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| **School: Friendsville Elementary School** |
| **Principal: James Friend** |

**I Executive Summary**

1. **Facilitating the Development of a School Vision**

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| **Vision Statement (PSEL 1 & 2)**  To provide a high quality, caring instructional environment where students, families and community members feel valued and welcomed in a working relationship that best supports our children, families and community. |
| **Mission Statement (PSEL 1 & 2)**  To partnership with our community members and agencies to provide programs of services to engage and support our students, families and community in lifelong education. |

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| **What is the process for ensuring that all staff and other stakeholders are able to articulate the vision?** The vision is shared during parent conferences and throughout the year through school newsletters and on our website.  **When did the last periodic, collaborative review of the vision by stakeholders occur?** The last review of the school vision is unknown to me but we will review the vision and mission statement throughout this school year. The vision and mission will be updated at the end of the year. The vision statement will be reviewed to ensure it reflects our values and describes where we want to be in the future. The mission statement will be reviewed to ensure it is reflective of the schools founding purpose. |

1. **Culture and Climate Narrative (PSEL 2,3,5)**

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development. School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experiences of school life. School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure. In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland’s public schools, without exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

1. Safe
2. Appropriate for academic achievement; and
3. Free from any form of harassment.

**2018 Climate Survey Results (Will include once the survey is sent out, returned, and the data disaggregated**

**In narrative form, address your school’s climate and culture.**

**Describe your school's strategies to encourage positive working relationships between teachers, including collaborative**

**planning and instruction.**

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| We have a collaborative Pre K/Head Start classroom. We hold monthly PLC meetings. We meet as a staff each Monday to discuss weekly plans and initiatives. Academic intervention staff works collaboratively with classroom teachers to plan instruction. Each teacher is involved in building level committees to facilitate relationships between staff and administration. Transitional meetings take place at the end of each year between grade levels. |

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, which may include providing counseling, mentoring and other pupil services. and training for school personnel to ensure the system is fairly and consistently enforced.

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| As a PBIS school, we offer our students character education lessons. At the beginning of the school year, we introduce school-wide expectations using the PBIS Matrix. Students learn the school-wide behavior model using SOAR (safe, organized, achievers, respect/responsibility). We have monthly Pep Assemblies to celebrate students who have displayed the character trait of the month, show growth in academics/behavior, and show achievement in math. We also teach the Second Step Program. Teachers complete Bullying Prevention training each year using Safe Schools. Guidance counselor teaches monthly lessons to teach social skills. Students are given positive office referrals for demonstrating good behavior. “Eagle Honors” bulletin board to display student achievements. Garrett Mentors offer adult support for students in need. Health Department provides counselors for students. Behavior support teacher in place for students in need. SOAR coupons given out for students who display SOAR expectations. Monthly incentives for positive behavior in students. |

How do you assess the learning environment to support the physical, social and cultural needs of students and staff?

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| For students and staff to learn they must feel safe, engaged, connected, and supported in their classrooms and school. We assess this through Title I Parent Surveys, Pre K Validation, student interest surveys, teacher evaluations, staff surveys. The principal communicates and reinforces high behavioral standards to staff and students. The principal ensures that behavioral policies are consistently applied from day to day, and student to student. Implement routines and expectations that are safe for all. In 2017-18 we will be implemented a student body government which brought concerns and issues to the principal's attention in a safe non-threatening manner. The positives of the program were beneficial to support the physical, social, and cultural needs of the student body we will have representatives from the 4th and 5th grades serve on this committee.  The County Student Handbook is followed by teachers and the principal in all areas related to discipline with school community concerns being addressed in the School Student handbook. The school compact is also used to ensure parents, students, and teachers know and commit to their responsibilities throughout the year. |

**C. Organization of Collaborative Work (PSEL 2,4,6,7)**

**Use this page to identify the members of the School Improvement Plan’s team. Please include their affiliation/title.**

|  |  |
| --- | --- |
| **Name** | **Affiliation/Title** |
| Karla Waldo | PK Teacher |
| Brittany Stein | K Teacher |
| Chris Baker | First Grade Teacher |
| Emily Hughes | Second Grade Teacher |
| Michele Clevenger | Third Grade Teacher |
| Whitney Rhodes | Fourth Grade Teacher |
| Meredith Pagenhardt | Fifth Grade Teacher |
| Judy Livengood | Intervention Teacher |
| Amy Snyder | Special Education Teacher |
| **How have team members been prepared for the work of the Data Team?** Team members are familiar with data assessments and how to analyze this data to identify areas of need. Some team members have attended professional developments on how to administer and use diagnostic assessments. All staff in grades 3-5 are trained in proper PARCC administration. |
| **How is communication between the team and stakeholder groups (teachers, classified staff, parents and community members) structured and supported?** All staff members collaborate and actively participate in the data team meetings. The school website is used to communicate with parents and the community. Community members and parents are encouraged to attend the SIT plan review. |
| **What diverse views and multiple perspectives are present in your school community? How are these reflected in and embraced by the work and recommendations of the Data Team?** Our school consists of students from a variety of socioeconomic status and ethnicity. We have 67.1% of students from FARMS. 13% of our students are in special education. We also have a joint Head Start and Preschool classroom. This diversity is reflected by collaboration with RTI teachers, special education teachers, and classroom teachers.  Other programs:  PBIS School wide, Collaborative PK Classroom, Accelerated Reader Program, Second Program, PLC’s, Junior First Lego League, Mentor Program, Parent Volunteer Program, RTI ‘Conference Program |

**D. Demographics (PSEL 3,6,9)**

**STAFF DATA 2018-2019 School Year**

**Table 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **School-based Personnel** | **Part Time** | **Full Time** | **Total** |
| Administrators |  | 1 | 1 |
| Teachers |  | 7 | 7 |
| Counselors | .40 |  | .40 |
| Instructional Assistants | .6/.72 | 2 | 3.32 |
| Support Staff (Clerical, Food Service, Maintenance) | .52 | 5 | 5.52 |
| Other (RTI) |  | 1 | 1 |
| Total Staff | 2.24 | 16 | 18.24 |

|  |  |  |  |
| --- | --- | --- | --- |
| Under each year, indicate the number or percent as indicated of individual in each category. | **2018-2019**  **Official Data** | **2017-2018**  **Official Data** | **2016 – 2017**  **Official Data** |
| **Percentage** of faculty who are:   * Certified to teach in assigned area(s) * Not certified to teach in assigned area(s) | 100% Certified  0% Not Certified | 100% Certified  0% Not Certified | 100% Certified  0% Not Certified |
| For those not certified, list name, grade level course | K Head Start  Not a GCBOE Employee | None | None |
| Number of years principal has been in the building | 1 | 0 | 4 |
| Teacher Average Daily Attendance |  |  |  |

**Table 2**

**Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.**

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| Our plan is to recruit high-quality candidates by utilizing our Human Resources Department in screening candidates for posted positions. Once hired our school will provide a Mentor for all new employees as well as high-quality staff development, training and targeted assistance as needed. Our county also provides a new teacher orientation program to guide and nurture new employees to ensure they are well prepared and supported.   * 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 Certified Individuals teachers. * Garrett County offers a salary stipend for National Board Certification. * Garrett County provides tuition reimbursement for continuing education and graduate level university credit. |

**Student Demographics ESSA section 1111(c)(2)(B).**

**Table 3 SUBGROUP POPULATION DATA**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2018-2019**  **TOTAL** | **2017 – 2018**  **TOTAL** | **2016-2017**  **TOTAL** |
| Am Indian/Alaskan Native | 1 | 1 | 1 |
| Hawaiian/Pacific Islander |  |  |  |
| African American | 3 | 3 | 2 |
| White | 140 | 143 | 148 |
| Asian |  |  |  |
| Two or More Races |  |  |  |
| Special Education | 9 |  |  |
| EL | 3 | 2 | 2 |
| Homeless |  | 3 | 4 |
| Military |  |  |  |
| Foster Care | 1 | 1 |  |
| Males | 78 | 73 | 75 |
| Females | 69 | 77 | 78 |
| Total Enrollment | 147 | 150 | 153 |

**Percentage of student eligible for Free and Reduced Meals as of September 30, 2018**: **67.1%**

Maryland has established the minimum number of students as n=10 for public reporting and for accountability determinations. This minimum n-size allows for the maximum number of LEAs, schools, and student groups to be represented in the accountability system and provides an acceptable level of statistical reliability and validity.

