

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

School: Mount Savage Middle

Principal: Martin Crump

Facilitating the Development of a School Vision

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/Beliefs

Curriculum

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

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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 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.

- 1. What is the process for ensuring that all staff and other stakeholders are able to articulate the vision?**
 - a. The mission statement is posted in classrooms and on the school web page.
 - b. The mission and vision are reviewed yearly during a professional development session. The next scheduled review will be in the spring of 2017.

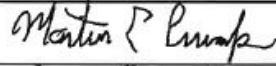
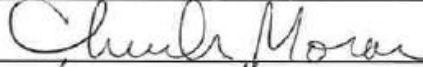
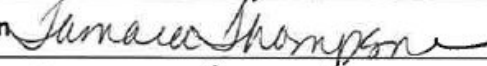
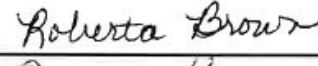
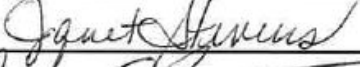
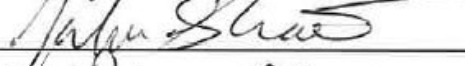




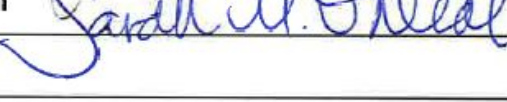
- 2. When did the last periodic, collaborative review of the vision by stakeholders occur?**

Fall of 2015

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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 	Assistant Principal
Tamara Thompson 	Math School Improvement Specialist/Co-Chair
Roberta Brown 	ELA School Improvement Specialist/Co-Chair
Janet Stevens 	Creative Arts
John Shaw 	Math
Roberta Clarke 	ELA
Mike Oyer 	Special Education
Alyssa Werner 	Science
Jerry Thomas 	Social Studies
Sarah O’Neal 	Community Representative

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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	0	2	2
Teachers	0	29	29
Itinerant staff	8	0	8
Paraprofessionals	0	6	6
Support Staff	0	5	5
Other	0	18	18
Total Staff	8	60	68

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)	100	100	100	100
• Not certified to teach in assigned area(s)	0	0	0	0
For those not certified, list name, grade level course	n/a	n/a	n/a	n/a
Number of years principal has been in the building	4	3	2	1
Teacher Average Daily Attendance		93.3	94.8	95.4

B. Student Demographics

Data from prior year's SIP

October 2016

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Table 3 SUBGROUP DATA

	2016 – 2017	2015 – 2016	2014-2015
	TOTAL	TOTAL	TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	n/a	n/a
African American	12	12	15
White	393	379	375
Asian	11	12	≤10
Two or More Races	≤10	≤10	≤10
Special Education	57	50	56
LEP	≤10	≤10	≤10
Males	214	216	214
Females	196	182	174
Total Enrollment (Males + Females)	410	398	388

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Percentage of student eligible for Free and Reduced Meals as of **October 31, 2015:** **45.04%**

C. Special Education Data 2016-2017 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	≤10
02 Hard of Hearing	n/a
03 Deaf	n/a
04 Speech/Language Impaired	≤10
05 Visual Impairment	n/a
06 Emotional Disturbance	n/a
07 Orthopedic Impairment	n/a
08 Other Health Impaired	20
09 Specific Learning Disability	23
10 Multiple Disabilities	≤10
12 Deaf-Blindness	n/a

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13 Traumatic Brain Injury	n/a
14 Autism	≤10
15 Developmental Delay	n/a

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 in the middle school for the school years 2013-2014 to 2014-2015 showed a decrease in the overall number of referrals from 208 in 2013-2014 to 195 in 2014-2015. However, in 2015-2016, the total number of referrals increased to 236. The number of suspensions increased from 18 (18 OSS, 0 ISS--In-School Intervention-ISI was implemented with 66 ISI’s) in 2014-2015 to 29 (29 OSS, 0 ISS) in 2015-2016. 106 of the 236 referrals were for class disruption.

