

**Allegheny County Public Schools  
2014 – 2015 School Improvement Plan**

School: Frost Elementary School

Principal: Mrs. Kim Smith

I. School Progress Index: 1.048 Please check the strand for which your school is identified.

(Please Check)	STRAND	Criteria
	<b>1</b>	<ul style="list-style-type: none"> <li>➤ Meets and/or exceeds academic standards</li> <li>➤ Minimal subgroups missing AMOs</li> </ul>
<b>X</b>	<b>2</b>	<ul style="list-style-type: none"> <li>➤ Meets academic standards</li> <li>➤ Some subgroups missing AMOs</li> </ul>
	<b>3</b>	<ul style="list-style-type: none"> <li>➤ Minimally meets or does not meet academic standards</li> <li>➤ Multiple groups missing AMOs</li> </ul>
	<b>4</b>	<ul style="list-style-type: none"> <li>➤ Usually does not meet academic standards</li> <li>➤ Multiple subgroups missing AMOs</li> <li>➤ Systemic whole school reform may be needed</li> </ul>
	<b>5</b>	<ul style="list-style-type: none"> <li>➤ Does not meet academic standards</li> <li>➤ Multiple subgroups missing AMOs</li> <li>➤ Systemic whole school reform may be needed</li> </ul>

Are you a Title I school?  Yes  No

Are you an Approaching Target School?  Yes  No

Have you ever been a Blue Ribbon School?  Yes  No

Please check if your school is identified in one of the Title I categories.

(Please check )	Category	Description
	<b>Reward</b>	<ul style="list-style-type: none"> <li>➤ Meets and/or exceeds academic standards</li> <li>➤ Closing the achievement gap</li> </ul>
	<b>Focus</b>	<ul style="list-style-type: none"> <li>➤ Need to focus on subgroups not meeting AMOs</li> <li>➤ Need to focus on the gap in subgroup performance</li> </ul>
	<b>Priority</b>	<ul style="list-style-type: none"> <li>➤ Multiple subgroups missing AMOs</li> <li>➤ Systemic whole school reform may be needed</li> </ul>

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**II. School Demographics**

**A. Staff Demographics**

**STAFF DATA 2014-2015 School Year**

**Table 1**

School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers	1	15	16
Itinerant staff	14		14
Paraprofessionals	1	4	5
Support Staff	0	3	3
Other	4	6	10
<b>Total Staff</b>	<b>20</b>	<b>29</b>	<b>49</b>

**Table 2**

Under each year, indicate the number or percent as indicated of individual in each category.	<b>2014 – 2015 Official Data</b>	<b>2013 – 2014 Official Data</b>	<b>2012 – 2013 Official Data</b>	<b>2011 – 2012 Official Data</b>
<b>Percentage</b> of faculty who are:	100 %	100 %	100 %	100 %
• Highly qualified to teach in assigned area(s)				
• Not highly qualified to teach in assigned area(s)	0	0	0	0
For those not highly qualified, list name, grade level course	NA	NA	NA	NA
Number of years principal has been in the building	9	8	7	6
Teacher Average Daily Attendance		96.0 %	95.8 %	96.0 %

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**B. STUDENT DEMOGRAPHICS CHART**

**Table 3**

**SUBGROUP DATA**

Data from prior year's SIP
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	<b>2014 – 2015</b>	<b>2013-2014</b>	<b>2012-2013</b>
	<b>Total</b>	<b>TOTAL</b>	<b>TOTAL</b>
American Indian/Alaskan Native	na	<10	<10
Hawaiian/Pacific Islander	<10	<10	NA
African American	<10	<10	<10
White	240	226	215
Asian	<10	<10	<10
Two or More Races	<10	<10	<10
Special Education	32	27	35
LEP	na	NA	NA
Males	116	103	119
Females	134	131	115
Total Enrollment (Males + Females)	250	234	234

Percentage of student eligible for Free and Reduced Meals as of October 31, 2013: **32.62 %**

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**SPECIAL EDUCATION DATA 2014-2015 School Year**

**Table 4**

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

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**Discipline/Climate Narrative**