**Special Education Data 2018-2019 School Year Table 4**

|  |  |
| --- | --- |
| **Disability** | **TOTAL** |
| 01 Intellectual Disability | 0 |
| 02 Hard of Hearing | 0 |
| 03 Deaf | 0 |
| 04 Speech/Language Impaired | 3 |
| 05 Visual Impairment | 0 |
| 06 Emotional Disturbance | 0 |
| 07 Orthopedic Impairment | 0 |
| 08 Other Health Impaired | 1 |
| 09 Specific Learning Disability | 2 |
| 10 Multiple Disabilities | 2 |
| 12 Deaf-Blindness | 0 |
| 13 Traumatic Brain Injury | 0 |
| 14 Autism | 1 |
| 15 Developmental Delay | 0 |

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| Are there any unique attributes of your school population?  Friendsville Elementary School is a Title 1 School with (67.1%) of our population being FARMs and 13.3% of our students receive Special Education services. The dynamic of our school and population is becoming more diverse with 1% being native american, 2% african america and 2% of our population is EL students. |
| How does the school recognize, respect and employ each student’s strengths, diversity and culture as assets for teaching and learning?  Differentiation is employed in all classrooms to meet the needs of each student. Our Gifted and Talented program promotes enriched learning opportunities for students to learn about locations and cultures, as well as extend their learning with mentors or experts in a field of study the students are interested in. Students also can complete Service learning projects associated with community and global ties (Hurricane relief, Feed the Children, etc). Our school communicates with parents while enriching the students in engaging activities during our Title I Parent and Eagle Reading Nights throughout the year. Christmas Around the World activities are completed in each classroom and we reach out to our Veterans and community when we hold our annual Veterans Day Program. |

**Maryland has established the minimum number of students as n=10 for public reporting and for accountability determinations. This minimum n-size allows for the maximum number of LEAs, schools, and student groups to be represented in the accountability system and provides an acceptable level of statistical reliability and validity.**

**UNIVERSAL DESIGN FOR LEARNING (PSEL 3, 4 & 5)**

**The Maryland State Board of Education adopted the Code of Maryland Regulations (COMAR), 13A.03.06., Universal Design for Learning (UDL), which requires local school systems to use UDL guidelines and principles in the development and provision of curriculum, instructional materials, instruction, professional development, and student assessments. The purpose of Universal Design for Learning (UDL) principles is to differentiate learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, as well as guide schools in the development of curriculum, instructional planning, instructional delivery, material selection and assessments.** Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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| In narrative form, describe how your school uses data and UDL strategies to provide and differentiate instruction to meet the diverse needs of students. How is instruction modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments? How is this monitored for consistency, fidelity and effectiveness?  We use the Universal Design for Learning in our school to define appropriate goals, assess the learning needs of our population , and evaluate how our students can overcome curriculum barriers to help our students with their unique and diverse needs. As a staff and individual teachers, we analyze and assess data to identify areas of need in instruction. We classify students as Tier 3, Tier 2, or Tier 1 to provide extra support (RTI) which is tracked in PowerSchool. We also use HMH Inventories for reading and math and follow up with Read/Math 180 for students who need intervention support. Intervention teachers work daily with students on necessary skills and track data through PowerSchool. These teachers are extensively trained/certified in Orton Gillingham, Read 180, and other intervention programs. |

**II. Comprehensive Needs Assessment**

1. **ACADEMIC PROGRESS (PSEL 3 & 10) (ESSA (1114)(B)(6)**

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Garrett County are required to do the same.

1) to learn about achievement results and to assess trends over time,

2) to determine how well sub-groups are doing in academic content areas and in behavior, and

3) to identify what causes contribute to outcomes identified (problems in practice).

**\*\*Long term and annual measurements of interim progress will be set using 2016-2017 data as the baseline year.**

In your analysis of **students requiring special education services**, please consider the following special education issues for students in your school**:(Master Plan)**

Access to the General Education Curriculum. How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?

1. **Collaboration with General Educat*ors.* How is your school ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?** General educators and special education staff meet at the beginning of each year to go over IEPs, 504s, BIPs, and accommodations for each student. Special Education staff works in the general education classroom weekly to assist with students as needed. Both special education and general classroom teachers share practices and work materials to fit instructional needs. The special educator also reviews classroom and testing accommodations that individual students need to be successful.

1. **Strategies used to address the Achievement Gap. When the school agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.** Intervention strategies/programs such as Read 180 and Math 180 are utilized to close the achievement gap. Teachers and staff follow the IEP for those students who receive accommodations and modifications in the curriculum. The county received “Mission Literacy” grant to provide literacy coaches, diagnostic tests, and new intervention program.
2. **Interventions, enrichments and supports to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general educations students?** We are a full-inclusion school. All students participate in the general education classroom. Technology is provided per accommodations (Google Speech to Text, Think Central). Interventions are available to students who have an achievement gap in our school. Read 180, Math 180, county benchmark, and Orton-Gillingham are analyzed quarterly with teachers, special educators, academic intervention teachers, and administrative team.
   1. **Reading/ELA Data Overview (PSEL 4 & 10)**

2018 Growth:

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

**Short Term Goal:** To reduce the gap for ELL, Special Education and lowest performing subgroup students.

To reduce the number of non-proficient students by

**Reading – Proficiency Data / See attached workbook**

**Based on available PARCC data describe the strengths and challenges in English Language Arts/Literacy for [ grades 3-8 / grade 10 /grade 11].**

**What trends are evident within the academic year and as students’ progress through grade levels? In your response, identify challenges for**

