

Garrett County School Improvement Plan

*Friendsville Elementary Title One School in
partnership with Judy Center, Early Head Start
and Sunny Days Daycare*

2015-2016

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| <u>School</u> | Friendsville Elementary School |
| <u>Number of Students</u> | 155 Students |
| <u>Number of Teachers</u> | 6.5 Classroom Teachers; 0.5 Special Education; 1.5 Title I teacher; 1 Content Specialist; 1 Teaching Principal |

Universal Design for Learning Friendsville Elementary School is committed to utilizing a universal design for learning framework to give every student, including students with disabilities, an equal opportunity to learn. Teachers will create instructional goals, methods, and assessments to meet each students' needs.

Special Programs Partnership with Head Start/Early Head Start, Combination Pre-K/Head Start Classroom, Play Groups, Reading for Health, Second Step, Eagle Reading Nights, Sunny Days Daycare, Parent/Child Activity Calendar, Positive Behavior SOAR Store, Judy Center, PEP Assemblies, Title I/Judy Center Parent Nights, Garrett College Adult ESL Classes, Tech Wizards, LEGO League, Garrett Mentors, It's In the Bag (Weekend Meals for Students as Identified), Friendsville Library, Art Enrichment, Band, Chorus, Trash Band, School-Wide Enrichment Programs, Gifted and Talented for qualifying students, RTI (Response to Intervention, Early Reading Intervention (ERI), Accelerated Reading Program, Discovery Education Streaming, Part time Guidance Counselor, FIRST LEGO League team, Summer Transition Camps (Kindergarten and Pre-K), PTO (Parent/Teacher Organization).

Uniqueness of School Friendsville Elementary is the farthest western school in the state of Maryland located off I-68 on the banks of Youghiogheny River. We border both West Virginia and Pennsylvania. We are a Title I/Judy Center school, that has one classroom per grade level: dual enrollment Pre-K/Head Start - 5th. Our average class size is 22 students. There is an on site, year round wrap-around Sunny Days Daycare and Early Head Start program located within the school. We have an active Parent Teacher Organization (PTO).

School Improvement Team Members

| Name | Title |
|---------------------|---------------------------------------|
| Michele Clevenger | Pre Kindergarten Teacher |
| Meredith Pagenhardt | Kindergarten Teacher |
| Christopher Baker | First Grade Teacher |
| Judy Livengood | Second Grade Teacher |
| Karla Waldo | Third Grade Teacher |
| Carrie Frantz | Fourth Grade Teacher |
| Jennifer McCroskey | Fifth Grade/Special Education Teacher |
| Stephanie Mayle | Parent |
| Misty VanSickle | Parent |
| Connie Uphold | Teaching Principal |
| Barb Unger | Judy Center Manager |
| Alisa Miller | Content Specialist |

Comprehensive Needs Assessment: Component 1

Reading/Language Arts

| Data | Identified Needs | Root Cause |
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| <p>Pre-K: STAR Early Literacy Assessment (ELA) October 2015 12/20 = 60% Early Emergent Reader 8/20 = 40% Late Emergent Reader 0/20 = 0% Transitional Reader</p> | <p>Pre-K: Direct instruction on Concepts of Print Letter/Sound recognition Phonics/Phonemics awareness More nonfiction read alouds Partnering with Sunny Days/Early Head Start for school readiness, daily RTI time.</p> | <p>Pre-K: Teachers need to emphasize concepts of print, 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.</p> |
| <p>Kindergarten: Kindergarten County Assessment October 2015 10/26 = 39% Basic (1-37 Letters recognized) 4/26 = 15% Proficient (38-46 Letters recognized) 12/26 = 46% Advanced (47-52 Letters recognized)</p> | <p>Kindergarten: Phonics Phonemic Awareness More nonfiction read alouds Letter/Sound Identification First 100 Fry Sight Words, daily RTI time.</p> | <p>Kindergarten: 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 the First 100 Sight Words.</p> |