- **Our school's referral numbers show a decrease of fourteen referrals for the 2013 – 2014 school year.**
- **Of the twelve referrals six were failure to follow rules (disobey), three referrals were for physical attacks/fighting, three were for verbal threats, and one referral was for destruction of property.**
- **Referrals for following rules (disobey) show a decrease of thirteen referrals and there were no referrals for disrespect for the 2013 – 2014 school year.**
- **Referrals for physical attacks/ fighting and referrals for verbal attacks both show an increase of one referral for the 2013 – 2014 school year.**
- **Of the twelve referrals, four referrals were in the classroom, one referral was on the playground, two referrals were in the cafeteria, one referral was in the bathroom and four referrals were on the bus.**
- **Bus referrals show a decrease of one referral for the 2013 – 2014 school year.**
- **Implementing the Positive Behavior Interventions and Support program (PBIS), our pupil services team assistance, counselor interventions and individual behavior plans were utilized by our behavior team to address school-wide behavior and ensure a safe and orderly environment for students and staff.**

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**III. AMO Progress – ELA and Math**

**School Level AMO Analysis**

Annual Measurable Objective targets are unique to specific schools and subgroups; schools are striving to meet their individual targets to support the achievement of all students while closing the achievement gap and decreasing the number of non-proficient students. Through Maryland’s ESEA Flexibility Waiver, each Maryland school will reduce its percent of non-proficient students for each of its subgroups and overall by half in the upcoming six years (2017).

**Reading**

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

**Short Term Goal:** To reduce the percent of non-proficient students for each subgroup and overall by half in six years (2017).

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

<b>Table 5: ELA (Reading) MSA Results</b>									
<b>Subgroup</b>	<b>All Students</b>								
	<b>2014</b>			<b>2013</b>			<b>2012</b>		
	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>
All Students	87	86	≥95.0	*	*	≥95.0	*	*	≥95.0
Hispanic/Latino of any race	*	*	*	na	na	na	na	na	na
American Indian or Alaska Native	na	na	na	*	*	*	*	*	*
Asian	*	*	*	na	na	na	na	na	na
Black or African American	*	*	*	na	na	na	na	na	na
Native Hawaiian or Other Pacific Islander	na	na	na	*	*	*	*	*	*
White	79	78	≥95.0	*	*	≥95.0	*	*	≥95.0
Two or more races	*	*	*	*	*	*	na	na	na
Special Education	14	11	78.6	*	*	≥95.0	*	*	≥95.0
Limited English Proficient (LEP)	na	na	na	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	34	30	88.2	29	27	93.1	*	*	≥95.0

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1. Based on available data, describe the challenges in English/Language Arts. In your response, identify challenges in terms of subgroups. This year’s data shows a decrease in the number of non-proficient students in both subgroups, Special Education and FARMS.

Challenges in Terms of Subgroups

Subgroup	2014	2013	Percentage of Decrease
Special Education	78.6	100	21.4
Free/Reduced Meals (FARMS)	88.2	93.1	4.9

2. Moving forward 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 timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. Your method of measuring student progress should be written as an objective milestone.

The following strategies support students and grade level curricular needs throughout the year.

Strategies to Support Student Achievement

FARMS	Special Education
Universal Design for Learning	Follow IEP Goals and Strategies
Reading Intervention Programs (ERI, Foundations, SRA)	Universal Design for Learning
Reading Strategies	Reading Intervention Programs (ERI, Foundations, SRA)
6+1 Traits of Writing	Reading Strategies
Respond using Multiple Sources	6+1 Traits of Writing
Flexible Grouping	Respond using Multiple Sources
Discovery Education	Flexible Grouping
Using technology to improve student writing/reading (SMARTBoard, typingweb.com, readworks.org)	Discovery Education
STEM lessons	Using technology to improve student writing/reading (SMARTBoard, typingweb.com, readworks.org)
Text Dependent Questions	STEM lessons
	Text Dependent Questions
<b>Identification of additional strategies will be ongoing throughout the year.</b>	



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Special Education subgroup needs will be addressed for re-teaching purposes using additional resources at each grade level by our special education teacher and support personnel including the classroom teacher.

Resources will:

- a. Differentiate reading / writing topics and skills
- b. Skill center activities
- c. Leveled homework assignments
- d. Teacher selected activities

Teachers unpack ELA College and Career Readiness Standards to gain deeper understanding of the curriculum.

The mentioned strategies will be utilized in classroom instruction to address low performing students to ensure progress. Unit tests will measure student growth throughout the year.

85% of kindergarten through fifth grade students will score 70% or higher on reading unit tests throughout the year.

**Mathematics**

**Long Term Goal:** To reduce the percent of non-proficient students for each subgroup and overall performance by half by 2017.