- Administration continued with a proactive discipline strategy. Professional development was given to teachers defining office-managed behaviors vs. classroom-managed behaviors and strategies were reviewed for the three-tiers of intervention for behaviors.

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- Office referrals continued to include a section entitled “Action Before Referral.” Teachers were encouraged to do at least two of the following prior to referring students to the office for minor behaviors: conference with student, phone call home, parent conference, teacher detention, guidance conference, or letter to parent.

The attendance rate for Mount Savage Middle School teachers was 93.3% and the student rate was 94.7%. The school enjoys a safe and comfortable environment where students are able to grow socially and academically as evidenced by our excellent attendance rates of both students and staff. Also, in the 2015 TELL Survey, 95% agreed with the statement that Mount Savage Middle is a good place to work and learn. Of that 95%, 63% were in strong agreement.

Mount Savage strives to provide a safe learning environment and an atmosphere free of harassment in any form. Both morning arrivals and afternoon dismissal procedures are monitored by administrators, teachers, and school resource officer. Teachers and administrators are visible during the day monitoring hallways, bathrooms, and the cafeteria. Cameras located throughout the building monitor activity as well. In addition, the school has monthly fire drills and annual lock-down/lock-in drills to support student safety in the event of an emergency. The custodial staff further maintains a clean surrounding for students, taking extra measures when needed.

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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
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	Utilizing the Gradual Release of Responsibility model, teachers 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, beginning with focused instruction and continuing through independent learning.
<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	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.

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<p>Means for Engagement: <i>tap into learners interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p>
	<p>Students will be offered multiple means of acquiring knowledge during the collaborative and independent phases of instruction.</p>

- 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 school does not presently use the GRR framework for instruction. 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. Teachers are displaying the content purpose and language purpose daily.

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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?

Every student receives the general education curriculum across all content areas at the middle school level. Students qualifying for special education services are placed in classes appropriate to meeting their individual needs. These classes are often an inclusion group, smaller in size, with a special education teacher and/or instructional assistant. Flexible grouping is used as needed within classrooms for remediation, smaller groups, understanding from various perspectives, building background knowledge, and to provide vigor to those ready.

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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?

The special education staff collaborates with general educators across the content areas during team planning. Accommodation charts are shared and updated as necessary. Instructional and testing accommodations are delivered according to IEPs. Vertical teams meet monthly to share and discuss questions and concerns.

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.

Within the classroom, co-teaching approaches are used based on instruction and student needs; it fluctuates from lesson to lesson and across content areas. A group of teachers, general and special educators, is currently being trained in co-teaching and the inclusive model under the MCIE grant. UDL and differentiated instruction strategies are part of the lesson design. Professional development on writing Content and Language Purposes was presented to staff. These are posted in rooms and have become a focus of class discussion. Training on the use of the GRR model has begun and will continue to develop in the writing of engaging lessons.

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 education students?

Students with disabilities receive intervention during the co-curricular period in addition to the general curriculum. Using the SAM (Scholastic Achievement Manager), students are screened with the RI (Reading Inventory) and MI (Math Inventory) to determine qualifying students. They are then placed in either a READ 180 (Grades 6-8) or MATH 180 (Grades 6-7) intervention class. For students struggling with phonemic awareness and fluency, the RDI (Resources for Differentiated Instruction) is being used to complement and support the READ 180 program. In addition, the Orton-Gillingham method is being used with two students to meet IEP goals. These intervention programs are implemented with fidelity in addition to the language arts and math programs. Student progress is monitored throughout the year.

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All students placed in an intervention program during co-curricular are given the opportunity to participate in enrichment programs offered at that time. Every student is rotated through the appropriate financial literacy program—Vault/Venture/Financial Literacy 8. They also have access to the keyboarding course. Many of these students also take part in our band, chorus or orchestra programs. Schedules are adjusted to allow their participation in the intervention programs.

