the special education subgroups in grade 3 at Mt. Savage School are performing below the Maryland State average of all test takers. Therefore, all test takers and the special education subgroups in grades 3 and 4 will be targeted during the 2016-2017 school year.

Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

   Mt. Savage Elementary School currently utilizes a wide range of strategies in an effort to reduce the gap. Strategies for comprehension, phonemic awareness, phonics, fluency, and vocabulary are used by all teachers in a variety of ways. For example, all students not only access the reading main selection via the text, but also view and listen to the text online with ConnectEd and audio CDs. This provides multiple ways to access the text, to bridge the gap to allow students to comprehend. Classes also use strategies with mnemonic devices to help our special education students as well as all students with their writing.

   To foster growth at all grade levels, teachers will work to continuously build students academic capabilities. Activities that require students to use textual evidence to support their thinking will be added to daily instruction. Rigorous writing activities that require students to write to and from the text will also be utilized during ELA instruction as well as during Science and Social Studies instruction. Small group instruction will be used to reteach and review previously taught skills. Groups will be strategically formed based on assessment data. Additionally, both formative and Informative assessment will help to guide teachers' decision-making about differentiation of future instruction within the classroom. Teachers will also provide students with continuous feedback to allow students to improve their performance through self-regulation. Finally, classroom teachers will administer weekly reading skill

assessments at the end of each story and benchmark unit assessments will be given according to the outlined county benchmark schedule.

Lastly, 3-5 grade classroom teachers and the Title I teacher will participate in a book study group.   The group will be diving deeper into the understanding and processes of using the GRR model and focusing on how this model can help to improve student learning.

B. **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 ELL, Special Education and lowest performing subgroup students.

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

Complete data charts using 2015 and 2016 PARCC results.

Table 9

Math Student Group Grade 3	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	30	5	16.7	4	13.3	11	36.7	9	30	1	3.3	35	3	8.6	8	22.9	14	40	9	25.7	1	2.9
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	27	5	18.5	1	3.7	11	40.7	9	33.3	1	3.7	35	3	8.6	8	22.9	14	40	9	25.7	1	2.9
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	18	4	22.2	4	22.2	5	27.8	5	27.8	0	0.0	21	2	9.5	7	33.3	9	42.9	3	14.3	0	0.0
Female	17	1	5.9	4	23.5	7	41.2	5	29.4	0	0.0	12	2	16.7	0	0	6	50	3	25	1	8.3
Male	13	4	30.8	0	0	4	30.8	4	30.8	1	7.7	23	1	4.3	8	34.8	8	34.8	6	26.1	0	0.0

Table 10

Math Student Group Grade 4	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	34	1	2.9	14	41.2	8	23.5	11	32.4	0	0	32	1	3.1	3	9.4	6	18.8	21	65.6	1	3.1
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	31	0	0.0	12	38.7	8	25.8	11	35.5	0	0.0	31	1	3.2	3	9.7	5	16.1	21	67.7	1	3.2
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

	#	#	%	#	%	#	%	#	%	#	%	#	#	%	#	%	#	%	#	%	#	%
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	21	1	4.8	9	42.9	5	23.8	6	28.6	0	0.0	19	0	0.0	3	15.8	5	26.3	11	57.9	0	0.0
Female	15	1	6.7	7	46.7	4	26.7	3	20	0	0.0	19	0	0.0	2	10.5	5	26.3	12	63.2	0	0.0
Male	19	0	0.0	7	36.8	4	21.1	8	42.1	0	0.0	13	1	7.7	1	7.7	1	7.7	9	69.2	1	7.7

Table 11

Math Student Group Grade 5	2015											2016											
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	30	4	13.3	5	16.7	12	40	9	30.0	0	0.0	35	1	2.9	9	25.7	15	42.9	10	28.6	0	0.0
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Asian	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*	*	*	1	0	0.0	1	100	0	0.0	0	0.0	0	0.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	29	3	10.3	5	17.2	12	41.4	9	31.0	0	0.0	34	1	2.9	8	23.5	15	44.1	10	29.4	0	0.0
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	16	2	13.3	3	20.0	7	46.7	3	20.0	0	0.0	20	0	0.0	7	35.0	8	40.0	5	25.0	0	0.0
Female	12	1	8.3	3	25.0	5	41.7	3	25.0	0	0.0	19	1	5.3	5	26.3	6	31.6	7	36.8	0	0.0
Male	18	3	16.7	2	11.1	7	38.9	6	33.3	0	0.0	19	1	5.3	5	26.3	6	31.6	7	36.8	0	0.0

Academic Data Review

1. Based on available PARCC data, describe the challenges in **Mathematics for grades 3-8, Algebra I, Algebra II and Geometry**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.

   After analyzing the 2015-2016 data for grades 3-5, it is evident that all test takers and the special education subgroups in grade 3 at Mt. Savage School are performing below the Maryland State average of all test takers. Therefore, all test takers and the special education subgroups in grades 3 and 4 will be targeted during the 2016-2017 school year.

Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

   Mt. Savage Elementary School currently utilizes a wide range of strategies in an effort to reduce the gap. Strategies for subject content, mathematical reasoning, and real world problem solving, are used by all teachers in a variety of ways. For example, all students will be instructed utilizing math talks, think sheets, multi-step tasks, and problem solving strategies. The GRR model will be used so that students can engage with their peers and take responsibility for their learning. Grade 3 targeted Title 1 students will be utilizing the Think Through Math website to supplement their instruction.

