Garrett County School Improvement Plan
Friendsville Elementary School
[NCLB Section 1114 (b)(1)(A-J)]

2013-2014
School Year

**School**
Friendsville Elementary School

**No. of Students**
134

**No. of Teachers**
7.5

**Special Programs**
School-wide Title I; STAR Reader; STAR Math, Second Step; Character Education, SOAR Store/Q-pons and PEP assemblies, Dual Enrollment for PK/Head Start, Co teaching in PK with BOE and Head Start, Sunny Days Wrap Around Daycare ages 2 and 3 year olds. Judy Center partner with Sunny Days, PK and Kindergarten, Head Start Center partner in Wrap Around Day Care and PK. Continue Instructional Consultation Team for students who need extra support. Partners with Garrett Mentors who are lunch/study buddies to our students and participate in after school and summer events.

**Uniqueness of School**
Friendsville Elementary School is the most western school in the state of Maryland, located just off I-68, on the banks of the Youghiogheny River. We are a "stones throw" from both the West Virginia and Pennsylvania borders. We have one class for each grade level Pre-Kindergarten through Fifth with an average class size under 20 students. We have an active Parent Volunteer Program and PTO.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connie Uphold</td>
<td>Principal</td>
</tr>
<tr>
<td>Michele Clevenger</td>
<td>3rd grade teacher</td>
</tr>
<tr>
<td>Elizabeth Friend</td>
<td>4th grade teacher</td>
</tr>
<tr>
<td>Laura Witt</td>
<td>Reading / Math Specialists</td>
</tr>
<tr>
<td>Karla Waldo</td>
<td>5th grade teacher</td>
</tr>
<tr>
<td>Judy Livengood</td>
<td>2nd grade teacher</td>
</tr>
<tr>
<td>Misti Vansickle</td>
<td>Parent</td>
</tr>
<tr>
<td>Sandi Robison</td>
<td>Parent</td>
</tr>
<tr>
<td>Jackie Hlnebaugh</td>
<td>Parent</td>
</tr>
<tr>
<td>Cathy Helbig</td>
<td>Title One Coorindator</td>
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NEEDS ASSESSMENT – COMPONENT 1

Reading/Language Arts

A comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards

<table>
<thead>
<tr>
<th>Assessment Used</th>
<th>Assessment Data Profile by Grade</th>
<th>Identified Needs (include gender and subgroup gaps)</th>
<th>Root Causes Within Our Control</th>
<th>Factors Contributing to the Root Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten Pre- K assessment</td>
<td>PK - On the PK assessment letter/sound recognition pre-test September 2013 8/18= 44% basic 10/18= 56% proficient 0/18= 0% advanced</td>
<td>PK Letter/sound recognition Phonics/Phonemic awareness More nonfiction read alouds Partnering with Sunny Days for school readiness</td>
<td>Teachers need to emphasize phonics and phonemic awareness instruction. Teachers need to differentiate instruction based upon the needs of students and the student's prior knowledge of letters, sounds, and sight words.</td>
<td>Developmental Delays/Immaturity Lack of prior knowledge and educational experiences Lack of parental involvement</td>
</tr>
<tr>
<td>Kindergarten K assessment</td>
<td>K - On the K assessment: (pre-test September 2013) Words Their Way Primary Phonics Inventory Stages 7/18= 40% Initial Consonants 4/18= 23% Final Consonants 7/18= 37% Short Vowels</td>
<td>K Phonics Phonemic awareness More nonfiction read alouds Letter/sound identification Sight words</td>
<td>Teachers need to emphasize phonics and phonemic awareness instruction. Teachers need to differentiate instruction based upon the needs of students and the student's prior knowledge of letters, sounds, and sight words.</td>
<td>Developmental Delays Lack of prior knowledge and educational experiences</td>
</tr>
<tr>
<td>Grade 1 Fry sight words</td>
<td>Grade 1 assessment: Identification of 1st grade Fry words 15/22= 68% basic (84 or below) 2/22= .09% proficient (85-89) 5/22= 23% advanced (90-100)</td>
<td>1st Increase fluency and comprehension in grade level text Sight Words</td>
<td>Teachers need to place more emphasis on instruction of Fry sight words, fluency, and comprehension strategies</td>
<td>Students lack proficiency of sight words, which contributes to lowered fluency and lack of comprehension</td>
</tr>
<tr>
<td>Assessment Used</td>
<td>Assessment Data Profile by Grade</td>
<td>Identified Needs (include gender and subgroup gaps)</td>
<td>Root Causes Within Our Control</td>
<td>Factors Contributing to the Root Causes</td>
</tr>
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</tr>
<tr>
<td>Grade 2 Fry sight words</td>
<td>Grade 2 - Fry Sight words&lt;br&gt;7/15= 46% basic (84 or below)&lt;br&gt;0/15= 0% proficient (85-89)&lt;br&gt;8/15= 53% advanced (90-100)</td>
<td>2nd Increase fluency and comprehension in grade level text&lt;br&gt;Sight Words</td>
<td>Teachers need to model and apply higher level questioning&lt;br&gt;Teachers need to model and apply comprehension strategies&lt;br&gt;Teachers need to scaffold skills and strategies toward the application of reading for information.&lt;br&gt;Provide more intervention time for basic reading skills.</td>
<td>Foundation for new skills had not been mastered&lt;br&gt;Higher level thinking skills and strategies have not been developed</td>
</tr>
<tr>
<td>Harcourt fluency</td>
<td>Harcourt Winter Fluency Assessment&lt;br&gt;7/15= 47% basic&lt;br&gt;4/15= 27% proficient&lt;br&gt;4/15= 27% advanced</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>STAR comprehension</td>
<td>STAR Comprehension (scale score)&lt;br&gt;9/15= 60% basic&lt;br&gt;4/15= 27% proficient&lt;br&gt;2/15 = 13% advance</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Grade 3 MSA reading Fry sight words Harcourt fluency STAR reading comprehension</td>
<td>MSA - white sub group&lt;br&gt;31.6% basic&lt;br&gt;63.2% proficient&lt;br&gt;75.3% advanced&lt;br&gt;Fry Sight words&lt;br&gt;3/21= 14% basic (84 or below)&lt;br&gt;1/21= 5% proficient (85-89)&lt;br&gt;17/21= 81% advanced (90-100)&lt;br&gt;Harcourt Winter Fluency Assessment&lt;br&gt;10/21=48 % basic&lt;br&gt;11/21= 52% proficient&lt;br&gt;0/21= 0% advanced&lt;br&gt;STAR Comprehension (scale score)&lt;br&gt;4/21= 19% basic&lt;br&gt;4/21= 19% proficient&lt;br&gt;13/21= 62% advanced</td>
<td>3rd Focus on comprehension of Literary Text&lt;br&gt;White Sub group&lt;br&gt;79.2* achieved&lt;br&gt;2014 AMO 91.6</td>
<td>Teachers need to model and apply higher level questioning&lt;br&gt;Teachers need to model and provide opportunities for use of comprehension strategies.</td>
<td>Foundation for new skills had not been mastered&lt;br&gt;Higher level thinking skills and strategies have not been developed</td>
</tr>
</tbody>
</table>
## Reading/Language Arts