**Short Term Goal:** To meet the school specific established AMO for each subgroup and overall performance by 2014.

**Mathematics – Proficiency Data ( Elementary, Middle and High Schools)**

<b>Table 9 : Mathematics MSA Results</b>									
<b>Subgroup</b>	<b>All Students</b>								
	<b>2014</b>			<b>2013</b>			<b>2012</b>		
	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>
All Students	106	101	≥95.0	*	*	≥95.0	*	*	≥95.0
Hispanic/Latino of any race	*	*	*	na	na	na	na	na	na
American Indian or Alaska Native	na	na	na	*	*	*	*	*	*
Asian	*	*	*	na	na	na	na	na	na

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Black or African American	*	*	*	na	na	na	na	na	na
Native Hawaiian or Other Pacific Islander	na	na	na	*	*	*	*	*	*
White	96	91	94.7	*	*	≥95.0	*	*	≥95.0
Two or more races	*	*	*	*	*	*	na	na	na
Special Education	14	11	78.6	14	12	85.7	10	9	90.0
Limited English Proficient (LEP)	na	na	na	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	34	30	88.2	29	27	93.1	*	*	≥95.0

1. Based on available data, describe the challenges in Mathematics. In your response, identify challenges in terms of subgroups.

Challenges in Terms of Subgroups

Subgroup	2014	2013	Percentage of Decrease
Special Education	78.6	85.7	7.1
Free/Reduced Meals (FARMS)	88.2	93.1	4.9

2. Moving forward 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 timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. Your method of measuring student progress should be written as an objective milestone.

The following strategies support students and grade level curricular needs throughout the year.

Strategies to Support Student Achievement

FARMS	Special Education
Universal Design for Learning	Follow IEP Goals and Strategies
Discovery Education	Universal Design for Learning
Math Manipulatives	Discovery Education
On Line Resources	Math Manipulatives
Flexible Grouping	On Line Resources
Adding Rigor to Math Lessons	Flexible Grouping
Math Talks	Adding Rigor to Math Lessons
Counting Strategies	Math Talks

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Rich open-ended tasks	Counting Strategies
Differentiating a task – reshapes thinking	Rich open ended tasks
Rigorous student led tasks	Differentiating a task – reshapes thinking
STEM lessons	Rigorous student led tasks
	STEM lessons
<b>Identification of additional strategies will be ongoing throughout the year.</b>	

Special Education subgroup needs will be addressed for re-teaching purposes using additional resources at each grade level by our special education teacher and support personnel including the classroom teacher.

Resources will:

- e. Differentiate math topics and skills
- f. Skill center activities
- g. Leveled homework assignments
- h. Teacher selected activities

Teachers unpack Math College and Career Readiness Standards to gain deeper understanding of the curriculum.

The mentioned strategies will be utilized in classroom instruction to address low performing students to ensure progress. Quarterly math tests will measure student growth throughout the year.

88% of Kindergarten through fifth grade students will score 70% or higher on quarterly math tests throughout the year.

**IV. Science**

<b>Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)</b>									
<b>Subgroup</b>	<b>All Students</b>								
	<b>2014</b>			<b>2013</b>			<b>2012</b>		
	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>
All Students	29	29	≥95.0	31	31	>95.0	31	31	>95
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	na	na	na	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	na	na	na	*	*	*	*	*	*

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Native Hawaiian or Other Pacific Islander	na	na	na	*	*	*	*	*	*
White	26	26	≥95.0	29	29	≥95.0	29	29	≥95.0
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	na	na	na	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	25	25	≥95.0	*	*	*	*	*	*

1. Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups. Continue to maintain high expectations set by teachers for all students.
2. Moving forward 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 timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. Your method of measuring student progress should be written as an objective milestone.

In order to maintain, no changes or adjustments need to be made at this time. 90% of third, fourth, and fifth grade students will score at a proficient level of, 70% or higher, on science benchmarks. Data will be collected and analyzed at Student Achievement Team meetings.