   To foster growth at all grade levels, teachers will work to continuously build students' academic capabilities. Activities that require students to use mathematical reasoning to support their thinking will be emphasized in daily instruction. Small group instruction will be used to reteach and review previously taught skills. Groups will be strategically formed based on assessment data. Additionally, both formative and Informative assessment will help to guide teachers' decision-making about differentiation of future instruction within the classroom. Teachers will also provide students with continuous feedback to allow students to improve their performance through self-regulation. Finally, classroom teachers will administer topic quizzes at the end of each topic and benchmark unit assessments will be given according to the outlined county benchmark schedule.

Lastly, 3-5 grade classroom teachers and the Title I teacher will participate in a book study group.   The group will be diving deeper into the understanding and processes of using the GRR model and focusing on how this model can help to improve student learning.

C. Science

Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)									
	All Students								
Subgroup	**2016**			**2015**			**2014**		
	# Tested	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**	**# Tested**	**# Prof.**	**% Prof.**
All Students	35	29	82.9	30	24	80.0	42	35	85.7
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	33	28	84.8	29	24	82.8	40	35	87.5
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	20	16	80.0	14	11	78.6	19	15	78.9

1.   Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups. Address what your school is doing (has done) to address and implement the new Science Standards.

Since there is only a 2.9% discrepancy between FARMS students and all test takers teachers will focus on improving the overall scores of all test takers. Our school is implementing the Next Generation Science Standards using the GRR model and STEM as well as new county developed units and pacing guides.

2. To support student achievement, describe the changes or strategies and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

    We will also continue to increase the rigor of science based text readings so that students become proficient with science vocabulary and concepts. Strategies include; close reading of scientific texts, interdisciplinary writing, co-teaching, and utilization of a spiral review packet. Our media specialist will be involved as well by directly instructing students in typing and various technology skills.

VI. EARLY LEARNING

Based on the examination of the 2015-2016 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.
    *The 2015-2016 **KRA data shows that 3.4% of students were Emerging Readiness, 34.48% were Approaching Readiness, and 62.06% were Demonstrating Readiness.**

    *The Head Start and Pre-K programs will review trend data from the KRA. They will identify areas of need and determine instructional strategies based on current data.

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 Kindergarten teacher currently meets with both Pre-Kindergarten and Head Start teachers yearly to review student demographic sheets that provide data on progression toward demonstrating readiness.

VII.   ATTENDANCE

Table 15: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All Students	95.5	Yes
Grade 1	94.2	Yes
Grade 2	94.9	Yes
Grade 3	96.0	Yes
Grade 4	96.6	Yes
Grade 5	95.4	Yes

Table 16: Attendance Rate	All Students				
	94%	**94%**	**94%**	**94%**	**94%**
Subgroups – School Level Data	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**
All Students	≥95.0%	≥95.0%	≥95.0%	≥95.0%	≥95.0%
Hispanic/Latino of any race	*	*	*	*	≥95.0%
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	≥95.0%	≥95.0%	≥95.0%	≥95.0%	94.7%
Two or more races	*	*	*	*	≥95.0%
Special Education	94.0%	93.6%	≥95.0%	≥95.0%	94.5%

Limited English Proficient (LEP)	*	*	*	*	*
Free/Reduced Meals (FARMS)	95.0%	94.7%	≥95.0%	≥95.0%	93.9%

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

    While FARMS 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 the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.
    We will continue with our current implementations.

3. *If applicable*, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

VIII.   HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13!.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? ≤10 students
   b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.
For habitual students, the PS Team schedules attendance meetings with the student and parents.

   Daily phone calls are made to inquire about reasons for absences. Attendance plans are developed to offer incentives to habitually truant students. These incentives include classroom/school-wide jobs/helpers and cafeteria treats.

   1. Describe where challenges are evident. In your response, identify challenges in terms of subgroups, especially Special Education, ELL and the subgroup with the lowest graduation rate and the highest dropout rate.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

3. *If applicable*, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

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 2014-2015 and 2015-2016 school year. Also look at the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and what you plan to do to reduce that number.

During 2014-15 school year, the number of In-school suspensions was zero. The number of Out-of-school suspensions was ≤10. Less than 10 of the 47 referrals were for harassment/bullying.

In 2015-16, there were zero In-school suspensions and less than 10 Out-of-school suspension. There were zero referrals for harassment/bullying.

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
   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.
   5. Social Groups

2. Discuss the research-based strategic/group 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.

XII.   **PRINCIPAL'S SLOs**

PRINCIPAL SLO 1 –Middle School SLO
PRINCIPAL SLO 2

1.   **What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.**
         Grade 3 Math Benchmark focusing on the following content:
3.MD.1-2
3.MD.4
3.OA.3--2
3.MD.3-3
3.OA.3-3

2.   **Describe the information and/or data that was collected or used to create the SLO.**
2015-16 PARCC Assessment
2015-16 Evidence Statement Analysis
Data from Benchmark 3

3.   **How does the SLO support School Improvement Needs and/or Goals?**

        This SLO addresses the areas of need based on continued growth of the PARCC assessments. Data from the 2015-16 PARCC assessment indicated a gap between Mt. Savage grade 3 students and student groups at the county, state, and national level. The SLo also supports school goals to continually focus on classroom data and implementation of the GRRUDL model for instruction.

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

        The 3rd math benchmark pre and posttest for the 2016-17 school year.