<table>
<thead>
<tr>
<th>Assessment Used</th>
<th>Assessment Data Profile by Grade</th>
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<th>Root Causes Within Our Control</th>
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</thead>
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<tr>
<td>Grade 4 MSA 2013 Fry sight words Harcourt fluency STAR reading comprehension</td>
<td>MSA - white sub group 13.3% basic 86.7% proficient 0% advanced</td>
<td>Fry Sight words 3/17= 18% basic (84 or below) 0/17= 0% proficient (85-89) 14/17= 82% advanced (90-100)</td>
<td>4th Focus on Comprehension of Informational Text White Sub group 79.2* achieved 2014 AMO 91.6</td>
<td>Teachers need to model and apply higher level questioning Teachers need to provide more opportunities for students to access informational text Teachers need to model comprehension strategies for informational text Teachers need to provide more modeling of extracting/analyzing information from the text</td>
</tr>
<tr>
<td></td>
<td>Harcourt Winter Fluency Assessment 3/17= 17% basic 10/17= 59% proficient 4/17= 24% advanced</td>
<td>STAR Comprehension (scale score) 8/17= 47% basic 5/17= 29% proficient 4/17= 24% advanced</td>
<td></td>
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</tr>
<tr>
<td>Assessment Used</td>
<td>Assessment Data Profile by Grade</td>
<td>Identified Needs (include gender and subgroup gaps)</td>
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<tr>
<td>Grade 5</td>
<td>MSA - white sub group</td>
<td>5th Focus on Comprehension of Informational Text</td>
<td>Teachers need to model and apply higher level questioning</td>
<td>Lack of exposure to informational text in previous school years</td>
</tr>
<tr>
<td>MSA reading</td>
<td>11.8% basic</td>
<td>White sub group 79.2* achieved 2014 AMO 91.6</td>
<td>Teachers need to provide more opportunities for students to access informational text</td>
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</tr>
<tr>
<td>Fry sight words</td>
<td>29.4% proficient</td>
<td></td>
<td>Teachers need to model comprehension strategies for informational text</td>
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<tr>
<td>Harcourt fluency</td>
<td>58.8% advanced</td>
<td></td>
<td>Teachers need to provide more modeling of extracting/analyzing information from the text</td>
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<tr>
<td>STAR reading comprehension</td>
<td>Fry Sight words 0/16= 0% basic (84 or below)</td>
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<tr>
<td>Harcourt Winter Fluency</td>
<td>0/16= 0% proficient (85-89)</td>
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<tr>
<td>Assessment</td>
<td>16/16= 100% advanced (90-100)</td>
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<tr>
<td>Harcourt Winter Fluency</td>
<td>9/16= 56% basic</td>
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<tr>
<td>Assessment</td>
<td>4/16= 25% proficient</td>
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<tr>
<td>STAR Comprehension (scale score)</td>
<td>3/16= 19% advanced</td>
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<td>7/16= 43% basic</td>
<td>3/16= 19% proficient</td>
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<tr>
<td>6/16= 38% advanced</td>
<td>5th Focus on Comprehension of Informational Text</td>
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## Reading/Language Arts

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<tbody>
<tr>
<td>Title One Academic Intervention Grades 2-5</td>
<td>Title One Academic Intervention- 2nd grade 9 students - 4 boys and 5 girls FARMS 6 students Sp. Ed. - 3 students 3rd grade 5 students - 3 boys and 2 girls FARMS 3 students Sp. Ed. 0 students 4th grade 7 students - 5 boys and 2 girls FARMS 7 students Sp. Ed. 2 students 5th grade 7 students - 4 boys and 3 girls FARMS 6 students Sp. Ed. 1 student 5th grade 8 students - (Jan. 2014) 4 boys and 4 girls FARMS 7</td>
<td>Judy Center Parenting Programs - PK-K PK- reading intervention 8:45-9:45 Mrs. Swearman Mrs. Mayle Mrs. Taylor K - reading intervention 9:30-10:15 Mr. Knepp Ms. Anderson Mrs. South Title One Academic Intervention (grades 1-5) 1st grade students - 27% (6/22) of students have not mastered first grade Fry sight words Mrs. Keister - reading intervention 8:45-9:30 Mrs. South - reading intervention 8:45-9:30 Mrs. Keister - math intervention 1:45-2:15 Mrs. Savopoulos - math intervention 2:00-2:30 2nd grade students -60% (9/15) of students are below reading grade level, 3 sp. ed. students (STAR reading diagnostic assessment - independent/instructional reading levels/comprehension) Fry Running records (Harcourt fluency) 7 of 56 Mrs. Keister - reading intervention 10:15-11:15</td>
<td>Teachers need to model and apply higher level questioning Teachers need to provide more opportunities for students to access informational text Teachers need to model comprehension strategies for informational text Teachers need to provide more modeling of extracting/analyzing information from the text</td>
<td>Lack of exposure to informational text in previous school years</td>
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School Improvement Plan for Friendsville Elementary School 3/18/14
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<tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>After School Academic Intervention 4th/5th grade reading fluency/comprehension- Mrs. Savopoulous Tuesdays, 3:30-4:30 Jan/Feb.)</td>
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<td>Special Education / Small group intervention</td>
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<td>Use of STAR Reading and Accelerated Reader with Fidelity</td>
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</tbody>
</table>
STRATEGIES – COMPONENT 2

Reading/Language Arts
Priority Needs, Goals, Objectives, and Milestones
**Priority Need(s):**
The needs should align with the needs assessment

PK
- Letter/sound recognition
- Phonics/Phonemic awareness
- More nonfiction read alouds
- Partnering with Sunny Days for school readiness

K
- Phonics
- Phonemic awareness
- More nonfiction read alouds
- Letter/sound identification
- Sight words

1st
- Increase fluency and comprehension in grade level text
- Sight Words

2nd
- Increase fluency and comprehension in grade level text
- Sight Words

3rd
- Focus on comprehension of Literary Text
- White Sub group
  - 79.2* achieved
  - 2014 AMO 91.6

4th
- Focus on Comprehension of Informational Text
- White Sub group
  - 79.2* achieved
  - 2014 AMO 91.6

5th
- Focus on Comprehension of Informational Text
- White sub group
  - 79.2* achieved
  - 2014 AMO 91.6

Judy Center Parenting Programs - PK-K
- Reading intervention 8:45-9:45
  - Mrs. Swearman
  - Mrs. Mayle
  - Mrs. Taylor
- Mrs. South
Goal:
(Include each subgroup identified in the needs assessment)

School SLO
2013 – 2014 On STAR reading diagnostic tool all students in grades 2-5 will increase 2 growth points each semester from their individual base line. 1st grade students will increase 2 growth points second semester from the their individual base line formative scores in January.

Reference District’s Master Plan & Reading First:
(if applicable)
RTI 1.1.26 (ICT) Data Analysis 1.1.43d
1.1.44 Development of Academic Vocabulary
1.1.33 Formatives
1.1.43 Data Driven Instruction
1.1.34 Academic Intervention

Strategies and Activities

School wide reform strategies:
• Small group Daily Title One Academic day intervention - 1-5 grade
  After School Reading Academic Intervention Tuesdays starting January 7, 2014 4th-5th
• Community Involvement - Parent Title One Literacy Night, peer tutoring,
• Harcourt Fluency Assessments given Fall, Winter, and Spring
• Build fluency and comprehension through Accelerated Reader, 1 minute reader, Harcourt Diagnostic Assessment and
  STAR reading diagnostic assessment- 2nd-5th quarterly
  Harcourt Fluency Assessments: continue timed reading fluency assessments - 2/3 grade twice per term; 5th grade quarterly
  4th grade quarterly running records
• focus on literary test objectives
• Conduct professional development based on scientifically based reading research for teachers to improve reading and vocabulary instruction
• Continue Guided Reading in all grade levels
  Garrett Mentors as tutors and readers - per grade level
  Judy Center Partnership workshop and activities
  Head Start Partnership
• Model the scoring of PARCC rubric for self-evaluation and understanding of a quality response.
• Continue to implement the reciprocal teaching strategies emphasizing summarizing, clarifying, questioning, and predicting.
  Ruth Enlow Library literacy- Michele Liston
• Utilize UDL strategies to deliver student access
• Differentiate instruction as a response to student intervention

Evaluations of Strategies:

Formative
In January, did 90% of students in Pre-Kindergarten score at proficient or advanced on the Pre-Kindergarten Assessment (Letter/Sound Recognition)?
Yes, 95% scored proficient or advanced on the Pre-Kindergarten Assessment (Letter/Sound Recognition.
1/18= .05% basic
5/18= .28% proficient
12/18= .67% advanced
In January, did 70% students in Kindergarten progress to the next level within the Words Their Way Phonics Inventory? Yes, 71% of students advanced one stage within The Words Their Way Phonics Inventory.

5/18=29% Initial Consonants
2/18=11% Final Consonants
6/18=35% Short Vowels
5/18=25% Digraphs

In January, did 80% students in grade 1 score at proficient or advanced on the First Grade Fry Words? No, 64% scored proficient or advanced.

8/22= 26% Basic
3/22 =14% Proficient
11/22= 50% Advanced

In January, did 80% of students in grade 1 score at proficient or advanced on the First Grade Leveled Harcourt Fluency Assessment? No, 73% of students scored proficient or advanced.

6/22= 27% Basic
7/22= 32% Proficient
9/22= 41% Advanced

100% of students in grades 2-5 will increase 2 growth points first semester.

Did 100% of 2nd grade students increase by 2 growth points first semester? Yes, 100% (15/15) of 2nd grade students increased by 2 growth points first semester.

Did 100% of 3rd grade students increase by 2 growth points first semester? No, 90% (19/21) of 3rd grade students increased by 2 growth points first semester.