**Science Activities That Supports Student Achievement**

Activity	Rationale	Timeline
STEM lessons	Incorporates science, math, engineering, and technology to support grade level curriculum.	Ongoing
Discovery Education	Supports grade level curriculum	Ongoing
Hands on activities	Supports grade level curriculum	Ongoing
Frostburg State University Partnership	Supports grade level curriculum	Ongoing
Field trips	Supports grade level curriculum	Ongoing
Presenters / Speakers	Supports grade level curriculum	Ongoing
McGraw/Hill selections and activities	Supports grade level curriculum	Ongoing

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**V. SPI (School Progress Index) – Use 2013 SPI Data**

**The 2013 School Progress Index is 1.048**

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

- A. Achievement – Elementary, Middle and High** The Achievement Contribution Value represents your school’s performance on the MSA, MOD MSA and MOD HSA, Alt MSA and HSA in meeting Math, Reading and Science proficient and advanced levels relative to the school’s targets.

**Table 20**

<b>2013 Achievement Calculation</b>	<b>Math (MSA or Algebra/Data Analysis)</b>	<b>Reading (MSA or English 2)</b>	<b>Science (MSA or Biology)</b>	<b>Combined Indicator</b>
<b>% of students who scored Advanced or Proficient</b>	<b>97.27 %</b>	<b>97.27 %</b>	<b>97.30 %</b>	
<b>2013 Achievement AMOs</b>	<b>88.56 %</b>	<b>89.92 %</b>	<b>72.47 %</b>	
<b>Measure Progress Scale Values</b>	<b>1.0983</b>	<b>1.0818</b>	<b>1.3426</b>	
<b>Proportional Significance</b>	<b>33.33%</b>	<b>33.33%</b>	<b>33.33%</b>	
<b>Measure Contribution</b>	<b>0.3661</b>	<b>+0.3606</b>	<b>+0.4475</b>	
<b>Achievement Contribution Value</b>				<b>0.3523</b>

**List any content area where the Measure Progress Scale Value is less than 1. None**

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**Any content area listed should be addressed in the AMO Progress section of the plan.**

- B. Gap Reduction – Elementary, Middle** The Gap Reduction is defined as a decrease in the performance gap between the highest-achieving subgroup and the lowest-achieving subgroup by content area. The gap percent for each school and content area is calculated using the combined result of Alt-MSA and MSA for elementary and middle.

**Table 21**

<b>2013 Gap Reduction Calculation</b>	<b>Math</b>	<b>Reading</b>	<b>Science</b>	<b>Combined Indicator</b>
<b>2013 Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient</b>	<b>White 98.91%</b>	<b>White 100%</b>		
<b>2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient</b>	<b>FARMS 93.10%</b>	<b>FARMS 93.10%</b>		
<b>This Year's Gap (complement)</b>	<b>5.81%</b>	<b>6.90%</b>		
<b>2013 Gap Reduction AMO (complement)</b>	<b>95.77%</b>	<b>93.10%</b>		
<b>Measure Progress Scale Values</b>	<b>0.9835</b>	<b>1.1599</b>		
<b>Proportional Significance</b>	<b>33.33%</b>	<b>33.33%</b>	<b>33.33%</b>	
<b>Measure Contribution</b>	<b>0.3278</b>	<b>+0.3866</b>		
<b>Gap Reduction Value</b>				<b>0.4287</b>

List any content area where the Measure Progress Scale Value is less than 1. Math  
Any area listed should be addressed in the AMO Progress section of the plan.

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- C. Student Growth – Elementary and Middle Schools Only** Student Growth is defined as the progress a student makes from one year to the next. The Growth Indicator represents all students’ growth within an elementary or middle school for the following measures: Mathematics Proficiency (MSA Math) and Reading Proficiency (MSA Reading)

**Table 23**

<b>2013 Student Growth Calculation</b>	<b>Math</b>	<b>Reading</b>	<b>Combined Indicator</b>
<b>2013 Growth Rate</b>	<b>66.67%</b>	<b>87.88%</b>	
<b>2013 Growth AMO</b>	<b>83.33%</b>	<b>89.11%</b>	
<b>Measure Progress Scale Values</b>	<b>0.8000</b>	<b>0.9861</b>	
<b>Proportional Significance</b>	<b>50%</b>	<b>50%</b>	
<b>Measure Contribution</b>	<b>0.4000</b>	<b>+0.4931</b>	
<b>Growth Contribution Value</b>			<b>0.2679</b>

List any content area where the Measure Progress Scale Value is less than 1. Math and Reading  
Any content area listed should be addressed in the AMO Progress section of the plan.