XIII.   TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

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

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

Mt. Savage incorporates our communities in a variety of venues. In August, the city of Frostburg provides our students, parents, and teachers the community pool to facilitate our back to school celebration. In the fall, we implement two community donation events. Through the Frostburg Seventh Day Adventist Church we are able to provide 30 backpacks of food every Friday to students in need. Additionally, 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.

Parent Advisory/ Title I Parent Committee 2016 – 2017

Name	Grade Level Representation	Position
Wendy Kline	3	PAC Representative
Autumn Eisenhauer	4	PAC Alternate
Chuck Moran	N/A	AP
Ashley Thompson	3,4,5	Title I Teacher
Brian Alderton	3	Teacher
Todd Vogtman	3	Teacher
Rebecca Schurg	4	Teacher
Bobbie Kirkwood	4	Teacher
Susan Duckworth	5	Teacher
Kathy Tummino	5	Teacher
Sarah O'Neal	N/A	Community Member
Laura Biser	N/A	Parent Involvement 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 Elementary School

PARENT INVOLVEMENT PLAN

Expectations

As a schoolwide Title I school, Mount Savage Elementary School Parent Involvement Plan meets and exceeds the requirements of the Title I, Part A Section 1118 No Child Left Behind Act of 2001 (NCLB).

Mount Savage Elementary School recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the staff at Mount Savage Elementary School 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 involvement activities

V   – Opportunities to increase awareness of the available resources offered by Mid Atlantic Equity Consortium, Inc.

 (MAEC)

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

Mount Savage accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent Involvement Plan with the district's Parent Involvement 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 move towards making all students proficient on PARCC in 2016-2017.

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
I. Shared Decision Making ➤ The School Improvement Plan (SIP)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.	November 2016	Mr. Crump Lara Biser, PIC
➤ The SIP is available for parent review and input at any time	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.	November 2016	Mr. Crump Laura Biser, PIC
➤ The Parent Involvement Plan is developed with input from parents.	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) 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.	November 2016 February 2017 May 2017	Mr. Crump Mr. Crump
➤ The Parent Involvement Plan is distributed to all parents.	A summary of the Parent Involvement Plan is distributed to all families after the Central Office has approved the SIP.	November 2016 On-going	Mr. Crump
➤ With parents, develop a written Home-School Compact(s)	A committee that includes a least one parent representative from each grade level will meet in	May 2017	Mr. Crump

supporting instruction that is signed by teachers, parents, and students.	April or May to review the current year's Home-School 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.		
II. Annual Meeting ➢ 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 parental involvement.	Information was provided to parents at the Annual Meeting regarding the implementation of the Title I program, parents rights, and the way the school will provide opportunities for parent involvement. In June the supervisor of federal programs and Title I Specialists met with a committee of parents/teacher t describe to establish the Title I Targeted Assistance Program to be implemented during the 2016-2017 school year.	September 28, 2016 June 2016	Mr. Crump, Ms. Sause, Title 1 Specialist
III. Building Parental Capacity ➢ Provide assistance to parent in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.	Information will be provided to parents regarding the interpretation of PARCC assessment scores. Grade Level expectations will be shared with parents (Parent Conference Days.	September29, 2016 September 29, 2016 February 15,	Grade level teachers Classroom Teachers

		2017	
	Monthly newsletters will be distributed.	Monthly	Mrs. Ashley Thompson, Targeted Assistance Title 1 Teacher Ms. Julie Crawford, School Secretary
	Parents will be able to access the Allegany County Pub Schools and Maryland State Department of Education websites.		
	Parent workshops on supporting students with the CC		
	CCRS workshop for math, reading, and technology	Quarterly	Laura Biser
➢ Provide materials and parent trainings/workshops to help parent improve their children's academic achievement.	Written communications are completed in a parent friendly format. Communication occurs through the us of the assignment notebook, home/school	January 2017 February 2017 March 2017	Mr. Crump
➢ Educate school personnel on how to work with parents as equal partners in their child's education.	Connection folder, monthly newsletters, and positive phone calls. Daily phone calls are made regarding student absences.	On-going	Mr. Crump/Teachers/Secretary
	The school works in conjunction with the Allegany Cou Health Department to provide dental sealants, flu vacc clinic, and counseling services.		Mr. Crump/Health Nurse
➢ Coordinate and integrate programs to increase parent		On-going	

involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After School Program, Head Start, etc. ➢ Ensure information is presented in a format and/or language parents can understand.	Information about school activities/events is placed on the school website. The student handbook is available print format is well as on the school website. Assignm Notebooks are sent home daily. Parents of targeted assistance families receive mailing with pertinent title information.	On-going	School Staff
➢ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent involvement opportunities.	Meetings are conducted in areas of the building accessible to parents with disabilities. Language and transportation services are provided to parents when needed.	On-going	School and Central Office Staff
IV. Review the Effectiveness ➢ The effectiveness of the school's parental involvement activities will be reviewed.	Parents will complete a survey after each program or meeting they attend. Title I Survey Midyear Title 1 surveys will be completed.	On-going January 2017 March 2017	Title 1 Staff Laura Biser, PIC
V. Mid Atlantic Equity Consortium, (MAEC) ➢ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org	Information about this group will be shared with parer in a newsletter.	January 2017	Laura Biser, PIC

IV. Joyce Epstein's Third Type of Parent Involvement ➢ Volunteering	Volunteer Workshops: Title I: Fall Fun Night Santa's Shop Book Fair Field Day Fun Fair Student/Teacher Mile Run Grandparents Day Reading Counts Store	November 4, 2016 December 12-16, 2016 October 2016 May 2017 June 2017 May 2017 Spring 2017 On-going	PIC/PTA/Media Specialist/Teaching Staff/Administration

XIV.   PROFESSIONAL DEVELOPMENT PLAN - n/a

Section XV. MTSS PRACTICE PROFILE AND PRIORITIES

Please include a copy of your MTSS Practice Profile.   This profile can be attached to the end of the Plan.