Did 100% of 4th grade students increase by 2 growth points first semester? No, 59% (10/17) of 4th grade students increased by 2 growth points first semester.

Did 100% of 5th grade students increase by 2 growth points first semester? No, 69% (11/16) of 5th grade students increased by 2 growth points first semester.

In (January) Second - Fifth grade students will complete the Journey's (Houghton Mifflin) Harcourt Unit 5 Benchmark Formative Assessment.

Did 70% of 1st grade students score a 70% or better on the Unit 5 benchmark formative assessment? No, 14% of 1st grade students scored a 70% or better on the Unit 5 benchmark formative assessment.

Did 70% of 2nd grade students score a 70% or better on the Unit 5 benchmark formative assessment? No, 13% of 2nd grade students scored a 70% or better on the Unit 5 benchmark formative assessment.

Did 70% of 3rd grade students score a 70% or better on the Unit 5 benchmark formative assessment? No, 5% of 3rd grade students scored a 70% or better on the Unit 5 benchmark formative assessment.

Did 70% of 4th grade students score a 70% or better on the Unit 6 benchmark formative assessment? No, 7% of 4th grade students scored a 70% or better on the Unit 5 benchmark formative assessment.

Did 70% of 5th grade students score a 70% or better on the Unit 5 benchmark formative assessment? No, 15% of 5th grade students scored a 70% or better on the Unit 5 benchmark formative assessment.

Summative

In May, did 95% of students in Pre-Kindergarten score proficient or advanced on the Pre-Kindergarten Assessment (Letter/Sound Recognition)?

In May, did 95% of students in Kindergarten progress to the next level within the Words Their Way Phonics Inventory?
In June 1st-5th grade students will complete the STAR reading diagnostic assessment. 100% of students in grades 1-5 will increase 2 growth points second semester from January formative scores.

Did 100% of 1st grade students increase by 2 growth points second semester from January formative scores?
Did 100% of 2nd grade students increase by 2 growth points second semester from January formative scores?
Did 100% of 3rd grade students increase by 2 growth points second semester from January formative scores?
Did 100% of 4th grade students increase by 2 growth points second semester from January formative scores?
Did 100% of 5th grade students increase by 2 growth points second semester from January formative scores?

> In June, First - Third and Fifth grade students will complete the Journey's (Houghton Mifflin) Harcourt Unit 5 Benchmark Formative Assessments.
> In June, Fourth grade students will complete the Journey's (Houghton Mifflin) Harcourt Unit 6 Benchmark Formative Assessments.

Did 85% of 1st grade students score an 80% or better on the Journey's (Houghton Mifflin) Harcourt Unit 5 Benchmark Formative Assessments?
Did 85% of 2nd grade students score an 80% or better on the Journey's (Houghton Mifflin) Harcourt Unit 5 Benchmark Formative Assessments?
Did 85% of 3rd grade students score an 80% or better on the Journey's (Houghton Mifflin) Harcourt Unit 5 Benchmark Formative Assessments?
Did 85% of 4th grade students score an 80% or better on the Journey's (Houghton Mifflin) Harcourt Unit 6 Benchmark Formative Assessments?
Did 85% of 5th grade students score an 80% or better on the Journey's (Houghton Mifflin) Harcourt Unit 5 Benchmark Formative Assessments?
### PROFESSIONAL DEVELOPMENT – COMPONENT 4

<table>
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<tr>
<th>Needs Assessment Addressed</th>
<th>High Quality Professional Development Activities</th>
<th>Audience Teachers, Paraprofessionals and Principals</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>6+1 Writing Traits</td>
<td>All Staff</td>
<td>Erica Foley</td>
<td>Spring 2014</td>
<td>Collect student writing samples</td>
</tr>
<tr>
<td>Reading comprehension</td>
<td>Accelerated Reading/ STAR training</td>
<td>Teachers grade 1-5</td>
<td>Arlene Lantz</td>
<td>Fall 2013</td>
<td>Increased scores of 90% or better in Accelerated Reader Increased scores on student grade in STAR Reading</td>
</tr>
<tr>
<td>UDL</td>
<td>UDL Direct Step on line course</td>
<td>All Teachers</td>
<td>Connie Uphold/Jennifer Kotulak</td>
<td>March 26, 2014</td>
<td>Documentation of implementation in the classroom</td>
</tr>
<tr>
<td>Reading</td>
<td>Technology- IPAD apps for teachers and academic application for students</td>
<td>All staff</td>
<td>Chuck Trautwein</td>
<td>Spring 2014</td>
<td>monitoring small group / individual trends</td>
</tr>
<tr>
<td>Weekly Team meetings with Specialists in reading</td>
<td>Professional Learning Communities</td>
<td>Teachers/Specialists</td>
<td>Connie Uphold</td>
<td>2013-2014</td>
<td>PLC plan School Improvement Plan</td>
</tr>
<tr>
<td>Phonemic awareness</td>
<td>Teddy Bears</td>
<td>PK/K teachers</td>
<td>Judy Center Staff Jane Wildesen</td>
<td>2013-2014 October 2013</td>
<td>MMSR</td>
</tr>
<tr>
<td>Reading</td>
<td>K alignment of new Harcourt Reading Series with Social Studies/Science</td>
<td>Elementary School Teachers-Steve Knepp</td>
<td>Jane Wildesen</td>
<td>July 1, 2013</td>
<td>MMSR</td>
</tr>
<tr>
<td>Reading/ Special Education</td>
<td>Teachers will develop an understanding of sp. ed. testing results and ways to implement strategies in the classroom</td>
<td>All teachers</td>
<td>Kate Mitchem</td>
<td>Spring 2014</td>
<td>Application in the classroom</td>
</tr>
</tbody>
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### Needs Assessment – Component 1

**Mathematics**

A comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.