**students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress**

**towards meeting State performance standards.**

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| Upon analyzing the PARCC data, Friendsville has a need to increase the number of students in the approaching level to the met/exceeds level by increasing intensive RTI services to students in the Tier 2 and Tier 3 levels. Intervention teachers will be implementing evidence based interventions Orton Gillingham and Read 180 fidelity to increase achievement in the subgroups (special education and males) are Tier 3 RTI. Teachers in grades Pre-K through 2nd will be implementing Orton Gillingham with fidelity. Teachers in grades 3-5 will be implementing the HMH Read 180 curriculum. The writing focus for our school will be implemented and modeled through the use of mentor text and will be assessed using the Lucy Calkins rubric.      **Data Identified Needs Root Cause(s)**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Pre-K**   |  |  |  |  | | --- | --- | --- | --- | |  | **Upper Case** | **Lower Case** | **Sight Words** | | **>21** | **1/21**  **5%** | **1/21**  **5%** | **0/21**  **0%** | | **14 to 20** | **0/21**  **0%** | **0/21**  **0%** | **0/21**  **0%** | | **10 to 13** | **1/21**  **5%** | **0/21**  **0%** | **0/21**  **0%** | | **5 to 9** | **6/21**  **29%** | **0/21%** | **0/21**  **0%** | | **0 to 4** | **13/21**  **62%** | **20/21**  **95%** | **21/21**  **100%** | | •Students are enrolling without foundational skills and require more exposure and time to interact with books, play games that reinforce preschool skills, and dialogue about things around them.  •Students need practice with recognition of letters both uppercase and lowercase letters as well as letter sounds. | •Students not receiving formalized daycare prior to entering Pre K.  •Lack of exposure of upper and lower case letters, concepts of print, phonics, rhyming, and phonemic awareness instruction.  Plan to address RC:  •Utilize small group in daily instruction  •Emphasize differentiated instruction  •Partial implementation of Orton Gillingham program with fidelity | | **Kindergarten**   |  |  |  |  | | --- | --- | --- | --- | |  | **Sounds** | **Written Uppercase** | **Written Lowercase** | | **>21** | **4/14 29%** | **6/14**  **43%** | **2/14**  **14%** | | **14 to 20** | **1/14**  **7%** | **0/14**  **0%** | **3/14**  **21%** | | **10 to 13** | **3/14 21%** | **5/14**  **36%** | **1/14**  **7%** | | **5 to 9** | **0/14%**  **0%** | **1/14**  **7%** | **5/14**  **36%** | | **0 to 4** | **6/14**  **43%** | **2/14**  **14%** | **3/14**  **21%** | | •Phonics and decoding strategies to develop emergent readers  •Beginning sounds and words  •Deficit in Red Words  •Writing upper and lowercase letters | •Lack of exposure to informational text and additional modeling of the writing process.  •Lack of exposure to new word list  •Lack of consistency in resources in ELA  •2018-2019 First year of Orton Gillingham with fidelity  Plan to address RC:  •Implement Orton Gillingham-IMSE program into the Kindergarten and First Grade Programs with fidelity  •Utilize technology to support the schoolwide goals.  •Utilize Orton Gillingham to fill gaps in student learning through the RTI process  •Utilize small group in daily instruction  •Emphasize differentiated instruction | | **Grade 1**  **RED WORDS**   |  |  | | --- | --- | |  | **Red Words**  **Percentage Identified** | | **>45** | **2/26 8%** | | **31-45** | **3/26 12%** | | **16-30** | **6/26 23%** | | **0-15** | **15/26 58%** |   **HMH READING INVENTORY**   |  |  | | --- | --- | | **Advanced** | **0/26 0%** | | **Proficient** | **0/26 0%** | | **Basic** | **26/26 100%** |   **Grade 1**  **Lucy Calkins Informational Text**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   **Grade 1**  **Lucy Calkins Personal Narratives**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | •Emphasize the automaticity of Red Word list (1st grade), thus increasing reading fluency  •Increase comprehension through experience with nonfiction text  •Classroom support needed for identified missing foundational skills that need addressed in RTI Tier II and III daily  •Writing structure  •The data reflects that first-graders will benefit from letter recognition, letter sounds, and decoding interventions  •Uppercase and lowercase letter recognition  •Phonological awareness  •Letter-sound correspondence  •Decoding and word recognition | •Lack of consistency in resources for the ELA curriculum  •2018-2019 First year of Orton Gillingham with fidelity  •Lack of exposure to informational text and additional modeling of the writing process.  •Lack of exposure to new word list  •Gaps in instruction  Plan to address RC:  •Implement Orton Gillingham Program with fidelity  •Brief implementation of Lucy Calkins (personal narrative and informational writing)  •Utilize technology to support the schoolwide goals.  •Utilize Orton Gillingham to fill gaps in student learning through the RTI process  •Involve parents in the RTI process with meetings quarterly at mid-term to share interventions and supports for parents to assist at home with activities and homework  •Utilize small group in daily instruction  •Emphasize differentiated instruction  •Utilize the What Works Clearinghouse to guide our instruction with evidence-based activities and units  •Utilize high interest text, based on student interest surveys  Writing  •Utilize the SchoolWide writing Program in conjunction with the Lucy Calking Writing Rubrics to analyze writing performance in grades First through Fifth. | | **Grade 2**  **RED WORDS**   |  |  | | --- | --- | |  | **Red Words**  **Percentage Identified** | | **>45** | **5/22 23 %** | | **31-45** | **6/22 27 %** | | **16-30** | **5/22 23 %** | | **0-15** | **6/22 27 %** |   **HMH READING INVENTORY**   |  |  | | --- | --- | | **Advanced** | **2/22 9%** | | **Proficient** | **1/22 6%** | | **Basic** | **2/22 9%** | | **Below Basic** | **17/22 77%** |   **Grade 2**  **Lucy Calkins Informational Text**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   **Grade 2**  **Lucy Calkins Personal Narratives**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | •Emphasize the automaticity or Orton Word lists to increase reading fluency  •Increase comprehension through experience with nonfiction text  •Classroom support needed for identified missing foundational skills that need addressed in RTI Tier II and III daily to close gaps  •Based on third grade writing scores on PARCC there is a need to make connections between reading and writing  •Decoding and word recognition  •Use prior knowledge to answer questions about information read in text  •Build vocabulary by reading and discussing books | •Lack of consistency in resources for the ELA curriculum  •Brief implementation of Lucy Calkins  •Exposure to more cross-curricular texts  •Implement Orton Gillingham program with fidelity  •Students will use grade level Lucy Calkins rubrics to assess their writing in the domains of informational and personal narrative writing  •Utilize technology to support the schoolwide goals.  •Utilize Orton Gillingham to fill gaps in student learning through the RTI process  •Involve parents in the RTI process with meetings quarterly at mid-term to share interventions and supports for parents to assist at home with activities and homework  Plan to address RC:  •Utilize technology to support the schoolwide goals.  •Utilize Orton Gillingham to fill gaps in student learning through the RTI process  •Involve parents in the RTI process with meetings quarterly at mid-term to share interventions and supports for parents to assist at home with activities and homework  •Utilize small group in daily instruction  •Emphasize differentiated instruction  •Utilize the What Works Clearinghouse to guide our instruction with evidence-based activities and units  •Utilize high interest text, based on student interest surveys  •Utilize the SchoolWide writing Program in conjunction with the Lucy Calking Writing Rubrics to analyze writing performance in grades First through Fifth. | | **Grade 3**  **QRI DATA**   |  |  | | --- | --- | |  | **Independent Level** | | **4th** | **3/17 18%** | | **3rd** | **4/17 24%** | | **2nd** | **2/17 12%** | | **1st** | **1/17 6%** | | **P** | **3/17 18%** | | **PP** | **4/17 24%** |   **HMH READING INVENTORY**   |  |  | | --- | --- | | **Advanced** | **0/17 0%** | | **Proficient** | **3/17 18%** | | **Basic** | **4/17 24%** | | **Below Basic** | **10/17 59%** |   **Grade 3**  **Lucy Calkins Informational Text**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   **Grade 3**  **Lucy Calkins Personal Narratives**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | •Text comprehension for both fiction and nonfiction texts  •Fluency in reading informational texts  •Foundational skills in decoding and sight word recognition  •Emphasize writing structure, details, and complete sentences  •Lack of fluency in typing written responses  •Use decoding and structural analysis to determine meaning of unfamiliar words  •Compare and contrast important points and key details presented in two texts on the same topics  •Use text features and tools  •Conventions and expression in writing  •Prose written responses | •Lack of consistency in resources for the ELA curriculum  •More exposure to cross-curricular texts  •A focus on foundational and decoding skills  •More exposure to informational texts and reading strategies  •Consistent implementation of the Lucy Calkins Writing program (only been used for 1 year)  •Typing practice and test taking strategies  •Behavioral issues taking time from instruction  •Utilize Orton Gillingham to fill gaps in below-level student learning through the RTI process  Plan to address RC:  •Utilize technology to support the schoolwide goals.  •Involve parents in the RTI process with meetings quarterly at mid-term to share interventions and supports for parents to assist at home with activities and homework  •Utilize small group in daily instruction  •Emphasize differentiated instruction  •Modeling mentor text  •ACE writing model  •Research simulation  •Utilize the What Works Clearinghouse to guide our instruction with evidence-based activities and units  •Utilize high interest text, based on student interest surveys  •Utilize the SchoolWide writing Program in conjunction with the Lucy Calking Writing Rubrics to analyze writing performance in grades First through Fifth. | | **Grade 4**  **QRI DATA**   |  |  | | --- | --- | |  | **Independent Level** | | **5th** | **7/22 32%** | | **4th** | **4/22 18%** | | **3rd** | **4/22 18%** | | **2nd** | **1/22 4%** | | **1st** | **4/22 18%** | | **P** | **2/22 9%** | | **PP** | **0/22 0%** |   **HMH READING INVENTORY**   |  |  | | --- | --- | | **Advanced** | **2/24 8%** | | **Proficient** | **5/24 21%** | | **Basic** | **10/24 42%** | | **Below Basic** | **7/24 29%** |   **Grade 4**  **Lucy Calkins Informational Text**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   **Grade 4**  **Lucy Calkins Personal Narratives**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | •Text comprehension skills  •Phonics skills and decoding multisyllabic words  •Emphasize writing structure, details, and complex sentences  •Comprehension of informational and nonfiction texts  •Typing written responses  •Decoding and structural analysis to determine meaning of unfamiliar words  •Determine the main idea of a text  •Conventions and expression in writing | •Lack of consistency in resources for the ELA curriculum  •Consistent implementation of the Lucy Calkins Writing program (only been used for 1 year)  •More exposure to cross-curricular texts  •Teach CLOZE Reading strategies for nonfiction texts  •More practice in typing fluency for computer-based tests  •Involve parents in the RTI process with meetings quarterly at mid-term to share interventions and supports for parents to assist at home with activities and homework  •Utilize the What Works Clearinghouse to guide our instruction with evidence-based activities and units  •Utilize high interest text, based on student interest surveys  Plan to address RC:  •Utilize technology to support the schoolwide goals.  •Involve parents in the RTI process with meetings quarterly at mid-term to share interventions and supports for parents to assist at home with activities and homework  •Utilize small group in daily instruction  •Emphasize differentiated instruction  •Modeling mentor text  •Research simulation  •Utilize the SchoolWide writing Program in conjunction with the Lucy Calking Writing Rubrics to analyze writing performance in grades First through Fifth. | | **Grade 5**  **QRI DATA**   |  |  | | --- | --- | |  | **Independent Level** | | **6th** | **10/24 42%** | | **5th** | **6/24 25%** | | **4th** | **6/24 25%** | | **3rd** | **1/24 4%** | | **2nd** | **1/24 4%** | | **1st** |  | | **P** |  | | **PP** |  |   **HMH READING INVENTORY**   |  |  | | --- | --- | | **Advanced** | **1/22 5 %** | | **Proficient** | **4/22 18%** | | **Basic** | **10/22 45%** | | **Below Basic** | **7/22 32%** |   **Grade 1**  **Lucy Calkins Informational Text**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   **Grade 1**  **Lucy Calkins Personal Narratives**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | •Emphasize writing structure to produce more fluent writers with skills such as details and complex sentences.  •Text comprehension and grade-level fluency  •Comprehension of informational and nonfiction texts  •Typing written responses  •Conventions and expression in writing  •Compare and contrast Point-of-View across texts  •Use decoding and structural analysis to determine the meaning of unfamiliar words  •Compare and contrast stories in the same genre | •Lack of consistency in resources for the ELA curriculum  •Consistent implementation of the Lucy Calkins Writing program (only been used for 1 year)  •More exposure to cross-curricular texts  •Teach CLOZE Reading strategies for nonfiction texts  •More practice in typing fluency for computer-based tests  •Involve parents in the RTI process with meetings quarterly at mid-term to share interventions and supports for parents to assist at home with activities and homework  Plan to address RC:  •Utilize technology to support the schoolwide goals.  •Involve parents in the RTI process with meetings quarterly at mid-term to share interventions and supports for parents to assist at home with activities and homework  •Utilize small group in daily instruction  •Emphasize differentiated instruction  •Modeling mentor text  •Research simulation  •Utilize the What Works Clearinghouse to guide our instruction with evidence-based activities and units  •Utilize high interest text, based on student interest surveys  •Utilize the SchoolWide writing Program in conjunction with the Lucy Calkins Writing Rubrics to analyze writing performance in grades First through Fifth. | |
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# Reading/LA Reform Strategies