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 6	2015											2016										
	# Teste d	Level 1		Level 2		Level 3		Level 4		Level 5		# Teste d	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Pro f	% Pro f	# Pro f	% Pro f	# Pro f	% Pro f	# Pro f	% Pro f	# Pro f	% Pro f		# Pro f	% Pro f	# Pro f	% Pro f	# Pro f	% Pro f	# Pro f	% Pro f	# Pro f	% Pro f
All Students	130	14	10.8	24	18.5	49	37.7	38	29.2	5	3.8	139	11	7.9	36	25.9	44	31.7	43	30.9	5	3.6

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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	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Asian	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
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	n/a	n/a
White	119	13	10.9	23	19.3	45	37.8	33	27.7	5	4.2	125	11	8.8	32	25.6	39	31.2	39	31.2	4	3.2	
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	16	8	50.0	5	31.3	3	18.8	0	0.0	0	0.0	18	6	33.3	8	44.4	3	16.7	1	5.6	0	0.0	
Limited English Proficient (LEP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10

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Free/Reduced Meals (FARMS)	57	10	17.5	11	19.3	25	43.9	8	14.0	3	5.3	61	6	9.8	20	32.8	20	32.8	14	23.0	1	1.6
Female	67	3	4.5	7	10.4	30	44.8	22	32.8	5	7.5	61	3	4.9	8	13.1	19	31.1	28	45.9	3	4.9
Male	63	11	17.5	17	27.0	19	30.2	16	25.4	0	0.0	78	8	10.3	28	35.9	25	32.1	15	19.2	2	2.6

Table 7

ELA Student Group Grade 7	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	125	18	14.4	27	21.6	31	24.8	42	33.6	7	5.6	136	17	12.5	28	20.6	39	28.7	43	31.6	9	6.6	
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	n/a	n/a
Asian	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10

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Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
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	n/a	n/a
White	114	18	15.8	24	21.1	29	25.4	37	32.5	6	5.3	125	16	12.8	28	22.4	35	28.0	39	31.2	7	5.6	
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	14	11	78.6	3	21.4	0	0.0	0	0.0	0	0.0	17	11	64.7	6	35.3	0	0.0	0	0.0	0	0.0	
Limited English Proficient (LEP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Free/Reduced Meals (FARMS)	62	15	24.2	18	29.0	14	22.6	12	19.4	3	4.8	58	11	19.0	15	25.9	16	27.6	13	22.4	3	5.2	
Female	53	3	5.7	8	15.1	18	34.0	21	39.6	3	5.7	67	4	6.0	9	13.4	20	29.9	28	41.8	6	9.0	

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Male	72	15	20.8	19	26.4	13	18.1	21	29.2	4	5.6	69	13	18.8	19	27.5	19	27.5	15	21.7	3	4.3
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Table 8

ELA Student Group Grade 8	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	127	24	18.9	33	26.0	33	26.6	34	26.8	3	2.4	122	20	16.4	27	22.1	28	23.0	43	35.2	4	3.3
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	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	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
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	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Native Hawaiian or	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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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Other Pacific Islander																							
White	122	24	19.7	32	26.2	33	27.0	31	25.4	2	1.6	110	17	15.5	24	21.8	28	25.5	37	33.6	4	3.6	
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	
Special Education	12	8	66.7	1	8.3	1	8.3	2	16.7	0	0.0	10	6	60.0	4	40.0	0	0.0	0	0.0	0	0.0	
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	n/a	
Free/Reduced Meals (FARMS)	53	15	28.3	20	37.7	11	20.8	7	13.2	0	0.0	61	17	27.9	18	29.5	16	26.2	9	14.8	1	1.6	
Female	54	4	7.4	14	25.9	16	29.6	19	35.2	1	1.9	53	5	9.4	9	17.0	12	22.6	23	43.4	4	7.5	
Male	73	20	27.4	19	26.0	17	23.3	15	20.5	2	2.7	69	15	21.7	18	26.1	16	23.2	20	29.0	0	0.0	

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.

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In a review of academic data, the challenge facing Mount Savage Middle in English Language Arts/Literacy, Grades 6-8, is the reduction in the achievement gap between all students and special education students.