1. **Based upon the results of the MTSS Practice Profile, what are the priorities that the MTSS team selected?**
   School personnel will consistently use the GRR framework to provide strategies that promote collaborative learning among all students. Grade level and specialized educators will work in teams to monitor student progress and plan academic instruction and intervention strategies across levels of need.

2. **How will these priorities be addressed?**

   Aligned with District professional development Administration and staff in grades 3, 4 and 5 will complete a book study on *Better Learning, Through Structured Teaching*. Administration and staff in those grades will unpack the chapters of the book to gain a deeper understanding of the concepts and framework. Administration will determine next steps after the book study, and will work to align with the District initiative. Administration and MCIE leadership team will explore and investigate methods of creating grade level teaming meetings on a weekly basis. With the support of the MCIE consultants, Administration and the school based MCIE team will create an action plan to help move the initiative forward.

Section XVI.   MANAGEMENT PLAN

Allegany County Public Schools
2016 – 2017 School Improvement Plan

1. **How will the plan be shared with the faculty and staff**

    The completed School Improvement Plan will be shared with faculty and staff in November. Minutes from monthly School Improvement Team meetings will be shared with faculty members at monthly faculty meetings. In addition, the implementation and evaluation of the School Improvement Plan will be discussed at regularly scheduled faculty meetings, grade level team meetings, and data meetings.

2. **How will student progress data be collected, reported to, and evaluated by the SIT?**

    Administration will monitor progress through SLO meetings and team meetings bimonthly. Teachers will share Math and ELA data in regards to Title I Targeted Assistance Students. Additionally, ELA and Math quarterly benchmarks will be analyzed.

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

    The SIT will review data to determine if adjustments will need to be made.

4. **What role will classroom teachers and/or departments have in implementing and monitoring the plan?**

    Classroom teachers will ensure that focused and targeted activities are implemented. They will also participate in SLO meetings and team meetings to review and monitor data.

5. **How will the initial plan be shared with parents and community members?**

    The school improvement plan will be available for parents online at www.acpsmd.org. A paper copy will be available in the school office. School improvement goals will also be reviewed during a PTA meeting.

6. **How will revisions to the SIP be presented to the staff, parents, and community?**

    Revisions will be presented at faculty meetings and during grade level team meetings. The parents and community members will be advised of necessary revisions at parent meetings and in the school newsletter.

7. **How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?**

    The Central Office will assist with data analysis and planning professional development during the school year. Central office staff will review the SIP during the month of November.   As assistance is needed, central office staff will be asked to attend SIT meetings.

8. **List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.**

    November - Share Plan with Staff

    November 2016 - Share Plan with Central Office Staff

    Monthly SIT Meetings - The plan will be monitored and revised.

Title I Schools – Nine Components

The Nine Components section is an elaboration of the School Improvement Plan. Please include activities/strategies that you use in your school to support each of the Nine Components. Between the activities and strategies that are identified in the School Improvement Plan and the Nine Components, a snapshot of your efforts to meet the requirements of No Child Left Behind / Every Student Succeeds Act will be evident. These efforts should include new activities/strategies as well as the ones that you have been using to help students, staff, and parents be successful.

ALLEGANY COUNTY PUBLIC SCHOOLS	COMPONENT ONE

NO CHILD LEFT BEHIND	COMPREHENSIVE NEEDS ASSESSMENT

The Comprehensive Needs Assessment (Data Examination) identifying areas of strength and areas of need may be found on the following pages:

ELA Needs Assessment   pages 15-21

Math Needs Assessment   pages 22-28

Science Needs Assessment   pages 29-30

Attendance Needs Assessment   pages 31-33

MTSS Practice Profile   pages 51

ALLEGANY COUNTY PUBLIC SCHOOLS NO CHILD LEFT BEHIND	COMPONENT TWO SCHOOLWIDE REFORM

STRATEGIES

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, Fundations, 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 15-21. Please complete the chart with additional best practices and strategies that support ELA achievement

Research Based/Best Practice Strategies	Materials/Resources for Implementation
Universal Design for Learning Strategies	Audio visual resources, student choice for responses, manipulatives, UDL wheel, and technology are used.
Technology	School computer lab, laptop carts, SMART Boards, and document cameras are available for use. Discovery Education, Connect Ed, Scholastic News, and Reading Counts are used to enhance instruction and improve reading skills.
Reading Interventions	FUNdations and SRA are the scripted research based programs used with selected students.
Differentiated Instruction	Treasure reading series, leveled readers and materials are used to support flexible groupings. UDL strategies and practices are used throughout instruction. Lexile levels are used when selecting additional instructional material. GRR (Gradual Release of Responsibility) Model is being introduced to classrooms this year.

Formative and Summative Assessments	Assessments will be used to monitor students' progress and opportunities to dialogue with other professionals to meet the varied needs of students will be given during team meetings. County benchmark assessments, weekly/unit test from Treasures, DIBELS Next, Reading Inventory, progress monitoring, and writing samples will be utilized in consultations with the county reading specialist.
Vocabulary Instruction	Treasures reading series, vocabulary squares, vocabulary in context, word walls, and reading journals/notebooks are used to enhance vocabulary instruction. By using Word of the Week over morning announcements focus is placed on using CCSS and PARCC vocabulary. Content Vocabulary is reviewed daily and students are expected to use this when speaking and writing.
Writing Instruction	Graphic organizers and the 6+1 Trait Crates are used to enhance writing instruction.