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<tbody>
<tr>
<td>2013-2014 Pre-Kindergarten Assessment</td>
<td>Pre-Kindergarten assessment Counting 2/18 = 11% Needs Improvement 12/18 = 67% Making Progress 4/18 = 22% Doing Well Numeral Identification 9/18 = 50% Needs Improvement 4/18 = 22% Making Progress 5/18 = 28% Doing Well</td>
<td>Number recognition. Math processing. Problem solving.</td>
<td>Teacher needs to provide relevant real-world problem solving opportunities that allow students to expand upon their number sense, their math processing, and problem solving skills. Teachers need to differentiate instruction to meet the needs of individual students through individual or small group instruction.</td>
<td>Lack of number sense and prior knowledge of mathematics Recognizing math terms and vocabulary Developmental level/immaturity</td>
</tr>
<tr>
<td>2013-2014 Kindergarten Assessment</td>
<td>Kindergarten assessment Counting 0/17 = 0% Needs Improvement 3/17 = 18% Making Progress 14/17 = 82% Doing Well Numeral Identification 1/17 = 6% Needs Improvement 6/17 = 35% Making Progress 10/17 = 59% Doing Well</td>
<td>Math processing. Problem solving. Basic addition and subtraction skills. Develop a deep understanding of number sense.</td>
<td>Teacher needs to provide relevant real-world problem solving opportunities that allow students to expand upon their number sense, their math processing, and problem solving skills.</td>
<td>Lack of prior knowledge and exposure to mathematical concepts caused by gaps in curriculum standards/common core. Lack of exposure to common core math terms and vocabulary. Lack of relevant math experiences.</td>
</tr>
<tr>
<td>Assessment Used</td>
<td>Assessment Data Profile by Grade</td>
<td>Identified Needs (include gender and subgroup gaps)</td>
<td>Root Causes Within Our Control</td>
<td>Factors Contributing to the Root Causes</td>
</tr>
<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>2013-2014</td>
<td><strong>Grade 1</strong>&lt;br&gt;STAR Math (scale score)&lt;br&gt;17/22= 77% basic&lt;br&gt;4/22= 18% proficient&lt;br&gt;1/22= .05% advanced</td>
<td>Math processing.&lt;br&gt;Problem solving.&lt;br&gt;Fluency with basic subtraction facts within 20&lt;br&gt;Basic addition and subtraction skills within 100&lt;br&gt;Develop a deep understanding of number sense.</td>
<td>Teacher needs to provide relevant real-world problem solving opportunities that allow students to expand upon their number sense, their math processing, and problem solving skills.</td>
<td>Lack of fluency with basic addition&lt;br&gt;Lack of conceptual understanding of mathematical concepts</td>
</tr>
<tr>
<td></td>
<td><strong>Grade 2</strong>&lt;br&gt;STAR Math (scale score)&lt;br&gt;8/15= 53% basic&lt;br&gt;5/15= 33% proficient&lt;br&gt;3/15= 20% advanced</td>
<td>Operations and algebraic thinking&lt;br&gt;Number and Operations - base ten</td>
<td>Teachers need to implement manipulatives&lt;br&gt;Teachers need to model conceptual language&lt;br&gt;Teachers need to utilize Accelerated Math/Growing With Math to align instruction with the common core curriculum&lt;br&gt;Teachers need to incorporate technology to enhance student learning&lt;br&gt;Teachers will need to model application of a reasonable strategy, explanation/justification for mathematical processes, connections and extensions, and support of information and numbers (leading a mathematical discussion)</td>
<td>Foundation for new skills had not been mastered&lt;br&gt;Higher level thinking skills have not been mastered&lt;br&gt;Lack of strategies to identify relevant information needed to solve word problems&lt;br&gt;Lack of understanding common core math vocabulary</td>
</tr>
<tr>
<td>Assessment Used</td>
<td>Assessment Data Profile by Grade</td>
<td>Identified Needs (include gender and subgroup gaps)</td>
<td>Root Causes Within Our Control</td>
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</tr>
<tr>
<td>MSA 2013</td>
<td>Grade 3</td>
<td>Operations and algebraic thinking</td>
<td>Teachers need to implement manipulatives</td>
<td>Foundation for new skills had not been mastered</td>
</tr>
<tr>
<td></td>
<td>MSA</td>
<td>Number and Operations - base ten</td>
<td>Teachers need to model conceptual language</td>
<td>Higher level thinking skills have not been mastered</td>
</tr>
<tr>
<td></td>
<td>26.3% Basic</td>
<td>Number and Operations - fractions</td>
<td>Teachers need to utilize Accelerated Math to align instruction with the common core curriculum</td>
<td>Lack of strategies to identify relevant information needed to solve word problems</td>
</tr>
<tr>
<td></td>
<td>68.4% Proficient</td>
<td></td>
<td>Teachers need to incorporate technology to enhance student learning</td>
<td>Lack of understanding common core math vocabulary</td>
</tr>
<tr>
<td></td>
<td>5.3% Advanced</td>
<td></td>
<td>Teachers will need to model application of a reasonable strategy, explanation/justification for mathematical processes, connections and extensions, and support of information and numbers (leading a mathematical discussion)</td>
<td></td>
</tr>
<tr>
<td>STAR Math 2013-2014</td>
<td>Special Education</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>28.6* AMO 81.5 for 2014</td>
<td></td>
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<tr>
<td></td>
<td>STAR Math (scale score)</td>
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</tr>
<tr>
<td></td>
<td>9/21= 43% basic</td>
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<tr>
<td></td>
<td>11/21= 52% proficient</td>
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</tr>
<tr>
<td></td>
<td>1/21=.05% advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Used</td>
<td>Assessment Data Profile by Grade</td>
<td>Identified Needs (include gender and subgroup gaps)</td>
<td>Root Causes Within Our Control</td>
<td>Factors Contributing to the Root Causes</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------</td>
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<td>----------------------------------------------------</td>
</tr>
<tr>
<td>MSA Math 2013</td>
<td>MSA Grade 4</td>
<td>Operations and algebraic thinking</td>
<td>Teachers will need to model application of a reasonable strategy, explanation/justification for mathematical processes, connections and extensions, and support of information and numbers (leading a mathematical discussion)</td>
<td>Lack of knowledge to discuss mathematical reasoning/thinking</td>
</tr>
<tr>
<td>STAR Math 2013-2014</td>
<td>6.7% Basic 80.0% Proficient 13.3% Advanced Special Education 28.6% AMO 81.5 for 2014</td>
<td>Number and Operations - base ten (multiplication/division)</td>
<td>Teachers need to implement manipulatives</td>
<td>Essential skills have not been mastered</td>
</tr>
<tr>
<td></td>
<td>STAR math 9/17= 53% basic 7/17= 41% proficient 1/17= 6% advanced</td>
<td>Prose Responses</td>
<td>Teachers need to model conceptual language</td>
<td>Higher level thinking skills and strategies have not been developed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teachers need to incorporate technology to enhance student learning</td>
<td></td>
</tr>
</tbody>
</table>
## Mathematics

<table>
<thead>
<tr>
<th>Assessment Used</th>
<th>Assessment Data Profile by Grade</th>
<th>Identified Needs (include gender and subgroup gaps)</th>
<th>Root Causes Within Our Control</th>
<th>Factors Contributing to the Root Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSA Math 2013</td>
<td>MSA: Grade 5 23.5% Basic 76.5% Proficient 0% Advanced</td>
<td>Operations and algebraic thinking Number and Operations - base ten/fractions (multiplication/division) Attend to precision</td>
<td>Teachers will need to model application of a reasonable strategy, explanation/justification for mathematical processes, connections and extensions, and support of information and numbers (leading a mathematical discussion) Teachers need to implement manipulatives Teachers need to model conceptual language Teachers need to incorporate technology to enhance student learning</td>
<td>Lack of knowledge to discuss mathematical reasoning/thinking Essential skills have not been mastered Higher level thinking skills and strategies have not been developed Lack of motivation to analyze for accuracy and reasonable solution</td>
</tr>
<tr>
<td>STAR Math 2013-2014</td>
<td>Special Education 28.6% AMO 81.5 for 2014</td>
<td>Prose Responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>STAR math 12/16= % basic 4/16= % proficient 0/16= 0% advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **MSA Math 2013**
  - MSA: Grade 5
    - 23.5% Basic
    - 76.5% Proficient
    - 0% Advanced

- **Special Education**
  - 28.6% AMO 81.5 for 2014

- **STAR Math 2013-2014**
  - 12/16= % basic
  - 4/16= % proficient
  - 0/16= 0% advanced

**Identified Needs**
- Operations and algebraic thinking
- Number and Operations - base ten/fractions (multiplication/division)
- Attend to precision

**Prose Responses**
- Teachers will need to model application of a reasonable strategy, explanation/justification for mathematical processes, connections and extensions, and support of information and numbers (leading a mathematical discussion)
- Teachers need to implement manipulatives
- Teachers need to model conceptual language
- Teachers need to incorporate technology to enhance student learning

**Factors Contributing to the Root Causes**
- Lack of knowledge to discuss mathematical reasoning/thinking
- Essential skills have not been mastered
- Higher level thinking skills and strategies have not been developed
- Lack of motivation to analyze for accuracy and reasonable solution
STRATEGIES – COMPONENT 2

Mathematics
Priority Needs, Goals, Objectives, and Milestones
Priority Need(s):
The needs should align with the needs assessment
Number recognition.
Math processing.
Problem solving.
Math processing.
Problem solving.
Basic addition and subtraction skills.
Develop a deep understanding of number sense.
Math processing.
Problem solving.
Fluency with basic subtraction facts within 20
Basic addition and subtraction skills within 100
Develop a deep understanding of number sense.
Operations and algebraic thinking
Number and Operations - base ten
Operations and algebraic thinking
Number and Operations - base ten
Number and Operations - fractions
Operations and algebraic thinking
Number and Operations - base ten (multiplication/division)

Prose Responses
Operations and algebraic thinking
Number and Operations - base ten/fractions (multiplication/division)
Attend to precision
Goal: (Include each subgroup identified in the needs assessment)

School SLO
2013 – 2014 On STAR math diagnostic tool all students in grades 1-5 will increase 2 growth points each semester from their individual base line.

Objective:
In September, did 80% of students in Pre-Kindergarten score at making progress or doing well on the County-wide Pre-Kindergarten Assessments?
Counting
2/18= 11% Needs Improvement
12/18= 67% Making Progress
4/18= 22% Doing Well

Numeral Identification
9/18= 50% Needs Improvement
4/18= 22% Making Progress
5/18= 28% Doing Well

In September, did 80% of students in Kindergarten score at making progress or doing well on the County-wide Kindergarten Assessments?
Yes, 100% of students scored at making progress or doing well.
Counting
0/17=0% Needs Improvement
3/17=18% Making Progress
14/17=82% Doing Well

Numeral Identification
1/17=6% Needs Improvement
10/17=59% Making Progress
6/17=35% Doing Well

After the completion of the beginning of the year Math Benchmark I after Unit 4 Pretest, did 80% of 2nd grade students score proficient or advanced? No, 6% of students in 2nd grade scored proficient.