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| <p>1st Grade: Based on the Beginning of the Year (BOY) First 100 Fry Sight Words: Group 4 - 15/19 = 79% less than 25 words Group 3 - 1/19 = 5% 26-50 words Group 2 - 1/19 = 5% 51-75 words Group 1 - 2/19 = 11% more than 75 words</p> <p>2nd Grade: Based on the BOY Second 100 Fry sight word testing scores: Group 3 - 3/20 = 15% less than 30 words Group 2 - 4/20 = 20% 30-75 words Group 1 - 13/20 = 65% greater than 75 words</p> <p>3rd Grade: Based on the BOY STAR Reading Diagnostic Assessment Grade Equivalency Scores: 18/24 = 75% Below Level 4/24 = 17% On Level 2/24 = 8% Above Level</p> | <p>1st Grade: Emphasize the automaticity of the First 100 Fry Sight Words, thus increasing reading fluency. Increase comprehension through experience with nonfiction text.</p> <p>2nd Grade: Emphasize the automaticity of the Second 100 Fry Sight Words, thus increasing reading fluency. Increase comprehension through experience with nonfiction text.</p> <p>3rd Grade: Focus on student comprehension of literature and informational text through verbal and written response.</p> | <p>1st Grade: Teachers need to place more emphasis on instruction of the Second 100 Fry sight words, fluency, and comprehension strategies</p> <p>2nd Grade: Teachers need to place more emphasis on instruction of the Third 100 Fry sight words, fluency, and comprehension strategies</p> <p>3rd Grade: Teachers need to add rigor to instruction by modeling and implementing higher level questioning. Teachers will provide more opportunities for students to access informational text and provide more modeling of extracting/analyzing information from the text Teachers will have students</p> |
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| <p>4th Grade: Based on the BOY STAR Reading Diagnostic Assessment Grade Equivalency Scores: 13/16 = 81% Below Grade Level 3/16 = 19% On Grade Level 0/16 = 0% Above Level</p> | <p>4th Grade: Focus on student comprehension of literature and informational text through verbal and written response.</p> | <p>demonstrate their understanding of informational through their writing.</p> <p>4th Grade: Teachers need to add rigor to instruction by modeling and implementing higher level questioning. Teachers will provide more opportunities for students to access informational text and provide more modeling of extracting/analyzing information from the text Teachers will have students demonstrate their understanding of informational through their writing.</p> |
| <p>5th Grade: Based on the BOY STAR Reading Diagnostic Assessment Grade Equivalency Scores: 21/28 = 75% Below Grade Level 3/28 = 11% On Grade Level 4/28 = 14% Above Grade Level</p> | <p>5th Grade: Focus on student comprehension of literature and informational text through verbal and written response.</p> | <p>5th Grade: Teachers need to add rigor to instruction by modeling and implementing higher level questioning. Teachers will provide more opportunities for students to access informational text and provide more modeling of extracting/analyzing</p> |

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| | | <p>information from the text Teachers will have students demonstrate their understanding of informational through their writing.</p> |
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**School Wide Reform Strategies: Component 2
Reading/Language Arts**

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| <p>Goal: 90% of students in grades 2-5 will increase their grade equivalency score by one year based on the STAR diagnostic assessment.</p> | <p>Strategies: Response To Intervention (RTI) - daily Academic Intervention through the following strategies:</p> |
| <p>Pre-K: Based on the BOY STAR Early Literacy Assessment, all students will increase 1 level as a reader.</p> <p>Kindergarten: Based on the BOY County Wide Assessment (Letter Recognition), all students will know all 26 upper and lowercase letters</p> <p>1st Grade: Based on the BOY First 100 Fry Sight Words test scores, all students will show an increase of at least 50 words by the EOY</p> | <p>Pre-K: Daily differentiated guided reading groups and daily instruction on letters, sounds, and numbers, Interactive Activities using the SMARTboard</p> <p>Kindergarten: Daily differentiated guided reading groups and RTI instruction on letters, sounds, and numbers, Interactive Activities using the SMARTboard</p> <p>1st Grade: Differentiated Fry Sight Word activities (flashcards, word apps, etc.) daily guided reading groups and RTI instruction on letters, sounds, blends, and numbers, and interactive activities using the SMARTboard</p> |