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 22-28. Please complete the chart with additional best practices and strategies that support math achievement.

Research Based/Best Practice Strategies	Materials/Resources for Implementation

Universal Design for Learning	Audio visual resources, students choice for responses, manipulatives, UDL wheel, and technology are used.
Technology	School computer lab, laptop carts, SMART Boards, and document cameras are available for use. Discovery Education, Pearson Success, and Think Through Math are used to enhance instruction and improve reading skills.
Differentiated Instruction	Use of flexible groupings, UDL strategies, manipulatives, and assessments are practiced and implemented throughout instruction. GRR Model is being introduced to classrooms this year.
Formative and Summative Assessments	Assessments will be used to monitor students' progress and opportunities to dialogue with other professionals to meet the varied needs of students will be given during team meetings. County benchmark assessments, will be utilized in consultations with the county math specialist.
Vocabulary Instruction	Word walls, and math journals/notebooks are used to enhance vocabulary instruction. By using Word of the Week over morning announcements focus is placed on using CCSS and PARCC vocabulary. Content Vocabulary is reviewed daily and students are expected to use this when speaking and writing
Writing Instruction	Graphic organizers and PARCC related writing tasks are used to enhance math instruction.

ALLEGANY COUNTY PUBLIC SCHOOLS	COMPONENT THREE
NO CHILD LEFT BEHIND	HIGH QUALITY PROFESSIONAL DEVELOPMENT

Staff 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 15-21
Math   pages 22-28
Science   pages 29-30

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

Initiative/Focus	SIP Alignment	What/ How (Content/Process)	Date(s)	Evidence of Successful Completion	Presenters/Facilitators Audience	Funding Source	Budget Calculation
Title I District wide Initiative	Strategy: ELA Improve effective	Trait Crate Plus Follow up:	October 2016	Teachers attend pd session and utilize	ELA Specialist, Title I Specialist K-5 Teachers	Title I	Subs @ $93/day

	writing instruction	Participants will implement Trait Crate into their instruction and discuss with reading specialist.		writing strategies from Crate			
Title I School Initiative	Strategy: Develop a better understanding of GRR Model	Teachers will participate in a book study group focusing on the book, <u>Better Learning Through Structured Teaching</u>. Follow up: Participants will discuss chapters through discussion board posts.	Winter 2017	Teachers participate in book study discussion boards and model strategies throughout their daily instruction. Principal observations will be used to evaluate if model is being implemented.	Mr. Crump	Local Grant Title I Other	

ALLEGANY COUNTY PUBLIC SCHOOLS NO CHILD LEFT BEHIND	COMPONENT FOUR ATTRACT CERTIFIED TEACHERS

- **ACPS**

The recruitment and hiring of teachers is the role of the Human Resources Department of the Allegany County Public Schools. Human Resources follows a recruiting process. Representatives from ACPS travel to job fairs to interview and share information about the school system and about Allegany County. Long term substitutes and student interns are observed by principals and supervisors, and recommendations for hiring are made. A team from the Central Office and a principal interviews candidates and forms a pool of applicants. The Supervisors of Elementary Education make recommendations to principals for candidates to be personally interviewed. The principal informs Human Resources of a selection for final approval for hiring.

ACPS and Frostburg State University collaborate closely in the Professional Development School Program. This program places student interns in the schools. Frostburg State responds to the concerns of the ACPS. An added benefit for teachers is that the tuition for college classes is free for a designated number of participants per semester. Professors from Frostburg State University serve as members of School Improvement Teams at various county schools. This provides an opportunity for them to participate in school decision-making and to understand the needs of the schools.

A Mentoring Program for first year teachers has been established. First year teachers are provided the opportunity to participate in professional development sessions to enhance their understanding of the role of a teacher, delineate the expectations of ACPS, and give background information about system initiatives. Another important part of the mentoring program is the pairing of a first year teacher with a more experienced teacher in the school. The teachers meet weekly to share concerns and to offer support.

There are many factors which make ACPS an attractive employer. Elementary schools maintain a low student/teacher ratio. Teachers have many opportunities to participate in school decision-making through membership on the School Improvement Team, Student Achievement Team, Climate Action Team, or Partnership Action Teams. In addition, all teachers newly hired as well as current employees will be given credit for their years of teaching experience.

The quality of life in Allegany County is good. The county is located in a rural area, yet the metropolitan areas of Baltimore, Pittsburgh, and Washington, D.C. are within a two and one-half hour drive. Lower real estate prices allow young families to purchase homes at more reasonable costs. Traffic congestion is minimal. The crime rate is low. The close proximity of Frostburg State University allows minimal disruption to schedules for completion of a Master's degree.

Therefore, attracting and retaining high quality teacher is not a concern at this time.
- **School Level**

How are you attracting teachers to your building?
- Small community school
- Pleasant working environment
- PBIS program/low rate of behavior referrals
- Supportive relationships among staff

How are you attempting to retain teachers in your building?
- Site-based decision making
- Community support
- Positive family/staff relationships
- Staff support
- Positive school climate
- PBIS program
- Wellness program

Please complete the chart counting only those teachers who are responsible for instructing students in the following areas: Reading, Math, Writing, Science, Social Studies, Art, or Music. Special Education teachers who teach these subjects must be included.