A review of available PARCC data from 2015 and 2016 shows the following for Mount Savage:

For Grade 6:

In 2015, 100% of special education students performed at Levels 1-3 (16 students).

In 2016, 94.4% of special education students performed at Levels 1-3 (17 of 18 students).

For Grade 7:

In 2015, 100% of special education students performed at Levels 1-3 (14 students).

In 2016, 100% of special education students performed at Levels 1-3 (17 students).

For Grade 8:

In 2015, 83.3% of special education students performed at Levels 1-3 (10 of 12 students).

In 2016, 100% of special education students performed at Levels 1-3 (10 students).

A review of the 2016 District Summary of Schools shows the following proficiency rates for Mount Savage:

Grade 6 students performing at Levels 1-3:

59% in Reading Literary

67% in Reading Information

59% Reading Vocabulary

62% Writing Expression and 62% in Writing Conventions

Grade 7 students performing at Levels 1-3:

62% in Reading Literary

64% in Reading Information

53% Reading Vocabulary

62% Writing Expression and 62% in Writing Conventions

Grade 8 students performing at Levels 1-3:

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55% in Reading Literary
57% in Reading Information
52% Reading Vocabulary
68% in Writing Expression and 72% in Writing Conventions

A review of the Evidence Statement Analysis provided by PARCC shows the following for Mount Savage:

Grade 6 students performed below the state and/or district primarily in the domains of:

Reading Information
Reading Science and Technology
Reading History
PCR Task Narrative Writing

Grade 7 students performed below the state and/or district primarily in the domains of:

Reading Information
Reading Science and Technology
PCR Task Literary Analysis and Research Simulation

Grade 8 students performed below the state and/or district primarily in the domains of:

Reading Information
Reading Literary

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.

After a data review meeting with grade level ELA teachers, staff were instructed to conduct a root cause analysis for areas of weakness identified in the school Evidence Summary Statement from the 2016 PARCC assessment. Following are the results of the root cause analysis.

Grade 6:

1. Students will be exposed to different types of text structure and organizational patterns.
2. Collaboration with content area teachers will be done to address text structure/organization when reading informational texts

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3. A powerpoint presentation on theme will be used to introduce and then reinforce how to identify theme in a story and support with details.
4. Theme will be recognized throughout the anchor units and with each novel read in the ELA class.
5. Additional practice and examples will be provided to students to identify theme in shorter passages and reading selections.

Grade 7:

1. Students in the special education population will be given opportunities to work in smaller groups, using warm-up activities and resources beyond the curriculum exposing them to PARCC-like readings and questions.
2. Warm-up activities will be used in all ELA classes focusing on identifying themes in shorter passages. Readings used within and beyond the curriculum can be added to practice identifying the theme and its development in longer passages.
3. Reinforcing the writing process beyond ELA classes will be stressed. Students will be encouraged to use scrap paper and given practice situations before assessments to generate and organize ideas before responding online.

Grade 8:

1. Students will focus on the pre-writing process.
2. Support will be provided to students in the areas of understanding theme, vocabulary, and the writing process.

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	2015	2016

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Student Group	# 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	130	11	8.5	33	25.4	42	32.3	39	30.0	5	3.8	139	17	12.2	32	23.0	43	30.9	43	30.9	4	2.9
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	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Asian	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
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	n/a
White	119	11	9.2	29	24.4	39	32.8	35	29.4	5	4.2	125	16	12.8	28	22.4	39	31.2	39	31.2	3	2.4
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10

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Special Education	16	5	31.3	9	56.3	2	12.5	0	0.0	0	0.0	18	8	44.4	7	38.9	1	5.6	2	11.1	0	0.0
Limited English Proficient (LEP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Free/Reduced Meals (FARMS)	57	4	7.0	22	38.6	19	33.3	12	21.1	0	0.0	61	11	18.0	12	19.7	24	39.3	13	21.3	1	1.6
Female	67	5	7.5	15	22.4	26	38.8	19	28.4	2	3.0	61	9	14.8	10	16.4	21	34.4	19	31.1	2	3.3
Male	63	6	9.5	18	28.6	16	25.4	20	31.7	3	4.8	78	8	10.3	22	28.2	22	28.2	24	30.8	2	2.6