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| <p>2nd Grade: Based on the BOY Second 100 Fry Sight Word test scores. All students will show an increase of at least 50 words by the EOY</p> | <p>2nd Grade: Differentiated Fry Sight Word activities (flashcards, word apps, etc.) daily guided reading groups and RTI instruction on reading fluency and comprehension, and interactive activities using the SMARTboard</p> |
| <p>3rd Grade: Based on Grade Equivalency Scores from STAR Diagnostic Assessment, 90% of students will increase their grade level equivalency by a full academic year.</p> | <p>3rd Grade: Differentiated Fry Sight Word activities (flashcards, word apps, etc.) daily guided reading groups and RTI instruction on reading fluency and comprehension, and interactive activities using the SMARTboard</p> |
| <p>4th Grade: Based on Grade Equivalency Scores from STAR Diagnostic Assessment, 90% of students will increase their grade level equivalency by a full academic year.</p> | <p>4th Grade: Modeling Reading Fluency, Independent Reading on Instructional Reading Levels (Comprehension Quizzes on Independent Level), Literature Circles, Multiple Reading of Stories for Comprehension and Analysis, Daily Guided Reading Groups and RTI for differentiated instruction, Direct Instruction of Vocabulary in the Content Area, Spelling Based on Instructional Need Emphasizing Blends, Prefixes, Suffixes, Within Word Patterns, and Derivational Relations (understanding of multisyllabic words that have Greek and Latin Roots) and direct</p> |
| <p>5th Grade: Based on Grade Equivalency Scores from STAR Diagnostic Assessment, 90% of students will increase their grade level equivalency by a full academic year.</p> | <p>comprehension writing Instruction through the use of the ACE Method (Answer, Cite, and Explain).</p> |
| <p>5th Grade: Based on Grade Equivalency Scores from STAR Diagnostic Assessment, 90% of students will increase their grade level equivalency by a full academic year.</p> | <p>5th Grade: Modeling Reading Fluency, Independent Reading on Instructional Reading Levels (Comprehension Quizzes on Independent Level), Literature Circles, Multiple Reading of Stories for Comprehension and Analysis, Daily Guided Reading Groups and RTI for differentiated instruction, Direct Instruction of Vocabulary in the Content Area, Spelling Based on</p> |

Instructional Need Emphasizing Blends, Prefixes, Suffixes, Within Word Patterns, and Derivational Relations (understanding of multisyllabic words that have Greek and Latin Roots) and direct comprehension writing Instruction through the use of the ACE Method (Answer, Cite, and Explain).

Formative Evaluation

Pre-K: STAR Early Literacy Assessment (ELA)

December 2015

9/20= 47% Early Emergent Readers,

11/20= 53% Late Emergent Reader

1/20= 5% Transitional Readers

Kindergarten: County Wide Assessment

December 2015

5/26 = 19% Basic (1-37 Letters recognized)

1/26 = 4% Proficient (38-46 Letters recognized)

20/26 = 77% Advanced (47-52 Letters recognized)

1st Grade: At mid-year, did all students show an increase of at least 25 First 100 Fry Sight Words?

Group 4 - 1/19 = 5% less than 25 words

Group 3 - 4/19 = 21% 25-50 words

Group 2 - 5/19 = 26% 51-75 words

Group 1 - 9/19 = 47% more than 75 words

No, only 16/19 = 84% increased at least 25 words

2nd Grade: At mid-year, did all students show an increase of at least 25 Second 100 Fry Sight Words?

Group 3 - 4/18 = 22% less than 30 words

Group 2 - 2/18 = 11% 31-75 words

Group 1 - 12/18 = 67% greater than 75 words

Yes, 18/18 = 100% increased at least 25 words

Grades 3-5 will be taking the STAR Reading Diagnostic Assessment at the end of every term:

3rd Grade: At mid-year, did 100% students increase their grade equivalency score by 6 months on the STAR Reading Diagnostic Assessment? Assessment Grade Equivalency Scores:

11/24 = 46% Below Grade Level

4/24 = 17% On Grade Level

9/24 = 38% Above Grade Level

No, only 16/23 = 70% of the 3rd grade students increased 6 months.

4th Grade: At mid-year, 100% students increase their grade equivalency score by 6 months on the STAR Reading Diagnostic Assessment? Assessment Grade Equivalency Scores:

6/14 = 43% Below Grade Level

6/14 = 43% On Grade Level

2/14 = 14% Above Grade Level

No, only 12/14 = 86% of the 4th grade students increased 6 months.