Years Teaching in School	Number of Teachers	Percentage
First Year Teaching	3	20%
2 -5 Years	2	13%
6 - 10 Years	4	27%
More than 10 Years Teaching	6	40%

ALLEGANY COUNTY PUBLIC SCHOOLS	COMPONENT FIVE
NO CHILD LEFT BEHIND	INCREASE PARENTAL INVOLVEMENT

Educators in the school recognize the importance of the home-school connection. Involving parents in the school is a crucial step toward enhancing student performance. The Allegany County Public Schools' Parent Involvement Policy is published and distributed in August 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 Parent Involvement Coordinator is on-site at Mt. Savage Elementary School for 1 day per week. In this position, the Parent Involvement 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. NCLB 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 Involvement Plan. **Please refer to the Parent Involvement section on pages 39-45 for a description of the implementation of these standards.**

ALLEGANY COUNTY PUBLIC SCHOOLS NO CHILD LEFT BEHIND	COMPONENT SIX TRANSITIONING PRESCHOOL CHILDREN

PROGRAM	DATE/TIMELINE
Meetings with Head Start and PreK Teachers	May 2017
Transition reports provided by Head Start for entering Kindergarten students	May 2017
Pre-K and Kindergarten Parent interviews	August 23, 2016
KRA Screening	August 2016
IEP meetings	Monthly
Pre-K and Kindergarten Orientation Meetings	August 23, 2016
Buster the bus Program	N/A
Joint registration with Head Start and Pre-K	March 2017
Transportation between Head Start and Pre-K	Ongoing
Open House	August 23, 2016
Articulation meetings between Pre-K and K	May 2017
Articulation meetings between K and Grade 1	May 2017
Articulation meetings between Grades 1-5	May 2017
Articulation meetings with middle school staff	May 2017

Data analysis meetings	Monthly
Grade 5 middle school visitation	May 2017
Annual Title I Meeting	September 28, 2016

ALLEGANY COUNTY PUBLIC SCHOOLS **NO CHILD LEFT BEHIND** **MAKING**	**COMPONENT SEVEN** **TEACHER INVOLVEMENT IN DECISION-**

Teachers are members of the School Improvement Team and other school committees. Instructional decision-making reflects student assessments and data from the School Climate Survey.

School Improvement Team membership at each school is comprised of teachers representing various grade levels and areas of expertise. The School Improvement Team manages the development, implementation, and evaluation of the School Improvement Plan. The team makes site-based decisions regarding school operations and procedures, curriculum, parent involvement activities, and budget items based upon assessment data, survey data, and observations. Serving as required members of the SIT are the chairpersons from each Action Team, school-based professional development teacher, and the Parent Involvement Coordinator.

In addition to the SIT, three other decision making Action Teams may operate in each school: Student Achievement Team (SAT); Partnership Action Team (PAT); Climate Action Team (CAT). Teacher representation is mandated on each team.

Utilizing Dr. Lawrence Lezotte's Correlates of Effective Schools, the SIT, SAT, PAT, and CAT provide the governance structure for shared leadership and decision making. They effectively engage the school community in an ongoing, problem solving, goal setting, and decision making process. However, the SIT is ultimately responsible for providing leadership and for monitoring the school plan.

Correlates of Effective Schools

The School Improvement Team (SIT) focuses on the correlates of:
● Shared Instructional Leadership that is collaborative and promotes clear and focused school improvement efforts as the team works and shares the responsibility necessary for accomplishing their mission.
● Clear and Focused Mission which reduces fragmentation of effort, encourages continued development of commitment to and accountability for improving the agreed upon indicators of success for all.

Grade Level Teams focuses on the correlates of:
● Increased Opportunities to Learn/Time on Task through interdisciplinary integration of subject matter performance based instruction, and real world application of knowledge and problem solving skills.

- Frequent Monitoring of Student Progress and Instructional Approaches and Programs ensure effective implementation/accountability and/or the modifications necessary for increasing learner outcomes and indicators of success.

The Parent involvement Committee focuses on the correlate of:
- More authentic family/school/community partnerships through the building of trust and shared involvement between and among all stakeholders in the educational process.

The Social Committee focuses on the correlates of:
- Safe and Orderly Environment which is conducive to teaching and learning and to the development of sound character and ethical citizenship.
- A Climate of High Expectations that fosters learning and provides high quality educational opportunities and successful experiences for all.

If your school has modified this decision making model as a result of site based management, please describe in detail how teachers are involved in decision making. If the description of your Management Plan in your School Improvement Plan is detailed, please cite the pages. If the description is not detailed please describe your Management Plan in detail in this section.

Due to the nature of the small staff in the elementary school, team responsibilities are assigned to different groups to ensure equity

Please see the Management Plan page(s) 51-53 of the SIP.