School Wide Reform Strategies: Component 2 (ESSA Component 2)

Reading Language Arts

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| --- | --- |
| **Goal:** | **Strategies** |
| * By the end of the 2018-19 school year, 80% of the students in prekindergarten students will score 70% or higher on the end of year assessment in the area of alphabet identification, red words, and sight words. * By the end of the 2018-19 school year, 80% of the students in prekindergarten students will score 70% or higher on the end of year assessment in the area of alphabet identification (upper and lowercase), rhyming, and sight words. * By the end of the 2018-19 school year, 80% of the students in first and second grade will improve by one tier growth on the HMH Functional Reading Assessment. * By the end of the 2018-19 school year, 80% of the students in Third through Fifth grade will improve by demonstrating one tier growth on the HMH Reading Inventory * By the end of the 2018-19 school year the students in grades first through fifth will make a 1pt growth on the Lucy Calkins Rubric for writing | * Implement Orton Gillingham-IMSE program into the Kindergarten and First Grade Programs. * Utilize technology to support the schoolwide goals. * Utilize the What WorKs Clearinghouse to guide our instruction with evidence based activities and units. * Utilize Orton Gillingham to fill gaps in student learning through the RTI process. * Utilize high interests text, based on student interest surveys * Involve parents in the RTI process with meetings quarterly at mid-term to share interventions and supports for parents to assist at home with activities and homework. * Students will use grade level language rubrics to assess their writing in the domains of informational and personal narrative writing. |