Table 10

Math Student Group Grade 7	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	125	12	9.6	32	25.6	40	32.0	40	32.0	1	0.8	136	13	9.6	35	25.7	54	39.7	34	25.0	0	0.0

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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	n/a	n/a
Asian	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Hispanic/Latino of any race	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
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	n/a	n/a
White	114	12	10.5	30	26.3	36	31.6	36	31.6	0	0.0	125	13	10.4	32	25.6	50	40.0	30	24.0	0	0.0	
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	14	7	50.0	6	42.9	1	7.1	0	0.0	0	0.0	17	10	58.8	5	29.4	2	11.8	0	0.0	0	0.0	
Limited English Proficient (LEP)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10

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Free/Reduced Meals (FARMS)	62	8	12.9	22	35.5	22	35.5	10	16.1	0	0.0	58	8	13.8	23	39.7	19	32.8	8	13.8	0	0.0
Female	53	4	7.5	12	22.6	15	28.3	22	41.5	0	0.0	67	3	4.5	15	22.4	36	53.7	13	19.4	0	0.0
Male	72	8	11.1	20	27.8	25	34.7	18	25.0	1	1.4	69	10	14.5	20	29.0	18	26.1	21	30.4	0	0.0

Table 11

Math Student Group Grade 8	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	76	17	22.4	32	42.1	21	27.6	6	7.9	0	0.0	66	15	22.7	26	39.4	15	22.7	10	15.2	0	0.0
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	n/a
Asian																						

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Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
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	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
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	n/a	n/a
White	75	17	22.7	31	41.3	21	28.0	6	8.0	0	0.0	59	14	23.7	24	40.7	12	20.3	9	15.3	0	0.0	
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Special Education	11	6	54.5	4	36.4	1	9.1	0	0.0	0	0.0	10	5	50.0	5	50.0	0	0.0	0	0.0	0	0.0	
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	n/a	n/a
Free/Reduced Meals (FARMS)	47	12	25.5	19	40.4	10	21.3	6	12.8	0	0.0	44	11	25.0	18	40.9	11	25.0	4	9.1	0	0.0	
Female	27	6	22.2	10	37.0	11	40.7	0	0.0	0	0.0	25	5	20.0	12	48.0	5	20.0	3	12.0	0	0.0	

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Male	49	11	22.4	22	44.9	10	20.4	6	12.2	0	0.0	41	10	24.4	14	34.1	10	24.4	7	17.1	0	0.0
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Table 12

Math Student Group Algebra I	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	51	0	0.0	2	3.9	17	33.3	32	62.7	0	0.0	56	1	1.8	3	5.4	12	21	37	66.1	3	5.4
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	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	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Black or African American	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
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	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Native Hawaiian or Other	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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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Pacific Islander																							
White	47	0	0.0	2	4.3	16	34.0	29	61.7	0	0.0	51	1	2.0	2	3.9	12	23.5	34	66.7	2	3.9	
Two or more races	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	
Special Education	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
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	n/a	
Free/Reduced Meals (FARMS)	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	14	0	0.0	1	7.1	3	21.4	10	71.4	0	0.0	
Female	27	0	0.0	2	7.4	12	44.4	13	48.1	0	0.0	28	0	0.0	1	3.6	7	25.0	19	67.9	1	3.6	
Male	24	0	0.0	0	0.0	5	20.8	19	79.2	0	0.0	28	1	3.6	2	7.1	5	17.9	18	64.3	2	7.1	

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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.

