

Garrett County School Improvement Plan

Crellin Elementary School

2015-2016



School Crellin Elementary School

Number of Students 135

Number of Teachers 7

Special Programs Crellin Elementary School staff, students and community members have developed an Environmental Education Laboratory (EEL) and an agriculture program, Sunshine Farm, on school property. The EEL and Sunshine Farm are used as resources for teaching hands-on, authentic lesson in all content areas. Experts in the community, referred to as our *learning partners*, work with teachers to design and facilitate instructional activities that use the EEL, Sunshine Farm, and the greater community. Science, Technology, Engineering, and Mathematics (STEM) activities are implemented at all grade levels and support the school-wide focus of interdisciplinary teaching.

Uniqueness of School Constructed in 1962, Crellin Elementary is a six-classroom school with an enrollment of 135 students (K-5). We implement a school wide Title I Program to deliver instruction to individuals and small groups that supports students' needs. Breakfast is served daily in the classroom. The full time instruction staff at Crellin Elementary includes a teaching principal, seven teachers, one instructional assistant, and a secretary.

School Improvement Team Members

Name	Title
Susan Friend	teacher
Karen Gilpin	teacher
Amanda Mayne	teacher
Carrie Hordubay	teacher
Linda Stephens	teacher
Brittany German	teacher
Debi DeWitt	teacher
Robbie Zimmerman	parent
Pam Murphy	parent
Dana McCauley	teaching principal

**Comprehensive Needs Assessment: Component 1
Reading/Language Arts**

Data: 2014-15 Scores	Identified Needs	Root Cause
<p>Kindergarten: 2014-2015 EOY F&P Reading Levels No Level = 7 students Level C = 2 students Level A = 2 students Level D = 4 students Level B = 4 students Level G = 1 student</p> <p>First Grade: 2014-2015 EOY F&P Reading Levels Level B = 4 students Level G = 1 student Level C = 1 students Level H = 3 students Level D = 2 students Level K = 2 students Level E = 8 students Level L = 1 student Level F = 2 students</p> <p>Second Grade: 2014-2015 EOY F&P Reading Levels Level D = 1 student Level K = 2 student Level E = 2 students Level L = 2 students Level F = 2 students Level M = 5 students Level G = 2 students Level N = 1 student Level H = 3 students Level O = 1 student Level I = 3 students Level P = 1 student Level J = 1 student</p> <p>Third, Fourth, Fifth Grades: Students that scored 70% or greater on the Unit 5 Journey's Assessment Third Grade 10/18 students Fourth Grade 10/27 students Fifth Grade 14/21 students</p>	<p>9 out of 13 students entering first grade in 2015-2016 are reading below level C. These students had a high enough score in accuracy and could answer basic comprehension questions, but couldn't give enough details to increase a level. 4/13 students were not able to reach the lowest level (Level A) without having mastered pre-reading skills</p> <p>In the 2015-2016 school year:</p> <p>15 students entering first grade are reading on a kindergarten level</p> <p>16 students entering second grade are reading on a first grade; 5 on a kindergarten level</p> <p>1 student entering third grade is reading on a kindergarten level; 13 on a first grade level; 9 on a second grade level; 3 on a third grade level</p> <p>Only about 50% of students in grades 3-5 scored 70% or better on the Unit 5 Journey Assessment (GCPS EOY Benchmark)</p>	<p>Students need additional exposure to a variety of text; need additional modeling of decoding strategies and comprehension strategies</p>

School Wide Reform Strategies: Component 2
Reading/Language Arts

Goal:	Strategies:
<p>Selected students (K-3) will reach individual reading level goals on the Fountas & Pinnell (F&P) reading assessment.</p> <p>Students (1-2): 80% of students will score 75% or higher on Mid-Year and End of Year Benchmark</p> <p>Students (3-5): 80% of students will score 75% or higher on the End of Year Benchmark</p>	<ul style="list-style-type: none"> -Instruction on decoding strategies need to continue; -Writing response journals should be used to make connections to text; -Shared reading/modeling of comprehension strategies during read alouds -Guided reading groups should focus on comprehension strategies in <i>More Than Mentioning</i> book; strategic questioning; time to write/reflect on connections