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## Pre-Kindergarten Reading Evaluations (Formative)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Score** | **Upper Case BOY** | **Upper Case**  **MOY** | **Upper Case**  **EOY** | **LowerCase BOY** | **Lower Case**  **MOY** | **Lower Case**  **EOY** | **Sight Words**  **BOY (21)** | **Sight Words**  **MOY (21)** | **Sight Words**  **EOY (21)** |
| **>21** | **1/21**  **5%** | **9/20 45%** |  | **1/21**  **5%** | **3/20 15%** |  | **0/21 0%** | **3/20 15%** |  |
| **14 to 20** | **0/21**  **0%** | **3/20 15%** |  | **0/21**  **0%** | **6/20 30%** |  | **0/21 0%** | **6/20 30%** |  |
| **10 to 13** | **1/21**  **5%** | **1/20 5%** |  | **0/21**  **0%** | **3/20 15%** |  | **0/21 0%** | **3/20 15%** |  |
| **5 to 9** | **6/21**  **29%** | **6/20 30%** |  | **0/21%** | **5/20 25%** |  | **0/21 0%** | **5/20 25%** |  |
| **0 to 4** | **13/21**  **62%** | **1/20 10%** |  | **20/21**  **95%** | **3/20 15%** |  | **21/21 100%** | **3/20 15%** |  |

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| --- | --- | --- | --- |
| **Number of Words** | **Rhyming words/5 Baseline** | **Rhyming words/5 MOY** | **Rhyming words/5 EOY** |
| **1-3** | **6 /20 30%** | **4/20 20%** |  |
| **3-4** | **1/20**  **5%** | **1/20 5%** |  |
| **5** | **13/20 65%** | **13/20 65%** |  |

**Kindergarten Data ? Sounds, Uppercase lowercase and sight words**

**First Grade ?? Redwords HMH and writing**

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| **Grade 1 HMH** | **Grade 2 HMH** | **Grade 3 HMH** |
| |  |  |  |  | | --- | --- | --- | --- | | **Grade 1 HMH** | **October BOY** | **January MOY** | **May EOY** | | **BB (Below Basic)** |  |  |  | | **B (Basic)** | **26/26 - 100%** |  |  | | **P (Proficient)** | **0/26 - 0%** |  |  | | **A (Advanced)** | **0/26 - 0%** |  |  |   **Grade 1**  **Lucy Calkins Informational Text**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   **Grade 1**  **Lucy Calkins Personal Narratives**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | |  |  |  |  | | --- | --- | --- | --- | | **Grade 2 HMH** | **October BOY** | **January MOY** | **May EOY** | | **BB (Below Basic)** | **17/22 77%** | **14/22 64%** |  | | **B (Basic)** | **2/22 9%** | **2/22 9%** |  | | **P (Proficient)** | **1/22 4%** | **4/22 16%** |  | | **A (Advanced)** | **2/22 9%** | **2/22 9%** |  |   **Grade 2**  **Lucy Calkins Informational Text**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   **Grade 2**  **Lucy Calkins Personal Narratives**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | |  |  |  |  | | --- | --- | --- | --- | | **Grade 3 HMH** | **October BOY Asses.** | **January MOY Assess.** | **May EOY Assess.** | | **BB (Below Basic)** | **11/17 65%** | **10/17 59%** |  | | **B (Basic)** | **3/17 18%** | **1/16 6%** |  | | **P (Proficient)** | **3/17 18%** | **6/16 38%** |  | |  |  |  |  |   **Lucy calkins Informational Text**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   **Grade 3**  **Lucy Calkins Personal Narratives**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |

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| --- | --- |
| **Grade 4 Data** | **Grade 5 Data** |
| |  |  |  |  | | --- | --- | --- | --- | | **Grade 4 HMH** | **October BOY Assessment** | **January MOY Assessment** | **May EOY Assessment** | | **BB (Below Basic)** | **8/23 35%** | **8/23 35%** |  | | **B (Basic)** | **6/23 26%** | **4 17%** |  | | **P (Proficient)** | **7 /23 30%** | **6 30%** |  | | **A (Advanced)** | **2/23 9%** | **5 22%** |  |   **Grade 4**  **Lucy Calkins Informational Text**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   **Grade 4**  **Lucy Calkins Personal Narratives**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | |  |  |  |  | | --- | --- | --- | --- | | **Grade 5 HMH** | **October BOY Assessment** | **January MOY**  **Assessment** | **May EOY Assessment** | | **BB (Below Basic)** | **8/23 35%** | **8/23 35%** |  | | **B (Basic)** | **4/23 17%** | **5/23 22%** |  | | **P (Proficient)** | **7/23 30%** | **8/23 35%** |  | | **A (Advanced)** | **2/23 9%** | **2/23 9%** |  |   **Grade 5**  **Lucy Calkins Informational Text**   |  |  |  | | --- | --- | --- | |  | **Pre** | **Post** | |  |  |  | |  |  |  | |  |  |  |   **Grade 5**  **Lucy Calkins Personal Narratives**   |  |  |  | | --- | --- | --- | |  | **Pre** | **Post** | |  |  |  | |  |  |  | |  |  |  | |

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| Formative Evaluation (MId-Year)   * Did 80% of the students in prekindergarten students will score 70% or higher on the mid-year assessment in the area of alphabet identification? No (60% of the students met the goal at midterm) * Did 80% of the students in prekindergarten score 70% or higher on the mid-year assessment on sight words? No (45% of the students met this goal at midterm.) * Did 80% of the students in prekindergarten score 70% or higher on the end of year assessment on rhyming words? N0 ( 65% of the students met the mid-year goal.) * Did 80% of the students in kindergarten score 70% or higher on the end of year assessment on rhyming words? No ( 65% of the students met the mid-year goal.) * Did 80% of the students in first and fifth grade will improve by one hundred growth points on the HMH Functional Reading Assessment? Yes, the students in grades first through fifth averaged 107 points on the HMH assessment. * Did students in grades first through fifth make 1pt growth on the Lucy Calkins Rubric for writing on the personal narrative writing assessments? |