ALLEGANY COUNTY PUBLIC SCHOOLS	COMPONENT EIGHT
NO CHILD LEFT BEHIND	EFFECTIVE, TIMELY ADDITIONAL ASSISTANCE

The school provides many additional services for students who are experiencing difficulties. These safety nets include:

Service	Explanation of Service
Health care	School nurse provides health support to students and their families.
Social, personal, or academic support	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 reading and math specialist provide assistance for academic support.
Tutoring program	Tutoring is available for select children in the Summer Tutoring Session.
Differentiated instruction	Teachers provide differentiated instruction through small groups, intervention groups, and by implementing various UDL strategies. Special Education inclusion Teacher and Title I Targeted Assistance Teacher provide support in reading and math instruction.
Small group instruction	Instructional assistants,special education teacher, and classroom teacher utilize small group instruction to reinforce skills in reading and math.
Inclusion in general education classes	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	Summer school program is offered to students based on IEP requirements.

identified special education students	
Assistance to families based on identified needs	Pupil Service Team meets regularly to offer support to students and families
Dental screening	Allegany County Health Department screens primary grade students in order to identify students dental needs.
Vision screening	The school nurse conducts vision screening yearly for selected students as identified by Allegany County Health Department. Lion's Club provides vision screening for our Pre K students.
Social and emotional support	Mental health counselors are available through the Allegany County Health Department
Behavior and academic support	Learning Assistance Program (LAP) provides supports for students experiencing difficulties in the regular classroom on a short term basis. Strategies are planned for dealing with difficult situations. PBIS rules are reviewed. ICT meets monthly to discuss identified students and strategies for supporting those students.
Behavior support	PBIS Program is implemented daily to encourage positive student behaviors. CSEFEL is available on an as needed basis for pre-k and kindergarten students.
Nutrition support	Weekend Backpack Program is offered daily at this school. Holiday food baskets are provided for families in need. Summer Lunch Box Program is available from community churches.
Clothing	Safe and Snug Program by Allegany County Social Services provides coats, gloves and scarves to identified students.
School supplies	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	Parent Conferences are scheduled twice a year and on an as requested basis. The Parent involvement Coordinator is often used to contact parents of the Title I Target Assistance program to establish positive rapport with the parents and to encourage involvement. IEP meetings are scheduled as mandated to share information with parents regarding children with special needs.
Reading intervention programs	FUNdations and SRA scripted programs are used daily with selected students.
Identification of student areas of need	KRA is administered in order to identify students with academic concerns.
Opportunity to address student educational needs	ICT and data analysis meetings are held regularly to identify students with instructional needs. Teachers may request additional support as needed from ICT, principal, assistant principal, or county instructional specialist.
Drug awareness	The school counselor provides classroom lessons and additional activities for students during Red Ribbon Week. D.A.R.E. Program is offered to fifth grade students.
Math intervention program	Think Through Math, a computer based math program, evaluates student concept attainment and plans a pathway for each child. This program is only provided to Title I Target Assistance students in third grade.
Assistance to families of young children	Judy Center and the Infants and Toddlers Programs offer support and programs to families of young children.
Resources to support homeless students	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.
Transportation for foster care students	Title I funding can be utilized to supplement transportation costs in order to help a child placed in foster care to remain in the home school if it is in the child's best interest to do so.

ALLEGANY COUNTY PUBLIC SCHOOLS	COMPONENT NINE
NO CHILD LEFT BEHIND	COORDINATION OF FEDERAL, STATE, AND LOCAL PROGRAMS

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 17.

FY 17 Coordination of Funding Sources

Activity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center	Other Funding Source
Professional Development	$2,495					
Extended Day/School Year	$2,023.68					
Materials of Instruction	$1,502.89			$13,103		

Salaries	$61,600.27					
Parent Involvement	$1,645.56					
Equipment	$17,770.50			$3,000		
Contracted Expenses						
Consumable				$3,298		
Office				$1,582		

Title I Budget 2016 – 2017

Instructional Program: $21,297.07

Materials $1,324.89

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math ELA	Instructional supplies and materials for math and reading	$1,024.89	$1,024.89	White, FARMS, Special Ed

Math ELA	Instructional supplies for math/reading summer school	$300.00	$300.00	White, FARMS, Special Ed.

Equipment $ 17,770.50

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math ELA	Computer Cart for 20 Laptops	1 x $1,155.00	$1,155.00	White, FARMS, Special Ed
Math ELA	20 Lenovo Yoga Multitouch Computers	20 x $743.00	$14,860.00	White, FARMS, Special Ed.
Math ELA	1 Light Raise system for Title I Classroom	1 x $1,755.50	$1,755.50	White, FARMS, Special Ed.

PIC Materials $118

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math ELA	Materials to support parent workshops	$118.00	$118.00	White, FARMS, Special Ed

Subscriptions $360.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math ELA	Teacher File Box	1 year @ $230.00	$230.00	White, FARMS, Special Ed
Math ELA	Super Teacher Worksheets	1 year @ $20.00	$20.00	White, FARMS, Special Ed
Math ELA	Raz Kids	1 year @ $110.00	$110.00	White, FARMS, Special Education

Summer School $1,723.68

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math ELA	Teachers for Summer School	2 teachers x 4 hours x 9 days x $23.94	$1,723.68	White, FARMS, Special Ed

Title I Budget 2016 – 2017

Professional Development: $2,495

Stipends / Substitutes $ 2,314.80

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math	Stipends for book study	6 teachers x 15 hours x	$2,035.80	White, FARMS,

ELA		$22.62		Special Ed
Math ELA	Subs for Title I teacher to evaluate student progress	3 subs x $93.00	$279.00	White, FARMS, Special Ed

Hourly Stipends: Teaching- $23.94   Non-Teaching- $22.62
Substitutes: Highly Qualified- $93.00

Materials $ 180.20

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Math ELA	6 books for book study	6 x 30.00 + $.20	180.20	White, FARMS, Special Ed

Budget 2016 – 2017

Parent Involvement: $1,645.56

| | Stipends | | $ 1,077.30 | |

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Teachers for Parent Math Night	2.5 Hrs x $23.94 hr x 6 Teachers	$359.10	FARMS Special Ed.
Parent Involvement	Teachers for Parent ELA Night	2.5 Hrs x $23.94 hr x 6 Teachers	$359.10	FARMS Special Ed.
Parent Involvement	Teachers for Parent Technology Night	2.5 Hrs x $23.94 hr x 6 Teachers	$359.10	FARMS Special Ed.