After the completion of the beginning of the year Math Benchmark I Unit 4 Pretest, did 80% of 3rd grade students score proficient or advanced? No, students in 3rd grade did not score proficient or advanced.

• After the completion of the beginning of the year Math Benchmark I Unit 4 Pretest, did 80% of 4th grade students score proficient or advanced? No, students in 3rd grade did not score proficient or advanced.

• After the completion of the beginning of the year Math Benchmark I Unit 4 Pretest, did 80% of 5th grade students score proficient or advanced? No, students in 3rd grade did not score proficient or advanced.

Reference District’s Master Plan & Reading First: (if applicable)
1.1.37 Formatives
1.1.43 Data Driven Instruction
1.1.34 Academic Intervention
School Improvement Plan for Friendsville Elementary School

Strategies and Activities

**School wide reform strategies:**
- Modeling problem solving strategies
- Model extracting relevant information from word problems, charts and graphs
- Implement intervention strategies based on the individual strengths and needs through math tutoring before and/or after class
- Align daily classroom instruction to the Common Core 8 Practices of Mathematics.

**Evaluations of Strategies:**

**Formative**
In January, did 80% of students in Pre-Kindergarten score at making progress or doing well on the counting portion of the County-wide Pre-Kindergarten Assessments? Yes, 95% of students scored at making progress or doing well.
- Counting
  - 1/18= 5% Needs Improvement
  - 7/18= 39% Making Progress
  - 10/18= 56% Doing Well

In January, did 80% of students in Pre-Kindergarten score at making progress or doing well on the numeral identification portion of the County-wide Pre-Kindergarten Assessments? No, 78% of students scored at making progress or doing well.
- Numeral Identification
  - 4/18= 22% Needs Improvement
  - 5/18= 28% Making Progress
  - 9/18= 50% Doing Well

In January, did 80% of students in Kindergarten score at making progress or doing well on the County-wide Kindergarten Assessments? Yes, 100% of students scored at making progress or doing well.
- Counting
  - 0/17=0% Needs Improvement
  - 1/17=6% Making Progress
  - 16/17=94% Doing Well

- Numeral Identification
  - 0/17=0% Needs Improvement
  - 2/17=12% Making Progress
  - 15/17=88% Doing Well

On the STAR math growth report, did all 1st grade students show at least 2 growth points for the first semester? Yes, 100% (22/22) of 1st grade students scored 2 growth points or better.
In January, did 80% of students in 1st grade score proficient or advanced on the STAR Math Assessment? Yes, 90% of students scored proficient or advanced on the STAR mathematics assessment.

STAR Math (scale score)
- 2/22 = 10% basic
- 10/22 = 45% proficient
- 10/22 = 45% advanced

On the STAR math growth report, did all 2nd grade students show at least 2 growth points for the first semester? Yes, 100% (15/15) of 2nd grade students scored 2 growth points or better.

In January, did 75% of students in grade 2 will score proficient or advanced STAR Mathematics Assessment? No, 27% of students in grade 2 scored proficient or advanced on the STAR Mathematics Assessment.

- 3/15 = 20% advanced
- 1/15 = 7% proficient
- 11/15 = 73% basic

On the STAR math growth report, did all 3rd grade students show at least 2 growth points for the first semester? Yes, 100% (21/21) of 3rd grade students scored 2 growth points or better.

In January, did 75% of students in grade 3 will score proficient or advanced STAR Mathematics Assessment? No, 19% of students in grade 3 scored proficient or advanced on the STAR Mathematics Assessment.

- 1/21 = 5% advanced
- 3/21 = 14% proficient
- 17/21 = 81% basic

On the STAR math growth report, did all 4th grade students show at least 2 growth points for the first semester? No, 83% (15/18) of 4th grade students scored 2 growth points or better.

In January, did 75% of students in grade 4 will score proficient or advanced STAR Mathematics Assessment? No, 56% of students in grade 4 scored proficient or advanced on the STAR Mathematics Assessment.

- 7/18 = 39% advanced
- 3/18 = 17% proficient
- 8/18 = 44% basic

On the STAR math growth report, did all 5th grade students show at least 2 growth points for the first semester? No, 81% (13/16) of 5th grade students scored 2 growth points or better.

In January, did 75% of students in grade 5 will score proficient or advanced STAR Mathematics Assessment? No, 63% of students in grade 5 scored proficient or advanced on the STAR Mathematics Assessment.

- 7/16 = 44% advanced
- 3/16 = 19% proficient
- 6/16 = 38% basic
Summative

- In the spring of the school year, did 90% of students in Pre-Kindergarten score at making progress or doing well on the County-wide Pre-Kindergarten Assessment?
  Counting
  /18= % Needs Improvement
  /18= % Making Progress
  /18= % Doing Well

Numeral Identification
  /18= % Needs Improvement
  /18= % Making Progress
  /18= % Doing Well

- In the spring of the school year, did 90% of students in Kindergarten score at making progress or doing well on the counting portion of the County-wide Kindergarten Math Assessment?
  Counting
  /18= % Needs Improvement
  /18= % Making Progress
  /18= % Doing Well

On the STAR math diagnostic tool did all 1st grade students increase 2 growth points second semester?
> In the spring of the school year, did 90% of students in 1st grade score proficient or advanced on the 1st grade county-wide End of Year Math Assessment?

On the STAR math diagnostic tool did all 2nd grade students increase 2 growth points second semester?
> In the spring, did 90% of students in 2nd grade score proficient or advanced on the 2nd grade county-wide End of Year Math Assessment?

On the STAR math diagnostic tool did all 3rd grade students increase 2 growth points second semester?
> In the spring, did 90% of students in 3rd grade score proficient or advanced on the 3rd grade county-wide End of Year Math Assessment?

On the STAR math diagnostic tool did all 4th grade students increase 2 growth points second semester?
> In the spring, did 90% of students in 4th grade score proficient or advanced on the 4th grade county-wide End of Year Math Assessment?

On the STAR math diagnostic tool did all 5th grade students increase 2 growth points second semester?
> In the spring, did 90% of students in 5th grade score proficient or advanced on the 5th grade county-wide End of Year Math Assessment?
<table>
<thead>
<tr>
<th>Needs Assessment Addressed</th>
<th>High Quality Professional Development Activities</th>
<th>Audience Teachers, Paraprofessionals and Principals</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Common Core curriculum written by math specialists to meet CC standards</td>
<td>County Wide math specialists</td>
<td>Jane Wildesen</td>
<td>October 2013-May 2014</td>
<td>Informal Assessments Student Performance Teacher Feedback</td>
</tr>
<tr>
<td>Math</td>
<td>MMSR Training</td>
<td>Prek/K Teachers</td>
<td>Jane Wildesen</td>
<td>November 2013</td>
<td>Informal Assessments Student Performance Teacher Feedback</td>
</tr>
<tr>
<td>Math</td>
<td>Professional Learning Communities</td>
<td>Math specialists and teachers</td>
<td>Connie Uphold, Laura Witt</td>
<td>Weekly Wed. team meeting the specialists meet with each teacher grades 1-5 for reading/math</td>
<td>SLO development School Improvement Plan</td>
</tr>
<tr>
<td>Math</td>
<td>STAR Math / Accelerated Math</td>
<td>Specialist and teachers</td>
<td>Arlene Lantz, Laura Witt, Michele Clevenger</td>
<td>October - June 2013-2014</td>
<td>Student monitoring and Tracking Data reports growth/achievement</td>
</tr>
<tr>
<td>Math</td>
<td>Professional Learning Community with other schools in the county</td>
<td>Specialist, teachers and principal</td>
<td>Connie Uphold</td>
<td>Spring 2014</td>
<td>Teacher lesson plans/strategies</td>
</tr>
<tr>
<td>Math</td>
<td>Staff development training on implementing the 5 math practices for mathematical discussions</td>
<td>Teachers PK-5th</td>
<td>Laura Witt, specialists</td>
<td>3/26/14</td>
<td>Documentation and Application in the classroom</td>
</tr>
<tr>
<td>UDL</td>
<td>UDL Direct Step Online course</td>
<td>Teachers</td>
<td>Connie Uphold</td>
<td>3/26/14</td>
<td>Documentation and Application in the classroom</td>
</tr>
</tbody>
</table>
## NEEDS ASSESSMENT – COMPONENT 1