**Mathematics Data Overview (PSEL 4 & 7**

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

**Short Term Goal:** To reduce the gap for ELL, Special Education and lowest performing subgroup students.

To reduce the number of non-proficient students by

**Based on available PARCC data describe the strengths and challenges in Mathematics for [grades 3-8, Algebra I, Algebra II and Geometry]**. **What trends are evident within the academic year and as students’ progress through grade levels? In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Data Identified Needs Root Cause(s)**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Pre-K**   |  |  | | --- | --- | | Oral Counting | Counting to…... | | >30 | 0/21 0% | | 21 to 30 | 3/21 14% | | 11 to 20 | 9/21 43% | | 6 to 10 | 3/21 14% | | 0 to 5 | 6/21 29% |  |  |  | | --- | --- | | Identify 8 Shapes | Identify 8 Shapes | | 7-8 | 8/21 38% | | 5-6 | 6/21 29% | | 0-4 | 7/21 33% | | **•Number recognition to 10**  **•Math processing**  **•Problem Solving**  **•Counting to 30**  **•Identify shapes** | **•Provide conceptual foundation for number sense**  **•Direct instruction of math vocabulary**  **•Real world problem solving opportunities**  **•Daily flexible math groups for differentiated instruction**  **Plan to address RC:**  **•Small group instruction**  **•Differentiated instruction**  **•Five and ten frames**  **•Utilize the RTI process and resources to differentiate the curriculum** | | **Kindergarten**   |  |  |  |  | | --- | --- | --- | --- | |  | Rote Counting | Number Identification | One-to-One Correspondence to 10 | | >30 | 6/14  43% | 0/14  0% | 0/14  0% | | 21 to 30 | 3/14  21% | 0/14 0% | 0/14  0% | | 11 to 20 | 4/14  29% | 10/14 71% | 0/14  0% | | 6 to 10 | 0/14  0% | 2/14 1  4% | 12/14 86% | | 0 to 5 | 1/14  7% | 2/14 14% | 2/14  14% | | **•Fluency in counting to 20**  **•Number recognition up to 100**  **•Add and subtract up to 10**  **•Problem Solving**  **•Understanding place value 11-19** | **•Provide conceptual foundation for number sense**  **•Direct instruction of math vocabulary**  **•Real world problem solving opportunities**  **•Daily flexible math groups for differentiated instruction**  **Plan to address RC:**  **•Small group instruction**  **•Differentiated instruction**  **•Ten frames**  **•Utilize the RTI process and resources to differentiate the curriculum**  **•Concrete models to visualize abstract concepts** | | **Grade 1**  **HMH MATH INVENTORY**   |  |  | | --- | --- | | **Advanced** | **1/26 4%** | | **Proficient** | **9/26 35%** | | **Basic** | **16/26 62%** | | **•Operations and algebraic thinking**  **•Numbers and Operations in Base Ten**  **•Foundational skills**  **•Conceptual understanding of subitizing 5 and 10 frames**  **•Real life problem solving skills**  **•Focus of supporting clusters** | **•Focus on conceptual understanding of addition and subtraction**  **•Adding and subtracting strategies within 20**  **•Focus on whole number relationships, place value, and grouping tens and ones**  **Plan to address RC:**  **•Small group instruction**  **•Differentiated instruction**  **•Ten frames**  **•Utilize the RTI process and resources to differentiate the curriculum**  **•Concrete models to visualize abstract concepts**  **•Infuse mathematics into all subject areas** | | **Grade 2**  **HMH MATH INVENTORY**   |  |  | | --- | --- | | **Advanced** | **2/22 9%** | | **Proficient** | **4/22 18%** | | **Basic** | **16/22 73%** | | **•Numbers in Base Ten**  **•Operations and Algebraic thinking**  **•Measurement and Geometry** | **•Direct instruction of mathematical tools**  **•Build fluency with addition and subtraction**  **•Focus on using measurements and apply to real life**  **•Model a variety of strategies to develop conceptual understanding.**  **Plan to address RC:**  **•Small group instruction**  **•Differentiated instruction**  **•Ten frames**  **•Utilize the RTI process and resources to differentiate the curriculum**  **•Concrete models to visualize abstract concepts**  **•Infuse mathematics into all subject areas** | | **Grade 3**  **HMH MATH INVENTORY**   |  |  | | --- | --- | | **Advanced** | **0/17 0%** | | **Proficient** | **1/17 6%** | | **Basic** | **6/17 35%** | | **Below Basic** | **10/17 59%** | | **•Operations and algebraic thinking**  **•Number and Operations in Base Ten**  **•Basic facts of adding and subtracting**  **•Regrouping**  **•Operations and Algebraic Thinking**  **•More exposure to multi-step problems** | **•More exposure to foundational skills**  **•Practice fluency in addition and subtraction**  **•Model mathematical strategies**  **•Model problem solving strategies**  **•Extend base-ten knowledge**  **•Direct instruction of mathematical tools**  **Plan to address RC:**  **•Small group instruction**  **•Differentiated instruction**  **•Ten frames**  **•Utilize the RTI process and resources to differentiate the curriculum**  **•Concrete models to visualize abstract concepts**  **•Infuse mathematics into all subject areas** | | **Grade 4**  **HMH MATH INVENTORY**   |  |  | | --- | --- | | **Advanced** | **0/22 0%** | | **Proficient** | **0/22 0%** | | **Basic** | **7/22 32%** | | **Below Basic** | **15/22 68%** | | **•Numbers and Operations in Base Ten**  **•Fluency of multiplication and division**  **•Fractions and foundation of ideas**  **•Written response and multi-step problems**  **•More exposure to multi-step problems** | **•More exposure to problem-solving problems, multi-step word problems**  **•Focus on foundational skills**  **•Model concepts in concrete way**  **•More practice on mathematical thinking processes**  **Plan to address RC:**  **•Small group instruction**  **•Differentiated instruction**  **•Ten frames**  **•Utilize the RTI process and resources to differentiate the curriculum**  **•Concrete models to visualize abstract concepts**  **•Infuse mathematics into all subject areas** | | **Grade 5**  **HMH MATH INVENTORY**   |  |  | | --- | --- | | **Advanced** | **0/24 0%** | | **Proficient** | **4/24 17%** | | **Basic** | **4/24 17%** | | **Below Basic** | **16/24 67%** | | **•Written response and multi-step problems**  **•Fractions and foundation of ideas**  **•Fluency of division**  **•Numbers and base ten-decimals**  **•More exposure to multi-step problems**  **•Foundational math skills-multiplication** | **•More exposure to problem-solving problems, multi-step word problems**  **•Focus on foundational skills**  **•Model concepts in concrete way**  **•Practice justifying answers**  **•More practice on mathematical thinking processes**  **•Reinforce foundational skills**  **Plan to address RC:**  **•Small group instruction**  **•Differentiated instruction**  **•Ten frames**  **•Utilize the RTI process and resources to differentiate the curriculum**  **•Concrete models to visualize abstract concepts**  **•Infuse mathematics into all subject areas** |  School Wide Reform Strategies: Component 2 (ESSA Component 2)Math  |  |  | | --- | --- | | **Goal:** | **Strategies** | | **School Improvement Plan goal**   * By the end of the 2018-19 school year 80% of the students in Prekindergarten will score a 70% or higher on the end of year assessment for rote counting to 20, naming numerals to 10, shapes and one-to-one correspondence. * By the end of the 2018-19 school year 80% of the students in prekindergarten and Kindergarten will score a 70% or higher on the end of year number recognition assessment and rote counting assessment. * By the end of the year 80% of the students in Kindergarten score an 70% or higher on the end of year assessment. * Did 80% of the students in Kindergarten make measurable growth on the end of year assessment toward the end of year goal of identifying numbers in the set of real numbers < 20? * Did the students show growth in grades kindergarten through fifth grade on mastery of the mastery of basic math fact   K=Facts to 10  1-2= addition and subtraction facts to 20  3-5= multiplication and division   * By the end of the year 80% of the students will increase from their baseline data by 100 points on the HMH Growth Report. | * Multi sensory approach to math facts. * Think alouds * Modeling * Daily warm up to expose students to multi-step problems. * Use models and multiple strategies to solve basic to multi-step problems. * Focus on strategies for basic facts development. * Use flexible groupings for differentiated instruction. * Use explicit instruction on the foundation understanding of math concepts on base ten.   + Understanding place value of numbers to five, ten, and one hundred.   + Patterns and sequencing   + Problem solving   + Reading for important information * Focus on the major clusters in each grade level while integrating the supporting and additional clusters within the major cluster coursework. * Utilize and reference the Standards for mathematical practice to build a positive mindset toward math and math problem solving. * Model concrete to abstract thinking * Focus on the value of the “Standards for mathematical Practice * Use “what Works Clearinghouse” to identify evidenced based programs and activities for interventions in all classrooms. |   Data   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | PK Data  Counting   |  |  |  |  | | --- | --- | --- | --- | | Numbers | Pre. | MOY | EOY | | 0-5 | 3/20 30% | 1/20 10% |  | | 6-10 | 1/20 10% | 1/20 10% |  | | 11-15 | 10  50% | 3/20 30% |  | | 16-20 | 6  30% | 13/20  65% |  |   Kindergarten Data  PK Data  Counting   |  |  |  |  | | --- | --- | --- | --- | | Numbers | Pre. | MOY | EOY | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |   Grade 1-5 HMH    Grade 3 Math Facts  Plese add \_\_\_/\_\_\_- and percentages   |  |  |  | | --- | --- | --- | | Facts | MOY | EOY | | 0-19 |  |  | | 10-36 |  |  | | 37-51 |  |  | | 52-62 |  |  | | 63-71 |  |  | | 72-79 |  |  | | 80-85 |  |  | | PK Data  One to one correspondence   |  |  |  |  | | --- | --- | --- | --- | | Numbers | Pre. | MOY | EOY | | 0-5 | 5/20  25% | 0/20  0% |  | | 6-10 | 3/20 15% | 1/20  5% |  | | 10-20 | 9  45% | 7/20  35% |  | | >20 | 3/20  15% | 10/20  50% |  |   PK Data  Facts to 10   |  |  |  |  | | --- | --- | --- | --- | | Numbers | Pre. | MOY | EOY | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |   Grade 1 Math Facts  Plese add \_\_\_/\_\_\_- and percentages   |  |  |  | | --- | --- | --- | | Facts | MOY | EOY | | 0-19 |  |  | | 10-36 |  |  | | 37-51 |  |  | | 52-62 |  |  | | 63-71 |  |  | | 72-79 |  |  | | 80-85 |  |  |   Grade 4 Math Facts  Plese add \_\_\_/\_\_\_- and percentages   |  |  |  |  | | --- | --- | --- | --- | | Facts | BOY | MOY | EOY | | Mult >25% | 5/23 =22% | 1/23 = 4% |  | | Mult 25-50% | 10/23 =43% | 7/23 = 30% |  | | Mult 50 - 75% | 6/23 = 26% | 9/23 = 40% |  | | >Mult 75% | 2/23 = 9% | 6/23 = 26% |  | | Div>25% | 12/23 = 52% | 12/ 23= 52% |  | | Div25-50% | 9/23 = 39% | 4/23= 17% |  | | Div 50 - 75% | 2/23 =9% | 5/23= 22% |  | | >Div 75% | 0/23 = 0% | 2/23 9% |  | | PK Data  Shapes   |  |  |  |  | | --- | --- | --- | --- | | Number | Pre. | MOY | EOY | | 0-3 | 0/20  0% | 0/20  0% |  | | 4-7 | 11/20 55% | 6/20  30% |  | | 8 | 9/20 45% | 14/20  60% |  |   PK Data  Shapes   |  |  |  |  | | --- | --- | --- | --- | | Number | Pre. | MOY | EOY | |  |  |  |  | |  |  |  |  | |  |  |  |  |   Grade 2 Math Facts  Plese add \_\_\_/\_\_\_- and percentages   |  |  |  | | --- | --- | --- | | Facts | MOY | EOY | | 0-19 |  |  | | 10-36 |  |  | | 37-51 |  |  | | 52-62 |  |  | | 63-71 |  |  | | 72-79 |  |  | | 80-85 |  |  |   Grade 5 Math Facts  Plese add \_\_\_/\_\_\_- and percentages   |  |  |  | | --- | --- | --- | | Facts | MOY | EOY | | 0-19 |  |  | | 10-36 |  |  | | 37-51 |  |  | | 52-62 |  |  | | 63-71 |  |  | | 72-79 |  |  | | 80-85 |  |  | |  Evaluation  |  | | --- | | Formative Evaluation   * Did 80% of the students in prekindergarten make measurable growth on the mid year assessment in the areas of rote counting to 20, counting using one to one correspondence and shapes ?   Rote count to 20? Yes  One to one correspondence Yes  Shapes? Yes   * Did 80% of the students in Kindergarten make measurable growth on the end of year assessment toward the end of year goal? * Did 80% of the students in Kindergarten make measurable growth on the end of year assessment toward the end of year goal of identifying numbers in the set of real numbers < 20? * Did the students show growth in grades kindergarten through fifth grade on mastery of basic math facts?   PK= Facts to 5  K=Facts to 10  1-2= addition and subtraction facts to 20  3-5= multiplication and division   * Did 80% of the students make measurable growth on the mid year HMH Math Assessment? * Did 80% of the students in first and fifth grade make measurable growth on the HMH mid year math assessment? |  |  | | --- | | Summative Evaluation   * Did 80% of the students in prekindergarten score 70% on the end of year assessment in the areas of rote counting to 20, naming numerals to 10, shapes and one-to-one correspondence? * Did 80% of the students in Kindergarten score 70% on the end of year assessment? * Did the students show growth in grades kindergarten through fifth grade on mastery of the basic math facts for each respected grade?   PK= Facts to 5  K=Facts to 10  1-2= addition and subtraction facts to 20  3-5= multiplication and division   * Did 80% of the students score 100 points or better on the HMH end of year assessment? | |