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**VI. Attendance – Elementary and Middle Schools**

<b>Table 25: School Progress Attendance Rate</b>		<b>All Students AMO = 94.0%</b>	
<b>Grade Level – School Level Data</b>	<b>Attendance Rate</b>	<b>MET Y/N</b>	
All Students	≥95	Y	
Grade 1	≥95	Y	
Grade 2	≥95	Y	
Grade 3	≥95	Y	
Grade 4	≥95	Y	
Grade 5	≥95	Y	

<b>Table 26: Attendance Rate</b>		<b>All Students</b>				
<b>Subgroups – School Level Data</b>	<b>94%</b>	<b>90%*</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>	
	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	
All Students	≥95.0	≥95.0	≥95.0	≥95.0	≥95.0	
Hispanic/Latino of any race			*	*	94.0	
American Indian or Alaska Native			*	*	na	
Asian			*	*	≥95.0	
Black or African American			*	*	≥95.0	
Native Hawaiian or Other Pacific Islander			*	*	na	
White			≥95.0	≥95.0	≥95.0	
Two or more races			*	*	94.8	
Special Education	94.2	92.6	≥95.0	≥95.0	94.6	
Limited English Proficient (LEP)	*	*	*	*	na	
Free/Reduced Meals (FARMS)	≤95.0	94.8	≤95.0	≤95.0	94.8	



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1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups. All students met the AMO goal of 94% or higher. Frost’s challenges will be to improve attendance rates for the subgroups: Hispanic/Latino of any race, two or more races, Special Education, and FARMS.
2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate. Frost will monitor attendance daily and phone calls home will be made to inquire about absences.
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. Not applicable

**VII. Principal’s SLO**

**PRINCIPAL SLO 1**

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

**This SLO covers the two domains of reading and writing and will target students school-wide, Kindergarten through grade five.**

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

**Based on the 2013 – 2014 county’s opinion writing pieces, weaknesses were found related to students’ ability to provide details from the reading selections. Writing to express ideas and to show comprehension were also identified as weaknesses.**

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

**Increasing written language skills is a focus of our Reading / ELA school-wide program. Promoting skills that will assist students in using facts from multiple texts to support answers to text dependent questions will be a focus. Components from the 6+1 Writing Traits program will be incorporated into reading instruction to increase written language skills.**

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

**Baseline data will be established using text dependent questions that support grade level selections. Student progress will be measured by comparing student’s individual growth on the scoring of text dependent questions. Kindergarten through grade 2 will use the levels of**

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competency in ideas using the Traits Rubric for K-2 to measure growth. Grades 3 through 5 will use the levels of competency on the PARCC Condensed Scoring Rubric for Prose Constructed Response to measure growth.

**PRINCIPAL SLO 2**

**What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.  
The content area is in the Domain of Numbers – Fractions and will target all students at the fourth grade level.**

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

**16% of the students who are currently in fourth grade scored at a basic level on the county's 2013-2014 fraction benchmark assessment. This benchmark assessment data indicated the following subgroups to have concerning percentages at the basic level : Special Education (20%), white (17%), female (16%), and male (15%).**

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

**Math strategies will be implemented to support student and grade level curricular needs identified. Specific strategies will be utilized in classroom instruction to assist low performing students in reaching their individual growth target. Subgroup needs will be assessed and addressed for re-teaching purposes using additional resources.**

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

**Evidence of growth will be accessed by using a fraction assessment tool which is aligned with the targeted grade level curriculum. The pre- and post- test will assess the Domain of Numbers – Fractions. The time interval will be nine weeks beginning in January and concluding at the end of March. Student growth and progress will be determined using the county's student growth calculator.**

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**VIII. Non-Title I Parent Involvement**

**Parent/Community Involvement Needs**

Describe your school's parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.).

Parent/Community Involvement Activities for the 2013-2014 school year included:

Back to School Night – 142 parents

Parent Conference Days – October 3, 221 parents; February 6 – 193 parents

Writing Day – 98 parents representing 122 students

Grandparent Luncheon – 299 adults

Parent Luncheon – 246 adults

Volunteer Breakfast – 31 volunteers

Jump Start Day – 119 parents

Veteran's Day Readers – 15 Veterans

Dads Read Program – 28 dads

Volunteer Hours – 814.5 hours

Interactive Math Activity – 212 of 233 students, 91%

Career Day – 12 presenters

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Parent Advisory Committee 2014 – 2015**

Name	Position
Stephen Gibson	PAC Representative
Jayci Duncan	PTA President, Parent
Melissa Moyers	PTA Vice President, Parent
Jennifer Porter	PTA Treasurer, Parent
Robyn Wilson	PTA Secretary, Parent
Laurie Lohnas	PAT Chair, Teacher
Jackie Komatz	SIT Chair, Teacher
Kim Smith	Principal

**Non Title I Parent Involvement Plan**

Under the “Position” column, identify the school’s representative and alternate for the county Parent Advisory Council with “PAC.” Identify the other members as Parent, Teacher, Community Member, and so forth. **The committee must represent a cross section of the school community.**

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**FROST ELEMENTARY SCHOOL PARENT INVOLVEMENT PLAN**

**Expectations**

Frost 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 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 2014-2015.