5th Grade: At mid-year, 100% students increase their grade equivalency score by 6 months on the STAR Reading Diagnostic Assessment? Assessment Grade Equivalency Scores:

13/27 = 48% Below Grade Level

8/27 = 30% On Grade Level

6/27 = 22% Above Grade Level

No, only 22/27 = 82% of the 5th grade students increased 6 months.

Summative Evaluation:

Pre-K: STAR Early Literacy Assessment (ELA)

May 2016

1/18= 6% Early Emergent Reader

13/18= 72% Late Emergent Reader

4/18= 22% Transitional Reader

Kindergarten: County Wide Assessment

May 2016

1/25= 4% Basic (1-37 Letters recognized)

2/25 = 8% Proficient (38-46 Letters recognized)

22/25 = 88% Advanced (47-52 Letters recognized)

1st Grade: At the end of the year, 100% students show an increase of at least 50 words on the Second 100 Fry Sight Words?

Group 4 - 0/19 = 0% less than 25 words

Group 3 - 1/19 = 5% 25-50 words

Group 2 - 3/19 = 16% 51-75 words

Group 1 - 15/19 = 79% more than 75 words

No, only 17/19 = 89% increased at least 50 words

2nd Grade: At the end of the year, 100% students show an increase of at least 50 words on the Third 100 Fry Sight Words?

Group 3 - 2/19 = 11% less than 30 words

Group 2 - 2/19 = 11% 30-75 words

Group 1 - 15/19 = 79% greater than 75 words

No, only 16/18 = 89% increased at least 50 words

3rd Grade: At the end of year, did 90%-100% of students increase their grade level equivalency score by a full academic year?

Assessment Grade Equivalency Scores:

10/23 = 43% Below Grade Level

5/23 = 22% On Grade Level

8/23 = 35% Above Grade Level

No, only 13/23 = 56% of the 3rd grade students increased a full academic year.

4th Grade: At the end of year, did 90%-100% of students increase their grade level equivalency score by a full academic year?

Assessment Grade Equivalency Scores:

8/16 = 50% Below Grade Level

2/16 = 13% On Grade Level

4/16 = 25% Above Grade Level

Yes, 16/16 = 100% of the 4th grade students increased a full academic year.

5th Grade: At the end of year, did 90%-100% of students increase their grade level equivalency score by a full academic year?

Assessment Grade Equivalency Scores:

13/27 = 48% Below Grade Level

8/27 = 30% On Grade Level

6/27 = 22% Above Grade Level

No, only 20/27 = 74% of the 5th grade students increased a full academic year.

Garrett County Public Schools (GCPS) Strategic Plan 2015-2018

Objective: 1.5 One hundred percent of special education referrals that are teacher initiated will have data (include frequency, duration,outcome) from scientific, research based intervention.

**Comprehensive Needs Assessment: Component 1
Math**

| Data | Identified Needs | Root Cause |
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| <p>Pre-K: County Math Assessment (Numeral Recognition) October 2015 9/20 = 45% Less than 5 numbers 8/20 = 40% 5-10 numbers 3/20 = 0% Greater than 10 numbers</p> | <p>Pre-K: Number recognition Math processing Problem solving</p> | <p>Pre-K: Teacher needs to provide conceptual foundation for number sense, instruction on math vocabulary and relevant, real-world problem solving opportunities that allow students to expand their number sense, in order to process and problem solve mathematically. Daily flexible math groups need to be utilized to provide differentiated instruction.</p> |
| <p>Kindergarten: Kindergarten Readiness Assessment (Numeral Recognition) October 2015 7/26 = 27% Less than 10 numbers 13/26 = 50% 10-20 numbers 6/26 = 23% Greater than 20 numbers</p> | <p>Kindergarten: Number recognition Math processing Problem solving</p> | <p>Kindergarten: Teacher needs to provide a conceptual foundation for number sense, instruction on math vocabulary and relevant, real-world problem solving opportunities that allow students to expand their number sense, in order to process and problem solve mathematically.</p> |