<table>
<thead>
<tr>
<th>Area</th>
<th>Finding</th>
<th>Identified Needs</th>
<th>Root Causes Within Our Control</th>
<th>Factors Contributing to the Root Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Climate</td>
<td>ASC room has been established. ASC coverage has been established. Behavior meetings and plans are put into place as needed.</td>
<td>Reduce number of ASC referrals. Reduce number of repeat offenders.</td>
<td>Escorting students to and from classes. Consistency of classroom rules and routines.</td>
<td>Consistent use of the Code of Conduct and STAR behavior Strategies Implement, monitor, and maintain BIPs regularly</td>
</tr>
<tr>
<td>Student Attendance</td>
<td>Parent awareness of absence notes being written and turned in 3 days after students return to school according to the GC Student Handbook. Student attendance rate at Friendsville Elementary School is greater than 95%.</td>
<td>Communicate with parents the importance of good attendance. Recognize attendance by classroom and individuals (Eagle Mascot monthly for classrooms) Recognize perfect attendance at month Pep Assemblies Send blank absence notes to parents from the office to complete and return Continue to send attendance letters after 8 days of absences</td>
<td>Communication with parents through planners, newsletters, parent phone calls and conferences Involve Mary Vansickle (family support) and Deneice Shultz (PPW)</td>
<td>Parent awareness of attendance policy through frequent newsletters and office notes</td>
</tr>
<tr>
<td>Area</td>
<td>Finding</td>
<td>Identified Needs</td>
<td>Root Causes Within Our Control</td>
<td>Factors Contributing to the Root Causes</td>
</tr>
<tr>
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<td>-------------------------------------------------------------------------</td>
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<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Parent involvement showed a slight decrease from 132 to 96 days of volunteer hours.</td>
<td>Increase parent and community involvement through parent volunteers (Wednesdays parent volunteer day training)</td>
<td>Parent surveys sent out at the beginning of the year by the office and PTO</td>
<td>Soliciting parent volunteers through newsletters, surveys and phone calls</td>
</tr>
<tr>
<td>PPW meetings</td>
<td>Monthly PPW meetings has been implemented for teachers to refer students to the team for monitoring and assistance</td>
<td>Reduce the number of academic and discipline concerns through intervention of the PPW team</td>
<td>Referrals and updates on at risk students monthly to PPW team</td>
<td>Working more closely with the PTO</td>
</tr>
<tr>
<td></td>
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<td>Poor environmental influences outside of school</td>
</tr>
</tbody>
</table>
STRATEGIES – COMPONENT 2
Pupil Services
Priority Needs, Goals, Objectives, and Milestones

Priority Need(s):
The needs should align with the needs assessment
Reduce number of ASC referrals
Reduce number of repeat offenders.
Communicate with parents the importance of good attendance.
Recognize attendance by classroom and individuals (Eagle Mascot monthly for classrooms)
Recognize perfect attendance at month Pep Assemblies
Send blank absence notes to parents from the office to complete and return
Continue to send attendance letters after 8 days of absences
Increase parent and community involvement through parent volunteers (Wednesdays parent volunteer day training)
Reduce the number of academic and discipline concerns through intervention of the PPW team

Goal:
(Include each subgroup identified in the needs assessment)
Decrease the total number of ASC referrals to less than 10 students per semester
Exceed the AMO in attendance for 2013 of 95%.
To increase parent involvement days from 96 days to 100 days

Reference District's Master Plan & Reading First:
(If applicable)
Strategy 3.1.3 Character Education
Strategy 2.1.12 Second Step/Behavior

Strategies and Activities

School wide reform strategies:
• Utilize Second Step program school wide
• Utilize school counselor to meet individual or small group needs
• Promote better staff moral through spirit activities, pep assemblies, and staff luncheons
• Staff will be facilitate conferences, parent meetings, and PTO activities to provide parents with support and strategies for attendance and social skills.
• Collaborate with parents to strategically plan consistent home and school interventions to improve student behaviors
• Implement a parent involvement program to increase parent participation within the classroom(s) and learning environment
• Utilize community resources to provide a mentoring program for students (Garret Mentors has increased this school year 2012-2013)
• Incorporate parents into intervention planning as a supporting role at home
• Reward perfect attendance for each student at each months PEP assemblies.
• Notify parents of student absences via letter after 8 missed days (as required by BOE policy).

  Establishing a volunteer day of the Week.

**Evaluations of Strategies:**

**Formative**
• As of January 31, did less than 10 students visit ASC?  
  Yes, 9 students were sent to ASC as of January 31.

• As of January 31, did less than 5 students have an office referral?  
  Yes, one office referral was sent to the office as of January 31.

> At the end of semester 1 in the 2013-14 school year, did the attendance rate meet or exceed the AMO 95%? Yes, the AMO at the end of semester 1 was 95.72%.

**Summative**
* At the end of the 2013-14 school year, did fewer than 20 students visit ASC?

• At the end of the 2013-14 school year, did fewer than 10 students have an office referral?
• At the end of the 2013-14 school year, did the attendance rate meet or exceed the AMO 95%?
## PROFESSIONAL DEVELOPMENT – COMPONENT 4

<table>
<thead>
<tr>
<th>Needs Assessment Addressed</th>
<th>High Quality Professional Development Activities</th>
<th>Audience</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code of Conduct- ASC rules CPI- The Team rules</td>
<td>Staff Development CPI Training and Refresher</td>
<td>Teachers, Paraprofessionals and Principals</td>
<td>Principal / Behavior Support - Peggy Gosnell</td>
<td>September team meeting 2013</td>
<td>Proper ASC documentation by staff member Appropriate use of the CPI TEAM</td>
</tr>
<tr>
<td>Emergency Plan</td>
<td>Reviewed new policy and procedure for emergency announcements</td>
<td>Full Staff including Daycare.</td>
<td>Principal</td>
<td>2013-2104 August Staff Dev. 1/2 day</td>
<td>ER notebooks in all areas of the schools</td>
</tr>
<tr>
<td>Behavior Intervention</td>
<td>BIP meetings held as needed</td>
<td>all classrooms as needed</td>
<td>Peggy Gosnell</td>
<td>Ongoing</td>
<td>Teacher Feedback and Student Success in the classroom</td>
</tr>
<tr>
<td>Judy Center Partnership</td>
<td>Judy Center referrals for student/family services</td>
<td>Teachers, health nurse</td>
<td>Connie Uphold Barb Unger Anrea Turner</td>
<td>March 6, 2014</td>
<td>Student Judy Center referrals</td>
</tr>
<tr>
<td>PPW meetings</td>
<td>Staff training</td>
<td>Teachers</td>
<td>Connie Uphold Peggy Gosnell</td>
<td>Fall 2013</td>
<td>Completing documentation for PPW meetings</td>
</tr>
</tbody>
</table>
NEEDS ASSESSMENT – COMPONENT 1

Science

A comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.

<table>
<thead>
<tr>
<th>Science</th>
<th>Assessment Used</th>
<th>Assessment Data Profile by Grade</th>
<th>Identified Needs (include gender and subgroup gaps)</th>
<th>Root Causes Within Our Control</th>
<th>Factors Contributing to the Root Causes</th>
</tr>
</thead>
</table>