**Action Plan**

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<b>I - Shared Decision Making</b> <ul style="list-style-type: none"> <li>♦ The parent involvement plan is developed with input from parents.</li> </ul>	Two parents and a community member/parent are members of the Partnership Action Team who attend monthly meetings and share in the decision making.  Parents serve on the Parent Advisory Committee.  Parents serve on the Executive Board of the P.T.A. with two teacher representatives.	<b>Monthly</b>	<b>Laurie Lohnas</b>  <b>Stephen Gibson</b>  <b>Jackie Komatz/Laurie Lohnas</b>  <b>Jackie Komatz/Laurie Lohnas</b>

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	Parent Involvement Plan will be shared with parents on SIT and PAT for input and suggestions.		
<p><b>II- Building Parental Capacity</b></p> <p>1) Provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards, and State and local academic assessments.</p>	<p>Back to School Night – Teachers share curriculum and general information with parents.</p> <p>Jump Start Day – Teachers meet with parents of the previous grade level to share what is expected of their child the next school year.</p> <p>MSA scores (strengths and weaknesses) from previous school year will be shared with parents at a P.T.A. meeting.</p> <p>SIT plan will be shared with parents at a P.T.A. meeting and will be posted on the school website.</p> <p>Common Core Facts information was distributed to parents.</p>	<p><b>8/27/14</b></p> <p><b>May 2015</b></p> <p><b>Fall</b></p> <p><b>Fall</b></p> <p><b>Fall</b></p>	<p>Faculty and Staff</p> <p>Partnership Action Team and Classroom Teachers</p> <p>School Improvement Team</p> <p>Faculty and Staff</p>
<p>2) Provide materials and parent trainings/workshops to help parents improve their children’s academic achievement.</p>	<p>STEM Day – Parents will be invited to participate in a STEM activity with their child.</p> <p>Math Activity – Parents and students will cooperatively complete an interactive homework math assignment.</p> <p>PARCC like activities will be shared with parents.</p>	<p><b>Nov.</b></p> <p><b>Nov./Dec.</b></p> <p><b>Feb.</b></p>	<p>Partnership Action Team</p> <p>Student Achievement Team</p> <p>School Improvement Team</p> <p>Faculty and Staff</p>

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<p>3) Ensure information is presented in a format and/or language parents can understand.</p>	<p>Information shared with parents will be shared in a parent friendly manner during parent/teacher conferences and throughout the year. Educational terms will be simplified and explained when necessary.</p>	<p><b>Monthly</b></p>	<p>Faculty and Staff</p>
<p>4) Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	<p>Initial requests for attendance at programs will be sent to all parents. Parents are encouraged to contact the principal if there are any concerns that may prevent them from participating. Reminders will be sent to all parents. Phone calls will be made to parents of targeted students. Pupil Personnel Worker will make home visits for repeated attendance problems.</p> <p>Recommend assistance for parents such as English Learning classes, translators, and materials.</p>	<p><b>On-going</b></p>	<p>Kim Smith Kelli Clark Tracy Dunn-Court Sonya Sell</p>

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Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<b>III- Review the Effectiveness</b>  <ul style="list-style-type: none"> <li>◆ The effectiveness of the school’s parental involvement activities will be reviewed.</li> </ul>	The Frost Elementary Partnership Action Team Survey will be utilized to evaluate activities.	May-Sept.	Partnership Action Team  Faculty and Staff
<b>IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein’s Third Type of Involvement: Volunteering</b>	Parents will volunteer to assist teachers with instructional activities such as reading, classroom activities, speakers, and action team members.  Dads will be invited to participate in “Read Across America Week.”  Parents will participate in activities during “National Education Week.”	On-going  March  Nov.	Faculty and Staff  Partnership Action Team  Partnership Action Team