<p>Formative Evaluation: Formative Goals:</p> <p>Kindergarten: 100% of students will be reading on Fountas & Pinnell (F&P) Level A</p> <p>First Grade: 100% of students will have increased two F&P reading levels from their beginning of the year level</p> <p>Second Grade: 100% of students will have increased two F&P reading levels from their beginning of the year level</p> <p>Second Grade: 100% of students will have increased two F&P reading levels from their beginning of the year level</p> <p>Third Grade: 100% of students will have increased two F&P reading levels from their beginning of the year level</p> <p>Fourth Grade: 80% of students will score at least 75% on the Journeys Unit III Assessment</p> <p>Fifth Grade: 80% of students will score at least 75% on the Journeys Unit III Assessment</p> <p>Summative Evaluation: Summative Goals:</p> <p>Kindergarten: 100% of students will be reading on F&P Level C</p> <p>First Grade: 100% of students will have increased three F&P reading levels from their formative level</p> <p>Second Grade: 100% of students will have increased two F&P reading levels from their formative level</p> <p>Third Grade: 100% of students will have increased two F&P reading levels from their beginning of the year level</p> <p>Fourth Grade: 80% of students will score at least 75% on the Journeys Unit V Assessment</p> <p>Fifth Grade: 80% of students will score at least 75% on the Journeys Unit V Assessment</p>
--

**Comprehensive Needs Assessment: Component 1
Math**

Data	Identified Needs	Root Cause
<p>Kindergarten: <i>Number of students who met each objective on Topics 7-12 on the Growing With Math Assessment</i></p> <p>100% of students met each objective on the GWM Topics 7-12.</p> <p>First and Second Grades: <i>Number of students who scored an 80% or better on the GCPS Benchmark 4</i></p> <p style="padding-left: 20px;">First grade: 10/23 students Second grade: 17/26 students</p> <p>Third, Fourth, Fifth Grades: <i>Number of students who scored a 70% or better on the GCPS Comprehensive Assessment</i></p> <p style="padding-left: 20px;">Third grade: 11/19 students Fourth grade: 14/26 students Fifth grade: 13/22 students</p>	<p>Additional strategies when solving in-depth problems that require multiple skills.</p> <p>Increased attention on instruction that utilizes mathematical language.</p>	<p>Students need additional practice on tasks that require extended time</p> <p>Teachers need to give students opportunities to interpret questions and discuss ways for responding appropriately to the question</p> <p>Stamina is needed to engage in multiple step problems that require thinking through problems and using multiple mathematical understandings</p>

**School Wide Reform Strategies: Component 2
Math**

Goal:	Strategies:
<p>100% of students will met each objective on Topics 7-12 on the Growing With Math Assessment</p> <p>100% of students (1st-2nd grades) will score an 80% or better on the GCPS Benchmark 4</p> <p>100% of students (3rd, 4th, 5th grades) will score a70% or better on the GCPS Comprehensive Assessment</p>	<p>-Students will share their mathematical thinking during a mathematical interviews (similar to a running record) so the teacher can uncover misconceptions;</p> <p>-Small group instruction to allow for differentiation;</p> <p>-Use of multiple models to ensure mathematical understandings</p>

<p>Formative Evaluation:</p> <p>Grades 1-2: GWM Mid-Year (Topics 1-6) Grades 3-5: GCPS Benchmark 2</p> <p>Summative Evaluation:</p> <p>Grades 1-2: End of the Year Benchmark Grades 3-5: End of Year Benchmark</p> <p>School SLO: Students in grades 3-5 will score 70% or higher on the Math EOY Assessment</p> <p>Rational: The requirements of a 21st Century learner include the ability to perform mathematical calculations and demonstrate their mathematical understandings. In order to excel in mathematics, a strong foundation must be laid.</p> <p>A pre-assessment will be administered in September 2015. The data will be analyzed and each student's strengths and weaknesses will be noted. As concepts are taught, teachers will work with academic intervention teachers to provide scaffolding to students who do not have the foundational skills necessary to move forward.</p>
--