School Improvement Plan for Friendsville Elementary School 33 of 56 3/18/14
<table>
<thead>
<tr>
<th>Assessment Used</th>
<th>Assessment Data Profile by Grade</th>
<th>Identified Needs (include gender and subgroup gaps)</th>
<th>Root Causes Within Our Control</th>
<th>Factors Contributing to the Root Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSA Science Scores 2013</td>
<td>Grade 4</td>
<td>Practice with performance based questions</td>
<td>Teachers need to model and apply test taking strategies</td>
<td>Lack of developmental abstract thinking</td>
</tr>
<tr>
<td>Pre and Post science assessment</td>
<td>Unit 1 September, Fall 2013 Baseline Assessment</td>
<td></td>
<td>Teachers need to model and apply higher level questioning</td>
<td>Lack of prior knowledge and experience with scientific concepts</td>
</tr>
<tr>
<td></td>
<td>11/17= 65% needs development</td>
<td></td>
<td>Teachers need to model how to cite and support findings from informational text</td>
<td>Lack of adequate computer skills</td>
</tr>
<tr>
<td></td>
<td>4/17 = 24% in process</td>
<td></td>
<td>Teachers need to provide time and typing strategies on the computers</td>
<td>Lack of practice with performance based skills</td>
</tr>
<tr>
<td></td>
<td>2/17= 12% approaching</td>
<td></td>
<td>Teachers need to provide time for students to practice essay writing on the computer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit 1 March, Winter 2014 Formative Assessment</td>
<td></td>
<td>Teachers need to provide time for students to read and utilize word processing tools with informational text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>/17 needs development</td>
<td></td>
<td>Teachers need to provide time for students to select and utilize appropriate tools, supplies and materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>/17 in process</td>
<td></td>
<td>Teachers need to schedule time for performance based activities</td>
<td></td>
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<td></td>
<td>/17 approaching</td>
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</tr>
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<td>----------------------------------------</td>
</tr>
<tr>
<td>MSA Science Scores 2013</td>
<td>5th grade: 2013 MSA Science Basic 23.5% Proficient 70.6% Advanced 5.9% Unit 1 September, Fall 2013 Baseline assessment Tiered 8/16= 50% needs development 7/16= 44% in process 1/16= 6% approaching Unit 1 March, Winter 2014 Formative Assessment 9/16= 56%needs development 3/16= 19%in process 4/16= 25% approaching MSA Science Online Practice assessment</td>
<td>Practice with performance based questions</td>
<td>Teachers need to model and apply test taking strategies</td>
<td>Lack of developmental abstract thinking</td>
</tr>
<tr>
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<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2013 Pre/Post science assessment</td>
<td>2nd grade: September Science benchmark fall 2013 baseline 21/21 = 100% needs improvement</td>
<td>Practice with performance based questions</td>
<td>Teachers need to provide time and typing strategies on the computers</td>
<td>Lack of developmental abstract thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2013 Pre/Post science assessment</td>
<td>3rd grade: September Science benchmark fall 2013 baseline 16/16 = 100% needs improvement</td>
<td>Practice with performance based questions</td>
<td>Teachers need to provide time and typing strategies on the computers</td>
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</tr>
</tbody>
</table>
### STRATEGIES – COMPONENT 2

**Science**  
Priority Needs, Goals, Objectives, and Milestones

<table>
<thead>
<tr>
<th>Priority Need(s):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The needs should align with the needs assessment</td>
<td></td>
</tr>
<tr>
<td>Practice with performance based questions</td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal:</th>
<th>Reference District’s Master Plan &amp; Reading First:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Include each subgroup identified in the needs assessment)</td>
<td>(if applicable)</td>
</tr>
<tr>
<td>SCIENCE &gt;Goal: To meet or exceed the AMO of 89.71%</td>
<td>Science</td>
</tr>
<tr>
<td>FARMS - 7 Advanced &lt;=5%</td>
<td>School based benchmarks</td>
</tr>
<tr>
<td>Proficient - 63.6%</td>
<td>Data Driven Instruction (benchmarks and 5th grade MSA)</td>
</tr>
<tr>
<td>Basic - 36.4%</td>
<td>Science Enrichment</td>
</tr>
<tr>
<td>(Include each subgroup identified in the needs assessment)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; To increase the number of students achieving advanced level of proficiency by 2%.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies and Activities</th>
<th></th>
</tr>
</thead>
</table>

**School wide reform strategies:**  
SCIENCE  
- Administer science benchmark assessments in grades 2-5 (pre and post)  
- Common vocabulary across the grades 2-5  
- Science enrichment guest presenters  
- Science Enrichment (Don Coble)- weekly at each grade level 2nd - 5th grade  
- Scope and sequence in grades 2-5 for alignment to the state curriculum (common core standards as applied)
Utilize Brain Pop (if feasible- maybe district level) for science enrichment in the classroom
Enphasis on daily science curriculum
Emphasis on informational reading- Scholastic News
Apply the use of context clues to decode unfamiliar words in the text
Identify and understand text features
Typing / computer skills and usage- 1st-5th dancemat typing skills
Apply writing rubric to science bcrs
Evidence based support in oral/written responses
Identify and use science materials as appropriate
Weather bug - Weather/Hickory (graphing and data display)

Evaluations of Strategies:

Formative
2nd-5th pre and post benchmark assessments
In the spring of the 2013-2014 school year, 80% of students in grades Second-Fourth will score 75% or higher on the spring Unit I science post-test.
In the fall of the 2014-2015 school year, 70% of students in grades Second-Fifth will score 70% or higher on the fall science pre-test.

On the 2014 spring posttest, did students in grade 2 score 70% or better?
On the 2014 spring posttest, did students in grade 3 score 70% or better?
On the 2014 spring posttest, did students in grade 4 score 70% or better?
On the Unit 1 March Formative Assessment did students make progress toward the approaching target of 80% or better?

* Tier 1--0-25%
* Tier 2--26-50%
* Tier 3--51-75%
* Tier 4--76-100%

Summative
On the 2014 administration of the MSA Science test, did students scoring basic will decrease from 35.7% to 10%.

* Tier 1--0-25%
* Tier 2--26-50%
* Tier 3--51-75%
* Tier 4--76-100%
### PROFESSIONAL DEVELOPMENT – COMPONENT 4

<table>
<thead>
<tr>
<th>Needs Assessment Addressed</th>
<th>High Quality Professional Development Activities</th>
<th>Audience</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>University of MD</td>
<td>Karla Waldo - 5th grade</td>
<td>Penny Proudfoot</td>
<td>2013-2014</td>
<td>PLC time to share with 2-4th grade science teachers</td>
</tr>
<tr>
<td>Science</td>
<td>Environmental Literacy Plan Cassiy Doty-PIERS(FSU) PIERS/Discovery Center (4th Plants and animals schoolyard habitat: 5th raindrop runoff to Youghiogheny)</td>
<td>Teachers 4/5 grade</td>
<td>Beth Friend/ Karla Waldo</td>
<td>2013-2014</td>
<td>Embedded in classroom science lessons Student experiments Posted water run off Comprehensive quiz</td>
</tr>
<tr>
<td>Science</td>
<td>MD Extension Service DNR</td>
<td>Steve Knepp- K</td>
<td>Steve Knepp</td>
<td>2013-2014</td>
<td>Fish in the classroom - observation and monitor</td>
</tr>
<tr>
<td>Science</td>
<td>Environmental Literacy Alignment</td>
<td>Environmental Literacy Alignment</td>
<td>Michele Clevenger/Brian Price?</td>
<td>2013-2014</td>
<td>Classroom Walkthroughs</td>
</tr>
</tbody>
</table>
NEEDS ASSESSMENT – COMPONENT 1

Social Studies

A comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards

<table>
<thead>
<tr>
<th>Assessment Used</th>
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School Improvement Plan for Friendsville Elementary School

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3/18/14
**Priority Need(s):**
The needs should align with the needs assessment

<table>
<thead>
<tr>
<th>Goal: (Include each subgroup identified in the needs assessment)</th>
<th>Reference District’s Master Plan &amp; Reading First: (if applicable)</th>
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</table>

**School wide reform strategies:**

**Evaluations of Strategies:**

- Formative

- Summative
### PROFESSIONAL DEVELOPMENT – COMPONENT 4

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<thead>
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NEEDS ASSESSMENT – COMPONENT 1

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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Used</td>
<td>Assessment Data Profile by Grade</td>
</tr>
</tbody>
</table>

...
### STRATEGIES – COMPONENT 2

Priority Needs, Goals, Objectives, and Milestones

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<tr>
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</table>

<table>
<thead>
<tr>
<th>Goal:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(Include each subgroup identified in the needs assessment)</td>
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</table>

#### Strategies and Activities

**School wide reform strategies:**

**Evaluations of Strategies:**

- Formative
- Summative
### PROFESSIONAL DEVELOPMENT – COMPONENT 4

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<thead>
<tr>
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<th>Timeline</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teachers, Paraprofessionals and Principals</td>
<td></td>
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</tbody>
</table>


HIGHLY QUALIFIED TEACHERS – COMPONENT 3

Teachers and Instruction by Highly Qualified Teachers

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Classroom Teacher</th>
<th>Number Taught by HQT</th>
<th>Number of Teachers Rated Satisfactory</th>
<th>Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>Carla Swearman</td>
<td>1</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Steve Knepp</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>1st</td>
<td>Christopher Baker</td>
<td>1</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>2nd</td>
<td>Judy Livengood</td>
<td>1</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>3rd</td>
<td>Michele Clevenger</td>
<td>1</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>4th</td>
<td>Elizabeth Friend</td>
<td>1</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>5th</td>
<td>Karla Waldo</td>
<td>1</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Math</td>
<td>Laura Witt</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Number of Periods Taught</th>
<th>Number Taught By HQT</th>
<th>Percent of Periods Taught by HQT</th>
<th>Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td>0-3     4-10  11-15 16+</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fine Arts</td>
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</tbody>
</table>