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**IX. Tell Survey Update**

Data: 2013 TELL Survey Results								
Survey Factors	Time	Facilities and Resources	Community Support and Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	Professional Development	Instructional Practices and Support
Item number	<b>2.1d</b>	<b>3.1a</b>	<b>4.1c</b>	<b>5.1e</b>	<b>6.1c</b>	<b>7.1d</b>	<b>8.1l</b>	<b>9.1f</b>
School %	20%	80%	80%	90%	90%	60%	80%	80%
Allegany County %	60.9%	92.2%	91.4%	87.8%	88.7%	83.2%	86.2%	95.4%
State %	52.7%	78.9%	89.2%	77.6%	81.9%	74.1%	83.0%	91.2%

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

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

**2014 Objectives:**

**8.1l Factor:** The average percent of teachers' favorable responses will increase from 80% in 2014 to 87% in 2015.

**8.1e Item:** The average percent for teachers' favorable responses will increase from 55.6% in 2014 to 70% in 2015.

<b>Strategy:</b> To enhance the school environment and improve teaching conditions related to the _____ factor.			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
8.1e Professional Development is differentiated to meet the needs of individual teachers.	Professional Learning Community will share UDL strategies that they have found successful for instruction. Reading and Math specialists will share ideas and strategies during grade level team meetings. Individual teacher needs will be discussed during	Professional Learning Community Members  Reading Specialist	Ongoing

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	team meetings.	Math Specialist	
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**X. Management Plan**

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

- *The plan will be shared during a faculty meeting with faculty and staff.*
- *SIT meeting minutes distributed to faculty and/or displayed on the faculty room bulletin board.*
- *Implement, review, and update in scheduled faculty meetings throughout the year.*

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

- *Scores from benchmark data will be collected upon completion by the SAT and reported to SIT for evaluation against SIP milestones.*
- *Grade level teachers will analyze data in team meetings.*

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

- *Through the use of team meetings, necessary data will be analyzed based on SIP milestones and SLO progress. SIP strategies and activities along with SLOs will be adjusted as needed.*

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

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

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

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- *A PowerPoint presentation will be displayed at PTA meetings.*
- *Teachers will share how the plan relates to their classroom at parent meetings and conferences.*
- *SIP will be posted on school website.*

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

- *Staff will be presented revisions in school wide staff development and/or faculty meetings.*
- *Parents and community members will be informed of revisions during PTA meetings and parent conferences.*

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

- *Central office creates a SIP template, guidance document, evaluation rubric, data worksheets and recommends data resources.*
- *Central office staff assists the school's SIT as needed in the development of the SIP.*
- *Upon completion, Central office will review the plan using the SIP rubric.*
- *Central office will meet with Frost SIT to discuss the SIP.*
- *When necessary data is received by the SIT, a 2014-15 evaluation report will be forwarded to the Superintendent of Schools.*

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

- *Upon completion the school SIP will be shared. The SIP will be revisited in January. Milestones will be discussed and adjusted if necessary. Revisions will be made to the plan if needed to support concerns or weaknesses.*

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**Section XIV. SIP Roster**

Name	Position	Signature	Date
Stephanie Beeman	Special Education Teacher	<i>Stephanie Beeman</i>	10-22-14
Beth Hotchkiss	Teacher, Grade 1 / CAT Chair	<i>Beth O. Hotchkiss</i>	10-22-14
Jackie Komatz	Teacher, Grade 2 / SIT Chair	<i>Jackie Komatz</i>	10-23-14
Laurie Lohnas	Media Specialist / PAT Chair	<i>Laurie Lohnas</i>	10-22-14
Kelli Clark	School Counselor	<i>Kelli Clark</i>	10/22/14
Jennifer Porter	Parent Representative	<i>Jennifer Porter</i>	10.22.14
Kim Smith	Principal	<i>Kim Smith</i>	October 21, 2014
Debbie Yutzy	Teacher, Kindergarten	<i>Debbie Yutzy</i>	10-22-14
Annie Trenum	Teacher, Grade 3 / SAT Chair	<i>Annie Trenum</i>	10-22-14
Dr. Gary Wakefield	FSU Community Representative	<i>Gary Wakefield</i>	10.22.14
Robyn Wilson	Parent Representative	<i>Robyn Wilson</i>	10-22-14
Katie Knieriem	Parent Representative	<i>Katie Knieriem</i>	10-24-14

Principal:

Mrs. Kim Smith

*Mrs. Kim Smith*

*October 24, 2014*

(Signature)

(Date)

October 2014