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| <p>1st Grade: Based on the County Math Benchmark Fall 2015 8 /19 = 42% Below 60% 11/19 = 58% 60%-80% 1/19 = 5% Above 80%</p> <p>2nd Grade: Based on the BOY Star Math Grade Equivalency Fall 2015 10/20 = 50% Below grade level 7/20 = 35% On grade level 3/20 = 15% Above grade level</p> <p>3rd Grade: Based on the BOY County Math Benchmark Fall 2015 24 /24 = 100% Below 60% 0 /24 = 0% 60%-80% 0 /24 = 0% Above 80%</p> | <p>1st Grade: Operations and algebraic thinking Number and Operations - base ten</p> <p>2nd Grade: Operations and algebraic thinking Number and Operations - base ten Measurement and Data Geometry</p> <p>3rd Grade: Operations and algebraic thinking Number and Operations - base ten Number and Operations -</p> | <p>Daily flexible math groups need to be utilized to provide differentiated instruction.</p> <p>1st Grade: Teachers need to focus more on an understanding of addition, subtraction, and strategies for addition and subtraction within 20. Teachers need to focus on an understanding of whole number relationships and place value, including grouping in tens and ones.</p> <p>2nd Grade: Teachers need to focus on extending understanding of base-ten notation, building fluency with addition and subtraction facts, using standard units of measure; and describing and analyzing shapes.</p> <p>3rd Grade: Teachers need to incorporate technology to enhance student learning Teacher needs to provide</p> |
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| <p>5th Grade: Based on the BOY County Math Benchmark Fall 2015</p> <p>26/28= 93% Below 60%</p> <p>2/28= 7% 60%-80%</p> <p>0/28= 0% Above 80%</p> | <p>5th Grade: Operations and algebraic thinking</p> <p>Number and Operations - base ten/fractions (multiplication/division)</p> <p>Attend to precision</p> <p>Prose Responses</p> | <p>through the utilization of manipulatives</p> <p>Teachers need to model conceptual language and higher level thinking skills</p> <p>Teachers need to incorporate technology to enhance student learning</p> <p>5th Grade: Teachers need to model mathematical reasoning and thinking for application of a reasonable strategy, explanation/justification of mathematical processes, connections and extensions (leading a mathematical discussion)</p> <p>Teachers need to focus on foundational/essential skills that have not been mastered through the utilization of manipulatives</p> <p>Teachers need to model conceptual language and higher level thinking skills</p> |
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| | | Teachers need to incorporate technology to enhance student learning |
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**School Wide Reform Strategies: Component 2
Math**

| Goal: | Strategies: |
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| <p>Pre-K: 90%- 100% of students will know than greater than ten numerals at the EOY</p> <p>Kindergarten: 90%-100% of students will know than greater than ten numerals at the EOY</p> | <p>Pre-K: Think Alouds, Tactile Experiences, Spiral Review, Graphic Organizers, Math Huddles, Flexible Grouping for Differentiated Instruction, Small Group Instruction, Technology Enhanced Instruction, Math Games, Strategies for Basic Number Computation Fluency</p> <p>Kindergarten: Think Alouds, Tactile Experiences, Spiral Review, Graphic Organizers, Math Huddles, Flexible Grouping for Differentiated Instruction, Small Group Instruction, Technology Enhanced Instruction, Math Games, Strategies for Basic Number Computation Fluency</p> |