* 1. **Credit for completion of a well-rounded curriculum (elementary and middle schools)**

**2018 Results** The results for the 2018-19 administration will be shown below after the scores become available.

|  |
| --- |
| **Subgroup** |
| **2018 MISA Results** | | |
| **# Tested** | **# Prof.** | **% Prof.** |
| All Students |  |  |  |
| Hispanic/Latino of any race |  |  |  |
| American Indian or Alaska Native |  |  |  |
| Asian |  |  |  |
| Black or African American |  |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |  |
| White |  |  |  |
| Two or more races |  |  |  |
| Special Education |  |  |  |
| Limited English Proficient (LEP) |  |  |  |
| Free/Reduced Meals (FARMS) |  |  |  |

# Science Comprehensive Needs Assessment

Comprehensive Needs Assessment: Component 1

##### Science

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| --- | --- | --- |
| **Data** | **Identified Needs** | **Root Cause** |
| No Data Available from State Assessments | 3rd- 5th grade:  Direct teaching of reading science text  Practice with performance based questions for  performance tasks  Direct teaching of Next Gen Standards: Physical Science, Life Science, Earth and Space, Engineering/Technology  STEM Activities will be completed throughout the year both in the classroom and as a school.  The Scientific Process needs to be the primary focus to lead into fun, hands on activities that cultivate student interest into various topics. | 3rd- 5th grade:Teachers model/ apply test taking strategies,  higher level questioning to cite, direct teaching of  test/science vocabulary.  Utilize the ACE response for informational text    Utilize media technology time for practicing typing open ended responses.  Teachers need to schedule at least 4 STEM activities throughout the year. |

**School Wide Reform Strategies: Component 2**

**Science**

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| --- | --- |
| **Goal:** | **Strategies:** |
| All Grades: Develop curriculum, labs and activities based in the Next Gen standards.  All teachers will develop two science engineering activities throughout the year. | Direct instruction of inquiry based performance tasks  Apply the use of context clues to decode unfamiliar words  Apply and Utilize the CER method in response to science inquiry  Teachers will create SchoolNet Assessments using Next Gen Standards  Science enrichment guest presenters  Utilize Discovery Education for visual reinforcement of science concepts and virtual field trips  Utilize the MD Science Center and Pittsburgh Science Center as resources  Teachers will create lessons using 5 E’s while teaching science (engage, explore, explain, elaborate, and evaluate) and evaluate effectiveness of lessons by using EQUIP rubric as a guide  Word wall for key vocabulary  Use integration techniques in both math and science to aid in “Time Management” |