Hourly Stipends: Teaching- $23.94   Non-Teaching- $22.62

Materials $ 568.26

*Food Allowance – 10% = $164.55

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Snacks for Parent Math Night	$54.00	$54.00	FARMS Special Ed
Parent Involvement	Snacks for Parent ELA Night	$54.00	$54.00	FARMS Special Ed
Parent Involvement	Snacks for Parent Technology Night	$54.00	$54.00	FARMS Special Ed
Parent Involvement	Supplies for Parent Math Night	$135.42	$135.42	FARMS Special Ed.
Parent Involvement	Supplies for Parent ELA Night	$135.42	$135.42	FARMS Special Ed.
Parent Involvement	Supplies for Parent Technology Night	$135.42	$135.42	FARMS Special Ed.

2015-2016 School Improvement Plan Evaluation

1. After reviewing the 2016 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 that were utilized in the 2015-2016 SIP.

ELA

Grades 3 and 5 ELA scores for All Students remained the same. However, Grade 4 scores increased significantly. Scores for Special Education students increased. The twice monthly meetings with administrators and content area specialists helped to focus on student progress.

MATH

Scores for All students decreased for Level 1 and increased at Levels 2 and 3. No students scored at Level 5.Special Education scores showed improved performance in the three highest categories while the percent scoring in the lowest categories decreased. The twice monthly meetings with administrators and content area specialists helped to focus on student progress.

SCIENCE

Grade 5 Science scores increased from 80.0% to 82.9% proficient. Subgroup data shows a discrepancy between FARMS students scoring 80.0% and Non FARMS students scoring 86.7%. The increased use of technology by students in grades 4 and 5 was successful. Increasing the rigor of science based text readings also helped. The use of STEM lessons in all subject areas was also beneficial.

2. If the school had to address attendance, briefly summarize the results in terms of meeting the identified challenges and the effectiveness of the changes/adjustments that were made.

ATTENDANCE

Attendance at all grade levels continues to be greater than 94%. The strategies to encourage attendance are successful.

3. Evaluate the 2015-2016 Parent Involvement Plan in the following table.

PARENT INVOLVEMENT

Title I Requirements	Discuss the Overall Success of the Plan
I . Shared Decision Making ● The school improvement plan is developed with input from parents. ● The school improvement plan is available for parent review and input at any time. ● The plan is distributed to all parents.	Parents were asked for input at Title I meetings. The plan is posted on the school's web page and is available in the office for review by parents. Their comments are welcomed. A summary of the plan was distributed to parents.
● Parents are involved in decisions regarding the spending of parent involvement funds.	Input from parents was obtained at the School Leadership Team meetings. Parents were given the opportunity for input at the Title I meetings.
● Discuss how, with parent input, the Home School Compact is developed/reviewed, how it supports instruction and that it is signed by teachers, parents, and students.	The Home School compact was reviewed at School Leadership Team meetings and input from parents was made at Title I parent meetings.
II. Annual Meeting	The Annual Meeting was held. Mr. Crump presented the Title I

● The school holds a parent meeting, at least annually, to inform parents of the school's role in implementing Title I, sharing parents' right to know information, and ways the school will provide for parental involvement.	powerpoint which addressed all required topics and input from parents was sought.
III. Building Parent Capacity	
1) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, as well as State and local academic assessments.	A PARCC Assessment Night was held. Test scores were explained and parents were given the opportunity to use computers to see PARCC sample test items. Website information was shared. Grade level expectations were shared on Parent Conference Days. Monthly newsletters discussed grade level activities.
2) Provide materials and parent training/workshops to help parents improve their children's academic achievement.	Parents were invited to attend Math Day. Strategies for helping their children were shared.
3) Educate school personnel on how to work with parents as equal partners.	Parent surveys were distributed and the results showed that parents are pleased with the work that the school is doing.
4) Coordinate and integrate programs to increase parent involvement with outside agencies such as the Judy Center, Health Department, Library, 21st Century Afterschool Program.	Services for flu shots and dental screenings and sealants are offered through the Health Department. The Lions Club offers a vision screening program for students. Counseling services are also provided to identified students. Other opportunities provided by the community are advertised.
5) Ensure information is presented in a format and/or language parents can understand	Parent friendly communications are prepared.
6) Provide full opportunities for participation of parents of students from diverse backgrounds.	Translation is available as is reasonable and upon request.
IV. Review the Effectiveness of Parent Programs ● Discuss the effectiveness of the school's parent involvement activities.	As a first year Targeted Assistance school, MT made many attempts to reach out to the parents of the identified students. Attendance at meetings slowly increased throughout the year. Parent participation on the Leadership Team was good.

V. Mid-Atlantic Equity Consortium (MAEC) ● The school informs parents about the existence of the Mid-Atlantic Equity Consortium.	Information was distributed in the school newsletter and is posted on the Title I parent bulletin board.
VI. Joyce Epstein's Third Type of Parent Involvement ● Volunteering	The Parent Involvement Coordinator reached out to parents by phone, email, and mail. Parents were encouraged to attend the weekly workshops. Parents participated in field trips, Book Fair, Field Day, the Student Teacher Mile Run, holiday programs, Grandparents Day and concerts. The community is very supportive of the school.