In a review of academic data, the challenges facing Mount Savage Middle in Mathematics grades 6-8, and Algebra I are the reduction in the achievement gaps between all students and both the economically disadvantaged and special education students. These challenges are evidenced in the Math Inventory scores as deficits in foundational skills. There are also time constraints for content instruction before testing occurs, as well as teacher resource shortages and curriculum realignment.

A review of available PARCC data from 2015 and 2016 shows the following:

Overall, 33% of the total Mount Savage students passed the PARCC assessments with a level 4 or 5 as compared to the total Allegany County middle school passing rate of approximately 30%.

For Grade 6:

From 2015 to 2016, the overall student population performing at passing **Levels 4/5** increased from 33.8% to 47%; economically disadvantaged students increased from 21.1% to 22.9%; and special education students increased from 0% to 11.1%.

In 2015, 100% of special education students performed at Levels 1-3—(16 students).

In 2016, 88.9% of special education students performed at Levels 1-3—(16 of 18 students).

In 2015, 78.9% of economically disadvantaged students performed at Levels 1-3—(12 students were at Level 4).

In 2016, 77% of economically disadvantaged students performed at Levels 1-3.—(14 students were at Levels 4/5).

For Grade 7:

From 2015 to 2016, the overall student population performing at passing **Levels 4/5** decreased from 32.8% to 25%; economically disadvantaged students decreased from 16.1% to 13.8%; and special education students remained constant at 0%.

In 2015, 100% of special education students performed at Levels 1-3—(14 students).

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In 2016, 100% of special education students performed at Levels 1-3—(17 students).

In 2015, 83.9% of economically disadvantaged students performed at Levels 1-3—(10 students were at Level 4). In 2016, 86.3% of economically disadvantaged students performed at Levels 1-3—(8 students were at Level 4).

For Grade 8:

From 2015 to 2016, the overall student population performing at **Levels 4/5** increased from 7.9% to 15.2%; economically disadvantaged students decreased from 12.8% to 9.1%; and special education students remained constant at 0%.

In 2015, 100% of special education students performed at Levels 1-3—(11 students).

In 2016, 100% of special education students performed at Levels 1-3—(10 students).

In 2015, 100% of economically disadvantaged students performed at Levels 1-3—(6 students were at level 4).

In 2016, 90.9% of economically disadvantaged students performed at Levels 1-3—(4 students were at Level 4).

For Algebra I:

From 2015 to 2016, the overall student population performing at **Levels 4/5** increased from 62.7% to 71.5%.

A review of the Evidence Statement Analysis provided by PARCC for Mount Savage Middle shows the following:

Grade 6 students performed below the state and/or district primarily in the domains of:

Expression & Equations

The Number System

Grade 7 students performed below the state and/or district primarily in the domains of:

Expression & Equations

The Number System

Grade 8 students performed below the state and/or district primarily in the domains of:

Expression & Equations

Geometry

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Modeling and Reasoning

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.

After a data review meeting with grade level Math teachers, staff were instructed to conduct a root cause analysis for areas of weakness identified in the school Evidence Summary Statement from the 2016 PARCC assessment. Following are the results of the root cause analysis.

6th Grade

1. Implement use of a word wall in each math classroom.
2. Implement weekly multiplication quizzes.
3. Expose the students to more PARCC - like problems and wording.

7th Grade

1. Create PARCC like questions based on the areas of weakness identified in the evidence statement analysis.
2. Implement the GRR/UDL instructional model.
3. Utilize small groups for remediation.
4. Implement the co-teaching model.

8th Grade

1. Create PARCC like questions based on the areas of weakness identified in the evidence statement analysis.
2. Utilize warm-up sessions for review of basic math skills.
3. Utilize the special educator to create an additional section of 8th grade math to support skill deficiency.

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C. Science

Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2016			2015			2014		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	122	94	77.0	127	99	78.0	138	93	67.4
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	110	86	78.2	122	94	77.0	130	89	68.5
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	61	39	63.9	53	35	66.0	56	29	51.8

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.

The FARMS subgroup demonstrates a gap with 63.9% of students proficient.