Describe the strategies used by the school to ensure instruction is delivered by highly qualified teachers:

1. All new teachers and teachers on an improvement plan are assigned a mentor for the first two years of employment
2. New teachers have the opportunity to participate in a county developed new teacher course
3. Teachers are encouraged to participate in a variety of staff development activities with many being teacher led
4. Teachers have opportunity to input into major curricular decisions
5. Teachers are provided with support systems to address student needs
6. Support systems include elementary behavior support teachers, case managers, new initiatives in special education programs, and
alternative education programs
7. The Human Resource Office, School Principal and Elementary Director assign teachers to areas in which they are certified
8. Teachers are offered the state required reading courses for certification purposes as determined by need
9. Teachers are reimbursed for six hours of college classes per year to meet certification purposes
10. Tenured teachers are formally observed a minimum of once each semester and evaluated yearly
11. Non-tenured teachers are formally observed a minimum of twice each semester and evaluated twice each year
12. Central office staff, principals and teachers from other schools complete an Instructional Walk Through bi-annually
3. The main calendar/post-it board in the office is used as a communication tool to inform teachers of upcoming events and instructional issues
HIGH-QUALITY HIGHLY QUALIFIED TEACHERS TO HIGH-NEED SCHOOLS - COMPONENT 5

Strategies to attract high-quality highly qualified teachers to high-need schools:
Describe the strategies used by the school 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 a mentor/mentee program for newly hired teachers during their tenure period.
- Garrett County provides tuition reimbursement for continuing education and graduate level university credit.

Additional Strategies:
PARENTAL INVOLVEMENT – COMPONENT 6

Strategies to increase parental involvement:
Include strategies to promote effective parental involvement in the school

<table>
<thead>
<tr>
<th>Strategies to increase/promote effective parental involvement</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage parental/staff involvement at PTO meetings. Combine PTO meetings with Title I Parenting Learning Programs.</td>
<td>Principal, Staff</td>
<td>November 2013</td>
</tr>
<tr>
<td>Plan Parenting Learning Programs opportunities with school staff on topics in reading, math, and science. (Title I): Reading Literacy Night (Pre-K-5) Science Night (Pre-K-5)</td>
<td>Principal, Staff, Title I School Coordinator</td>
<td>Reading Literacy Night - September 2013 Carnegie Science Night - October 2013 Math, Science, Technology Night - February 2014</td>
</tr>
<tr>
<td>Conduct parent and interest survey (fall) and follow up in spring with survey on parent’s perceptions of school climate</td>
<td>Cathy Helbig- County Title I Coordinator</td>
<td>September/May</td>
</tr>
<tr>
<td>Review and discuss the School-Parent-Student Compact at Parent Conferences</td>
<td>Cathy Helbig- County Title I Coordinator, Laura Witt- School Title I Coordinator</td>
<td>October 16, 2013</td>
</tr>
<tr>
<td>Parent volunteer program facilitated to increase parent participation</td>
<td>Jackie Hinebaugh</td>
<td>2013-2014</td>
</tr>
</tbody>
</table>

NCLB Section 1116(a)(1)(D) The LEA shall review the effectiveness of the actions and activities the schools are carrying out with respect to parental involvement, professional development, and other activities assisted under this part.

What evaluation will determine the effectiveness of these activities?

We will track parent volunteer hours to determine if more parents are involved. Utilize results from formative and summative parent evaluations to determine ongoing parent programs. Utilize results of the parent climate surveys to increase parent involvement.

Did volunteer hours increase from the previous year?

We will look at data from our climate survey to see if parents feel comfortable coming to the school.
Describe how the school will provide written notice about the identification to parents of each student enrolled.

<table>
<thead>
<tr>
<th>Written notification to parents</th>
<th>How was the information provided to parents?</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/office newsletters</td>
<td>planners</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Weekly classroom newsletters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back to School Night</td>
<td>Flyers, Radio, newspaper</td>
<td>August</td>
</tr>
<tr>
<td>PTO newsletters</td>
<td>Flyers, newspaper</td>
<td>September-June</td>
</tr>
<tr>
<td>Title One Parent Programs- reading series/PARCC, math and science, Love and Logic, literacy night</td>
<td>Flyers and newsletters</td>
<td>2013-2014 Reading/PARCC - Sept. October - Carnegie Night with Judy Center December - math / technology night January - Family Literacy night at the Backdoor Cafe February - Love and Logic parent strategies and tips</td>
</tr>
</tbody>
</table>
TRANSITION – COMPONENT 7

Plans for assisting students in the transition from elementary school to middle school programs and from middle school to high school programs:

- Pre-K, K, and 1st grade transition meetings
- Pre-K and Kindergarten registration
- School-wide grade transition day
- Back-to-School Night
- Matriculation Cards with transition meeting with sixth grade team at the end of the school year
- Student transition meeting with middle school counselor held at the elementary school
- Transition IEP meetings held for all fifth grade special education/504 students
- Middle School orientation and summer visitation
MEASURES TO INCLUDE TEACHERS IN DECISIONS REGARDING THE USE OF ACADEMIC ASSESSMENTS – COMPONENT 8

In order to provide information on, and to improve, the achievement of individual students and the overall instructional program:

- Teachers are regularly involved in the decision making process with county benchmarks and alignment through countywide staff development.
- Weekly Team meetings - with the specialist and classroom teachers grades 1-5, Judy Center meetings with PK/K, intervention and special education teacher meet with classroom teachers to help identify and monitor struggling students.
- Teachers are involved in the School Action Plan which drives curriculum, instruction and planning.
- TAG with Dr. Wilson to hear and communicate with teachers/staff across the county monthly.
ADDITIONAL ASSISTANCE TO STUDENTS AND EXTENDED LEARNING ACTIVITIES – COMPONENT 9

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely ADDITIONAL ASSISTANCE which shall include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**Note:** THIS SECTION DOES NOT PERTAIN TO EXTENDED LEARNING TIME (before/after-school, summer school)

<table>
<thead>
<tr>
<th>Grade Level/Subgroups (As indicated in Component 1–Needs Assessment)</th>
<th>Activities to ensure proficient or advanced levels are met</th>
<th>Measures of Effectiveness</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| Grades 1 & 2: Reading: Struggling Students  
• Phonics  
• Phonemic awareness  
• Sight Words  
• Word Study | Explicit instruction  
Academic Intervention Groups  
Guided reading groups  
STAR Reader | Reading formatives  
Observation  
Individual Data Sheets  
Intervention monitoring  
Classroom Assessment | Ongoing |
| Math: Struggling Students | Accelerated Math  
Academic Intervention assistance  
Small group pull-out | Math formatives  
Classroom assessment  
Intervention monitoring | Ongoing |
| Grades 3, 4, & 5: Reading: Struggling Students  
• Fluency  
• Comprehension  
• Phonics  
• Word Attack Strategies | Explicit instruction  
Academic Intervention Groups  
Guided reading groups  
STAR Reader  
After school tutoring | Reading formatives  
Observation  
Individual Data Sheets  
Intervention monitoring  
Classroom Assessment | Ongoing |
| Math: Struggling Students  
• Students scoring basic on MSA | Explicit instruction  
Academic Intervention  
Small group tutoring  
After school tutoring | Math formatives  
Classroom assessments  
Accelerated Math assessments  
Academic intervention  
Topic assessments | Ongoing |
NCLB Section 1116(a)(1)(D) The LEA shall review the effectiveness of the actions and activities the schools are carrying out with respect to parental involvement, professional development, and other activities assisted under this part.

What evaluation will determine the effectiveness of these activities?
COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL SERVICES AND PROGRAMS – COMPONENT 10

Using the budget, describe how resources are being coordinated and integrated.

Our Title I budget of $132,335.26 is being used in the following way:

- **Salaries and Fixed Charges**
  - Laura Witt
  - Nancy Zbel
  - Total of Salaries and Fixed Charges

- **Academic Tutor**
  - Heidi McMillan
  - Total of Salaries and Fixed Charges

- **Parenting Program**
  - Salaries 100 hrs. @ $25
  - Fixed Charges
  - Supplies and Materials
  - Refreshments
  - Total

**Total Title One Allocation** $132,335.26

Academic Intervention Teacher will be employed to assist with struggling students during the instructional day. Parenting Program – Sessions will be held for parents to receive information on how to help their children at home.