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| <p>1st Grade: 90%-100% of students will score 70% or higher on the EOY Math Benchmark.</p> <p>2nd Grade: 90%-100% of students will score 70% or higher on the EOY Math Benchmark.</p> <p>3rd Grade: 90%-100% of students will score 70% or higher on the EOY Math Benchmark.</p> <p>4th Grade: 90%-100% of students will score 70% or higher on the EOY Math Benchmark.</p> <p>5th Grade: 90%-100% of students will score 70% or higher on the EOY Math Benchmark.</p> | <p>1st Grade: Think Alouds, Tactile Experiences, Spiral Review, Graphic Organizers, Math Huddles, Flexible Grouping for Differentiated Instruction, Small Group Instruction, Technology Enhanced Instruction, Math Games, Strategies for Basic Number Computation Fluency</p> <p>2nd Grade: Think Alouds, Tactile Experiences, Spiral Review, Graphic Organizers, Math Huddles, Flexible Grouping for Differentiated Instruction, Small Group Instruction, Technology Enhanced Instruction, Math Games, Strategies for Basic Number Computation Fluency</p> <p>3rd Grade: Think Alouds, Tactile Experiences, Spiral Review, Graphic Organizers, Math Huddles, Flexible Grouping for Differentiated Instruction, Small Group Instruction, Technology Enhanced Instruction, Math Games, Strategies for Basic Number Computation Fluency</p> <p>4th Grade: Investigation of Mathematical Concepts, Conceptual Based Teaching, Think Alouds, Interactive Journals, Tactile Experiences, Spiral Review, Graphic Organizers, Use of Math Toolbox of Student Strategies, Number Talks, Math Huddles, Flexible Grouping for Differentiated Instruction, Small Group Instruction, Technology Enhanced Instruction, Math Games</p> |
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| | <p>5th Grade: Investigation of Mathematical Concepts, Conceptual Based Teaching, Think Alouds, Interactive Journals, Tactile Experiences, Spiral Review, Graphic Organizers, Use of Math Toolbox of Student Strategies, Number Talks, Math Huddles, Flexible Grouping for Differentiated Instruction, Small Group Instruction, Technology Enhanced Instruction, Math Games</p> |
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| <p>Formative Evaluation: PK: PK County Math Assessment (Numeral Recognition) December 2015 3/20= 16% 0-5 numbers 4/20= 21% 0-10 numbers 13/20= 63% 10 numbers and greater</p> <p>Kindergarten: County Math Assessment (Numeral Recognition) December 2015 2/26 = 8% Less than 10 numbers 17/26 = 65% 10-20 numbers 7/26 = 27% 20 numbers or greater</p> <p>1st Grade: Based on the County Math Benchmark December 2015 8/20 = 40% Below grade level 11/20 = 55% On grade level 1/20 = 5% Above grade level</p> |
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2nd Grade: Based on the BOY Star Math Grade Equivalency

December 2015

7/16 = 44% Below grade level

7/16 = 44% On grade level

2/16 = 13% Above grade level

3rd Grade: * Did 90%-100% of your students score 70% or higher on the Math Benchmark (After Unit 4)?

No, only 12/24 = 50% of the 3rd grade students scored 70% or higher.

4th Grade: * Did 90%-100% of your students score 70% or higher on the Math Benchmark (After Unit 4)?

Yes, 12/15 = 80% of the 4th grade students scored 70% or higher.

5th Grade: * Did 90%-100% of your students score 70% or higher on the Math Benchmark (After Unit 4)?

No, only 17/25 = 68% of the 5th grade students scored 70% or higher.

Summative Evaluation:

Pre-K: At the end of year, did 95%-100% of students know 10 or more numbers on the Pre-Kindergarten Assessment (Numeral Recognition)?

No, only 16/18 = 89% of the PreK students knew more than 10 numbers.

Kindergarten: At the end of year, did 95%-100% of students recognize 20 or more numbers?

No, only 22/25 = 88% of the K students knew 20 or more numbers.

1st Grade: At the end of the year, did 90%-100% of students score 75% or higher on the EOY Math Benchmark?

No, only 13/18 = 72% of the 1st grade students scored 70% or higher.

2nd Grade: At the end of the year, did 90%-100% of students score 75% or higher on the EOY Math Benchmark?

No, only 13/19 = 68% of the 2nd grade students scored 70% or higher.

3rd Grade: At the end of the year, did 90%-100% of students score 75% or higher on the EOY Math Benchmark?

No, only 8/23 = 35% of the 3rd grade students scored 70% or higher.

4th Grade: At the end of the year, did 90%-100% of students score 75% or higher on the EOY Math Benchmark?

No, only 10/16 = 63% of the 4th grade students scored 70% or higher.

5th Grade: At the end of the year, did 90%-100% of students score 75% or higher on the EOY Math Benchmark?

No, only 7/24 = 29% of the 5th grade students scored 70% or higher.