Mt. Savage is implementing the new science standards at the 6th grade level as curriculum is being written. The school is also testing a new alternating schedule during the 2016-17 school year for 8th grade students.

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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.

Benchmarks are being designed to look like sample MISA questions, and instruction is being adjusted to support the benchmarks.

Staff are beginning to implement the GRR/UDL method on instruction.

VI. EARLY LEARNING n/a

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	94.7	Y	
Grade 6	94.8	Y	
Grade 7	95.1	Y	
Grade 8	94.2	Y	

Table 16: Attendance Rate		All Students				
Subgroups – School Level Data	94%	94%	94%	94%	94%	
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
All Students	>95	94.9	95.2	>95	94.7	
Hispanic/Latino of any race	*	*	*	*	*	
American Indian or Alaska Native	*	*	*	*	*	

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Asian	*	*	*	*	*
Black or African American	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*
White	≥95	94.9	≥95	>95	94.6
Two or more races					
Special Education	>95	93.6	≥95	94.4	94.8
Limited English Proficient (LEP)					
Free/Reduced Meals (FARMS)	93.9	93.7	94.4	94.7	93.4

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.

FARMS did not meet the target.

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 current programs.

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:

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- a. How many students were identified as habitual truants?

Less than ten students were identified as habitual truants.

- b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.

For habitual students, the PSTeam 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.

IX. GRADUATION AND DROPOUT RATES n/a

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.

In 2014-15, In-School Suspensions decreased to less than 10 (because In-School Intervention was utilized), and Out of School Suspensions totaled 18. In 2014-15, less than 10 referrals were for sexual harassment and 12 referrals were for bullying/harassment.

In 2015-16, In-School Suspensions remained less than 10, however, Out of School Suspensions increased to 29. In 2015-16, less than 10 referrals were for sexual harassment and bullying/harassment.

The increases in total suspensions are attributed to the number of “Tobacco Use” suspensions rising to 21. Administration scheduled a guest speaker from the Sheriff’s office to explain the dangers of tobacco use. Also, our School Resource Officer taught D.A.R.E. to the 7th grade class and did classroom sessions with grades 6 and 8 focusing on tobacco use. The guidance counselor conducted mini-lessons on positive behavior strategies while administration met with students who have a history of discipline problems. Student behavior concerns are also discussed at our Pupil Service Team weekly meetings. Administrators and teachers meet regularly to discuss student behaviors during team meetings.

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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.

Mt. Savage will continue to employ strategies already in place for rewarding positive behavior. Students are recognized at quarterly awards ceremonies for outstanding academic achievement, behavior, attendance, and general improvement in all areas. The school also uses a “Student of the Month” program recognizing outstanding classroom achievement. The school will be expanding positive behavioral recognition opportunities this year.

2. Discuss the research-based strategic/group interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

Continuing this year, students will be participating in positive behavior incentives quarterly (volleyball/basketball games, field day relay races, a during-school dance, etc.). These incentives will reward students who have not received an office referral during the marking period or designated time frame. Also, students should have no missing work in order to participate in the behavior incentives.

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XII. PRINCIPAL'S SLOs

PRINCIPAL SLO 1

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

This SLO will be based on the Reading Inventory focusing on the following content:

- Key Ideas and Details
- Craft and Structure
- Range of reading and level of text complexity

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

PARCC School Performance Level Summary

Data comparing student performance in grade vs prior year performance

Data from Fall 2016 Reading Inventory assessment

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

Mt. Savage is trying to increase the passing rate of special education students on the PARCC assessments.

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

Pre and post Scholastic Reading Inventory assessments will be used to determine student growth; the RI will also be administered mid-year.

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XIII. NON-TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

Non Title I Parent Involvement Plan

MOUNT SAVAGE MIDDLE SCHOOL PARENT INVOLVEMENT PLAN

Expectations

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

- I – Shared decision-making opportunities
- II – Opportunities to build and increase understanding, communication, and support between home and school
- III – Formal and informal evaluation of the effectiveness of parent involvement activities
- IV – Activities that promote a positive environment of high expectations shared by home and school

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet the AMO target for 2015-2016.