**Comprehensive Needs Assessment: Component 1
Science**

Data	Identified Needs	Root Cause
<p>MSA 2014-2015 Data: 13.6% Advanced (3 students) 63.6% Proficient (14 students) 22.7% Basic (5 students)</p>	<p>All 5 students who scored basic receive FARM (2 are female; 3 are male)</p> <p>50% (2 of 4 students) who are identified as Special Education scored basic and the other two scored proficient</p> <p>Only 13.6% of students were advanced</p>	<p>Teachers need to include reading instruction focused on reading tasks and following directions</p> <p>Teachers need to provide students who are new to CES more hands-on experiences that others have been given</p>

**School Wide Reform Strategies: Component 2
Science**

Goal:	Strategies:
<p>50% of students will score Advanced and 50% will score proficient on the Science MSA.</p>	<ul style="list-style-type: none"> -Informational science text will be used in reading, including National Geographic magazines and the informational text found on the Discovery Education website. -Teach students to read directions and complete tasks independently to promote and encourage a clear understanding of the task. -Science content vocabulary will be used during instructional activities and discussions. This vocabulary will be expected in student verbal and written work.

Formative Evaluation:

100% of students will score 70% or better on a teacher made science assessment modeled after MSA

Summative Evaluation:

Science MSA will be administered in spring 2016

Garrett County Strategic Plan: Educational Service Goal

4.1 – Continue to maintain Green School Status

4.2 – Recycling efforts including “The Great American Can Round Up”; composting after breakfast and lunch; and recycling paper, cardboard, and plastic.

**Comprehensive Needs Assessment: Component 1
Pupil Services**

Data	Identified Needs	Root Cause
<p>2014-2015 Average Attendance was 94.7%</p> <ul style="list-style-type: none"> -Kindergarten 94.5 -First grade 93.8 -Second grade 95 -Third grade 94.7 -Fourth grade 95.6 -Fifth grade 94.3 <p>16 students in grade 1-5 had to make attendance appeals for missing at least sixteen days.</p> <ul style="list-style-type: none"> - Two of the sixteen students had chronic head lice; one student missed 30 days and the other student missed 53 days - Three families had to make seven of the sixteen appeals 	<p>Student and parent information on basic hygiene</p> <p>Education on student academic expectations and the CCSS and PARCC</p>	<p>Lack of knowledge of basic hygiene skills</p> <p>Parents need encouraged to send students to school.</p>

**School Wide Reform Strategies: Component 2
Pupil Services**

Goal:	Strategies:
<p>Average Attendance will increase to 96%</p>	<ul style="list-style-type: none"> -Educate parents at Title I Parent Involvement Program of the College and Career Readiness Standards and PARCC. -Ongoing health lessons on hand washing and dental health. -Make parent contact when students are absent two consecutive days. -Monitor attendance rate monthly.

<p>Summative Evaluation: Documentation of average yearly attendance rate.</p>
--

**Comprehensive Needs Assessment: Component 1
Pupil Services**

Data	Identified Needs	Root Cause
<p>Alternative Structure 1st grade – 3 males (1 student went four times) for aggressive behavior -all three boys had a behavior plan 4th grade – 1 female for stealing 5th grade – 1 male for hitting</p>	<p>Behavior plan to teach strategies for exhibiting and maintaining self control; ongoing, consistent counseling</p>	<p>Each of the three boys in first grade are diagnoses with ADHD and their medication is not consistent; inconsistent support from home</p>

**School Wide Reform Strategies: Component 2
Pupil Services**

Goal:	Strategies:
<p>Alternative structure placement will be reduced to 0</p>	<p>Pupil Service Team meetings will occur at least every two months to review progress and make changes to student plans Behavior plans will be developed and followed Collaboration with outside agencies as appropriate (Dove Center, Health Department) Consistent classroom behavior program will be implemented Second Step lessons will occur in classrooms Counselor will provide classroom lessons Updates to parents (verbal and in writing)</p>

<p>Summative Evaluation: Number of students placed in Alternative Structure</p>

**Comprehensive Professional Development- Component 4
Math, Reading, & Science**

High Quality Professional Development Activities:

Book study: *Creating a Language-Rich Math Class: Strategies and Activities for Building Conceptual Understanding*
Examination of instructional technology that can be used in classrooms

Highly Qualified Teachers- Component 3

Grade Level	Classroom Teacher	Number of Classrooms Taught by HQT
K	Susan Friend	1
1	Karen Gilpin	1
2	Amanda Mayne	1
3	Carrie Hordubay	1
4	Linda Stephens	1
5	Brittany German	1

**Describe the strategies used by the school to ensure instruction is delivered by highly qualified teachers:
*Garrett County Strategic Plan: Educational Service Goal 5.1***

Placement of teachers in areas of certification
Availability of in-county PD credits
Reimbursement of 6 college credits per year

Conduct observations and evaluations with teachers
Review SLO process including individual conversations

High-Quality Highly Qualified Teachers to High Need Schools- Component 5

Strategies to attract high-quality highly qualified teachers to high need schools:

- Garrett County is within close proximity to several universities, such as Frostburg State University, West Virginia University, and Fairmont State University. This gives the county a large pool of applicants who are willing to work here.
- Due to Garrett County's geographic area and being a four-season resort, we are able to attract experienced employees seeking teaching positions. We start these employees on a scale based on the candidate's experience.
- The Human Resource Director and principals attend job fairs at nearby universities to attract new employees and share attributes of our school system.
- Garrett County is known for being one of the top counties in the State of Maryland for maintaining a high ratio of highly qualified teachers.
- Garrett County offers a salary stipend for National Board Certification.
- Garrett County provides tuition reimbursement for continuing education and graduate level university credit.

Parental Involvement: Component 6

Strategies to increase parental involvement:

Garrett County Strategic Plan: Educational Service Goal 2.4

Reminders sent home for PTO meetings, Title I Events, and Parent/Family Workshops
 School monthly calendars and updates are sent home bi-monthly
 Title I Meetings
 School Messenger
 Title I Compact
 Title I Parent Involvement Activities

How is information shared with parents?

Garrett County Strategic Plan: Educational Service Goal 2.4

Newsletters	Monthly calendars
Parent Portal	School Messenger
Website	Title I Family Nights
PTO Meetings	Back to School Night

Transition: Component 7

Describe how the school plans on assisting students transitioning into pre-k/k and from elementary to middle school programs:
<p>Transition meetings are held each year between teachers in Head Start and Kindergarten and between 5th grade and Southern Middle School</p> <p>Transition meetings within Crellin School are held on late nights</p> <p>School visitation and orientation for transitioning 5th graders by encouraging them to attend SX end of year activities and Hickory Summer Program</p> <p>IEP transition meetings are held prior to the end of the year for fifth grade students receiving services</p> <p>Career Development Process, Career Day, College and Me</p> <p>Crellin Playgroups (Judy Center Activity) <i>Garrett County Strategic Plan: Educational Service Goal 2.3</i></p>

Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments- Component 8

Weekly staff meetings are held. The agenda for each meeting is a combination of topics set by the principal and teachers.

Additional Assistance to Students and Extended Learning Activities- Component 9

What assistance will be provided to students experiencing difficulty mastering proficient/advanced achievement standards?	How will students be identified for additional assistance in a timely fashion?
Small group academic intervention is provided within the school day Rtl services: Tier 2 & 3 kids	Students are assessed informally on a daily basis and through the administration of county benchmarks Students receiving Rtl services are assessed every 2-3 weeks

Coordination and Integration of Federal, State, and Local Services and Programs- Component 10

Using the budget, describe how resources are being coordinated and integrated:
Through Title I we are able to employ staff to provide additional support to students. Title I also supports our Family Involvement Activities which offer families opportunities to engage in activities to enhance academics.

**Crellin Elementary School
Title I Budget
2015-2016**

Instructional Staff: Salaries and Wages Regular Program	1.5 Teachers	\$92,065.40
Parent Involvement Program	Stipends	\$725.00
	Fixed Charges	\$59.57
	Supplies & Materials	\$331.00
	Refreshments	\$118.00
Total		\$93,298.97