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**Comprehensive Needs Assessment: Component 1
Science**

| Data | Identified Needs | Root Cause |
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| 5th grade: 2015 MSA Science 4/18 = 22.2 % Basic 13/18= 72.2% Proficient 1/18= 5.6% Advanced | 5th grade: Practice with performance based questions On direct teaching of Life Science | 5th grade: Teachers model/ apply test taking strategies, higher level questioning to cite and support findings from informational text Time for students to type open ended responses to include more details Teachers need to schedule time for performance based activities through STEM activities |

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

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| Goal: | Strategies: |
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| <p>5th grade: 90% of students will score proficient or advanced on the 2016 MSA Science.</p> | <ul style="list-style-type: none"> Identify and understand text features Apply the use of context clues to decode unfamiliar words Apply writing rubric to science prose response Use ACE method to write prose response utilizing the science rubric Use of Google Classroom and SchoolNet Assessment to incorporate technology enhanced assessments Science enrichment guest presenters Utilize Brain Pop for Emphasis on daily science curriculum Utilize Discovery Education for visual understanding of science concepts Evidence based support in oral/written responses Use the 5 E's while teaching science (engage, explore, explain, elaborate, and evaluate) Emphasis on informational texts Inquiry based learning with the use of science materials Word wall for key vocabulary |
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| <p>Formative Evaluation: 5th Grade: Did 90% of students score 90% or better on the MSA (Maryland School Assessment) practice assessment in February?</p> <p>Summative Evaluation: 5th Grade: Did 95% of students score proficient or advanced on the 2016 MSA?</p> |
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Pupil Service

Needs Assessment- Component 1:

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| <u>Identified Needs</u> | <u>Assessment Data Profile</u> |
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| Attendance: To increase student attendance rate to 95% or greater in 2015-2016 | K-5 Annual Average Attendance 2014-2015: 94.2% |
| Discipline: To reduce the number of ASC placements by 50% second semester. | K-5 Number of ASC placements first semester 2015-2016: 77 placements of ASC first semester. K-5 Number of Students placed in ASC first semester 2015-2016: 18 students have been placed in ASC first semester. |

Component 2:

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| Identified Needs: Discipline | Goal: To reduce the number of students placed in ASC second semester Spring 2016. |
| <p>Strategies and Activities:</p> <ul style="list-style-type: none"> ● Staff trained on CPI strategies ● Give Student Appropriate Choices ● Monthly PEP assembly recognition for On the Right Track and Character Education awards ● 2nd step lessons taught weekly ● Reteach appropriate behaviors at recess ● Staff trained on Behavior Management Skills ● Communicate and Collaborate with parents regarding student discipline | |

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

High Quality Professional Development Activities:

| Needs Assessment Addressed | High Quality Professional Development Activities | Audience Teachers, Paraprofessionals <u>and</u> Principals | Person(s) Responsible | Timeline | Evaluation |
|---|---|--|--|------------------------|---------------------------------|
| PK/K-curriculum | TEDDY BEARS | HEAD START, PK, K | Jane Wildesen and Judy Center | August 2015 | Implementation in the classroom |
| PK/K-State validation | MSDE ORIENTATION/ VALIDATION | PK | Judy Center-Barb Unger | September 22, 2015 | Implementation in the classroom |
| PK/K assessments | ELA PK TRAINING | PK | Judy Center - Barb Unger | November 5 and 6, 2015 | Implementation in the classroom |
| PK/K assessments | KRA K TRAINING | K | Board of Ed.- Steve Knepp | September 9, 2015 | Implementation in the classroom |
| Head Start curriculum | FROG STREET CURRICULUM | HEAD START | Judy Center- Melanie Cooper | August 2105 | Implementation in the classroom |
| Reading and math | DIFFERENTIATED INSTRUCTION | PK, K, 1st | Board of Ed. (BOE) - Lindsey Gregory and Susan Henline | November 12, 2105 | Implementation in the classroom |
| Decrease off task behavior | BEHAVIOR MANAGEMENT STRATEGIES | HEAD START, PK, K | Head Start - Peggy Gosnel | October 2015 | Implementation in the classroom |
| Curriculum and strategies in reading and math | PK/K CONFERENCE | PK/K | MSDE-Maryland State Department of Education | February 2016 | Implementation in the classroom |
| Gives tools to help create classrooms that more | GOOGLE APPS AND EXTENSIONS | 1ST-5TH GRADE | BOE- Jennifer Armstrong | October 2015 | Implementation in the classroom |

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| effectively use the principles of UDL | | | | | |
| Technology Enhanced Assessment | SCHOOLNET | 1ST-5TH GRADE | Content Specialist - Alisa Miller | August 2015 | Use of Teacher Created SchoolNet Assessments |

GCPS Strategic Planning 2015-2018: Goal 1 Provide effective professional development that contributes to the overall effectiveness of teachers and support staff.