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Action Plan**

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
I. Shared Decision Making ➤ The parent involvement plan is developed with input from parents.	SIT meetings	As needed	Mr. Crump
II. Building Parental Capacity ➤ Provide assistance to parents in understanding the State’s academic content standards and students academic achievement standards, and State and local academic assessments. ➤ Provide materials and parent trainings/ workshops to help parents improve their child’s academic achievement	Parent Conference Days Online grade reports PARCC updates/reports	September Quarterly Yearly	Mr. Crump Mr. Orndorff Ms. Thompson Miss Brown Teaching Staff
	Parent Conference Days Online grade reports PARCC updates/reports Newsletter Assignment notebooks	September Quarterly Yearly As requested Ongoing	Mr. Crump Mr. Orndorff Ms. Thompson Miss Brown Teaching Staff Staff members

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<ul style="list-style-type: none"> ➤ Ensure information is presented in a format and/or language parents can understand. ➤ Provide full opportunities for participation of parents of students from diverse backgrounds. 	<p>Calendar of events Online grading School messenger (phone)</p> <p>IEP meetings</p>	<p>Ongoing</p>	<p>Staff members</p>
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Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<p>III- Review the Effectiveness</p> <ul style="list-style-type: none"> ➤ The effectiveness of the school's parental involvement activities will be reviewed. 	<p>School Improvement meetings</p>	<p>Ongoing</p>	<p>Mr. Crump</p>
<p>IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering</p>	<p>Book fairs Band/choral concerts Art shows Parent conferences Field trip chaperones</p>	<p>Ongoing</p>	<p>Staff members</p>

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XIV. PROFESSIONAL DEVELOPMENT PLAN n/a

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 promoting collaborative learning among all students.

2. How will these priorities be addressed?

Aligned with district professional development, the administration will conduct school based professional development to support and enhance the system wide initiative. Administration will determine next steps based upon data from walkthrough observations using the district walkthrough observation document.

XVI. MANAGEMENT PLAN

1. How will the plan be shared with the faculty and staff? *SIT will share an overview of the plan during a faculty meeting with follow-ups providing updates during grade-level or vertical team planning time and after-school meetings.*

2. How will student progress data be collected, reported to, and evaluated by the SIT? *The school improvement specialists will collect, sort, and process data to be evaluated by the team and shared with the faculty and staff.*

3. How will the SIP be revised based on student progress and the method(s) used to measure student progress? *Based on benchmarks, results from last year's PARCC assessments, and other data pertaining to student progress, certain target goals may need to be amended.*

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- 4. What role will classroom teachers and/or departments have in implementing and monitoring the plan?** *The administrative team will monitor and report walkthrough observations during team meetings. Grade level teams have an opportunity to meet daily and department teams can meet as needed after student dismissal. The school improvement specialists will be available to facilitate discussions on SIP strategies, review data, examine student work, and provide staff development as needed.*
- 5. How will the initial plan be shared with parents and community members?** *The SIP is posted on the school page of the Allegany County Public School website. Also, newsletters will inform parents and community of the plan and where they can obtain more information regarding the document.*
- 6. How will revisions to the SIP be presented to the staff, parents, and community?** *Revisions to the SIP will be presented to the faculty at team and faculty meetings. The SIP will be placed on a shared local school drive (z-drive) so faculty can review the plan at any time. Newsletters and the school page on the internet will apprise parents and community of any additions/revisions.*
- 7. How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?** *Current data, as well as future data, is and will be available courtesy of the Central Office. The Central Office is helpful in that it provides input when requested pertaining to concerns, questions of interpretation, and analytical explanations of the SIP. The Central Office also arranges a calendar of ongoing workshops for professional development for teachers in the areas of need in our SIP.*
- 8. List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.** *Sharing, monitoring, and revising the plan will take place during faculty meetings, team meetings, and vertical team meetings. Meetings will take place as needed.*