GCPS Strategic Planning 2015-2018: 2.1 Facilitate collaborative trainings with all early childhood partners yielding an increase in school readiness of all incoming kindergarteners in each of the four domains of learning from 55% to 59%

Highly Qualified Teachers- Component 3

| Grade Level | Classroom Teacher | Number of Classrooms Taught by HQT |
|--------------------|--------------------------|---|
| Pre-K | Michele Clevenger | 1 |
| Kindergarten | Meredith Pagenhardt | 1 |
| 1st | Christopher Baker | 1 |
| 2nd | Judy Livengood | 1 |
| 3rd | Karla Waldo | 1 |
| 4th | Carrie Frantz | 1 |
| 5th | Jennifer McCroskey | 1 |

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-yearly 1
13. 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:

- 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.

Additional Strategies:

Parental Involvement: Component 6

Strategies to increase parental involvement:

Financial Literacy class offered during the Fall Festival, Gift cards for Parent/Child activity calendar, Inviting Parents to Monthly Pep assemblies, Parent, Volunteer Thursdays, Christmas Programs, Interact Theater, Back to School Night, Parent Conferences, Book Fair, Parent Cafe, Eagle Reading Night, Judy Center Play Groups, Title One Parent Nights

GCPS Strategic Plan 2015-2018- Objectives: 2.3 Increase the number of early learning experiences within the county from 5-10 offerings for children in Garrett County by establishing a regular schedule for playgroups (0-5 year olds).

How is information shared with parents?

School/office - Remind text 101, newsletters, website, Facebook, parent meetings
Weekly classroom newsletters
Title One Parent Compact
Title One Parent involvement plan
School Messenger
Powerschool parent portal

Transition: Component 7

Describe how the school plans on assisting students transitioning into pre-k/k and from elementary to middle school programs:

- . Pre-K ,K, and 1st grade transition meetings
- Pre-K and Kindergarten registration
- . Pre-K and Kindergarten Summer Camp
- School-wide grade transition day
- Back-to-School Night
- . PK-5th PLC/RTI meetings for grade level alignment
- Matriculation Cards and transition meetings with sixth grade team members at the end of the school year
- Student transition, orientation, tour at middle school with elementary school counselor
- Transition IEP meetings held for all fifth grade special education/504 students
- Student/Parent middle school orientation and summer visitation

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

- 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 teachers 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
- . Teacher driven SLOs
- . Monthly TAG (Teacher Advisory Group) meetings with Dr. Wilson to hear and communicate with teachers/staff across the county

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? |
|--|---|
| <p>Reading: PreK-1st: Explicit instruction- Phonics Academic Intervention Groups Guided reading groups STAR Diagnostic Early Literacy assessment</p> <p>2nd - 5th Grades: Explicit instruction on Word Attack Strategies Weekly Read Naturally practice for fluency and comprehension Daily Academic Intervention Groups</p> | <p>PreK-5th Grade: Fry word review each term</p> <p>1st-5th Grade: Fluency assessment (Fall, Winter, Spring) STAR Reading Diagnostic Assessment each term- baseline assessment January (1st grade)</p> |

| | |
|---|---|
| <p>Daily Guided reading groups</p> <p>Math:</p> <p>PreK-K: Differentiated math skills groups</p> <p>1st-5th grade:</p> <p> Individualized skill practice on IXL and Sumdog</p> <p> Weekly tutoring as needed</p> <p> Weekly co-teaching grades 1-5</p> | <p>Numeral recognition assessment</p> <p>1st-5th grade:</p> <p>Math County benchmarks</p> <p>STAR Math Diagnostic Assessment</p> <p>Classroom/Topic assessments</p> |
|---|---|

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 Parent Program budget is being used in the following way: | |
| Friendsville Parenting Program 2015-2016 | |
| . | Salaries 6 teachers x 3 hours @ \$25 includes fixed charges \$465.00 |
| . | Supplies and Materials \$200.00 |
| . | Contracted Services \$800.00 |
| | |
| Total Title One Allocation | \$1,465.00 |
| Parenting Programs will be offered to enrich parents and students in reading, math, science, healthy eating and exercise | |