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| **Formative Evaluation:**  Did all teachers utilize the Next Gen Science standards when creating lessons for their classrooms? Yes Please send me 1 lesson full lesson plan to attach to this document  Did all teachers develop two science engineering activity by mid-year? The school organized a STEM activity where the students designed a box that would protect their pumpkin form a 60 foot drop. |

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| **Summative Evaluation:**  Did all teachers utilize the Next Gen Science standards when creating lessons for their classrooms?  Did all teachers develop four science engineering activity by the end of the year? |

**Percent of students scoring proficient on the Maryland Integrated Science assessment (MISA). Discuss what your school is doing (has done) to**

**address any challenges.**

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| Our school is driven to engage and enhance learning in a meaningful way. The goal at the building level is to develop activities that are of high interest topics that will appeal to a varied audience, especially boys. While our historic data indicates a disparity in boys and girls; in math, science, reading and writing, it is our goal to imbed engaging activities that appeal across all genres that will excite our students about learning. We will complete 4 activities throughout the year which will be cross-curricular in nature but will focus primarily in the engineering/science domain. Through this lens our goal excite students through real world activities that connect with them and their situations.  Tentative activity schedule: The Cliffs………………………………… A fourth grade activity which integrates social studies, math, science and archeology.  Pumpkin Palooza …………………… whole school activity that investigate a variety of science topics but culminates with an  engineering challenge. (Prepare seeds for spring planting)  Pumpkin Drop- Science and Engineering Challenge    Schoolyard habitat Projects…… Each class will complete an activity associated with our schoolyard projects. Maple Grove, Apple Orchard, Greenhouse planning, pumpkin life cycle, Solar power    Energized Guy on 10/22/18  Carnegie Science Center: Energy Program  Strawberry Planting Project January 2019  All of these programs are in preparations of the solar energy project for our school.  These activity days will be used as a PBIS reward to build character and responsibility within our school community. |
|  |

**Percent of 5th grade students passing one each of coursework in social studies, fine arts, physical education, and health. (“Passing”- students**

**earn a non-failing grade, which means that they meet the standards for the course). Discuss what your school is doing (has done) to address any**

**challenges.**

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| --- |
| **Historic grades in these areas shows 100% of our students passing social studies, Physical education, and health. It is our goal to provide enhanced instruction in these high interests topics to spark interests in reading, science, math and language arts.** |

1. **Progress toward English language proficiency**

**Percentage of students making progress towards attaining English language proficiency as measured by growth on the ACCESS 2.0 assessment for English language learners. Discuss what your school is doing (has done) to address any challenges.**

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**B. ATTENDANCE (PSEL 5,9)**

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| --- | --- | --- |
| **Table 8: School Progress Attendance Rate** | **All Students AMO = 95.0%** | |
| **Grade Level – School Level Data** | **Attendance Rate** | **MET Y/N** |
| All Students | 93.4% | N |
| Pre-K | NA |  |
| Kindergarten | 94% | N |
| Grade 1 | 93.4% | N |
| Grade 2 | 93.8% | N |
| Grade 3 | 95.6% | Y |
| Grade 4 | 94.1% | N |
| Grade 5 | 92.2% | N |

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| --- | --- |
| **Identified Need** | **Root Cause** |
| * K-5 Annual Average Attendance 2017-2018: 94.3% was the annual average attendance rate for 2017-2018. * Educate parents on the importance of students attending school on a regular basis in the early childhood years unless there is an illness or life event that does not allow regular attendance. * Health information sent home to parents to aid in good habits for healthy students. * Cleanliness of school * Proper training on hand washing, covering a sneeze, and how germs spread throughout the building. | * Pre kindergarten is a non compulsory program which leads to the lower grades in general having the poorest attendance rates. * Parents don’t value the attendance referrals. * Know the expectation for progressing to the next grade is to file an “appeal” * No support or follow through from Pupil Services * Poor habits in regards to hand washing * Cleanliness of school |

|  |  |  |
| --- | --- | --- |
| Discipline Data (2017-18)   * Friendsville had a total of ---discipline referrals during the 2017-2018 school year. This is a >< of over --- % form the 2016-2017 school year.   + Males referrals   + Female referrals   + Second grade had the highest referrals throughout the school year. August through November had the highest referrals. * Behavior Categories   + Physical Aggression   + Verbal aggression   + Disrespect   + Insubordination   + Disruption | Identified Needs:   * Decrease number of referrals * Lack of a caring and sharing school community | Root Causes of Discipline   * Lack of engaging curriculum/lessons * Lack of activities during playtime * Positive Behavior Supports * Consistency throughout the school |

# Component 2:Pupil Services School wide Reform Strategies

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| --- | --- |
| **School Improvement Plan Goals** | **School-Wide Strategies** |
| **Attendance Goals:**   * The parents, students and staff at Friendsville Elementary School through a collaborative effort will increase our attendance rate to 95% | * Friendsville will introduce PBIS as an Evidence based intervention * Continue to utilize and integrate Second Step into our curriculum. * Integrate Growth Mindset lessons into our daily practice. * Soar Coupons * Soar Store * Student council to inform form the student perspective * Positive Office Referrals * RTI (Behavioral and Academic) * Veterans Day Program * BIP meetings * Behavior Support Teacher to aid in observations, planning and implementing BIP’s * Mentor Programs * Mindfulness * Classroom buddies to build community within our school * Staff trained on Safety Care strategies * Staff trainings on Love and Logic * Give Students Appropriate Choices(UDL) * Monthly PEP assembly recognition for On the Right Track and Character Education awards * Recognize perfect attendance monthly at PEP assembly . * Staff trained on Behavior Management Skills * Communicate and Collaborate with parents regarding student discipline * Brain breaks- student movement and relaxation strategies |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Attendance Data   |  |  | | --- | --- | | Month | Attendance Rate | | August | 97.87% | | September | 95.48 | | October | 94.32 | | November | 93.96 | | December | 95.09 | | Attendance Data Cont.   |  |  | | --- | --- | | January |  | | February |  | | March |  | | April |  | | May |  | | June |  | | | |

# Parental Involvement: Component 6 (ESSA Component 3)

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| **Strategies to increase parental involvement:** |
| Gift cards for parent attendance to parent events (reading nights, parent cafe, Title one nights), Gift cards for Parent/Child activity calendar, Inviting Parents to Monthly Pep assemblies, Parent/Volunteer Wednesdays, Christmas Programs, Back to School Night, Parent Conferences, Book Fair, Parent Cafe, Eagle Reading Night, Judy Center Playgroups, Title One Parent Nights, Judy Center Pathway Plans, Judy Center County wide Parent events, Learning Beyond the Classroom, Parent volunteer for monthly lessons, Parent volunteers for PTO Fall Fest/Santa shop, Develop a quality program with “Parent Volunteers” to provide a resource and support base for our school community, Opportunities for parents to assist with various programs and activities.  **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).** |

**Parent Involvement (Volunteer Hours) Program Assessment**

|  |  |
| --- | --- |
|  |  |
| **Baseline Data 2017 Hours** | **740 Hours** |
| **MOY Data 347 Hours** | **EOY Data** |

Historic Data

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 9: Attendance Rate** | **All Students** | | | | |
| **Subgroups – School Level Data** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | **2017-2018** |
|  |  |  |  |  |
| All Students |  | 95% | 95% | 94.5% | 93.4% |
| Hispanic/Latino of any race |  |  |  |  | 94.9% |
| American Indian or Alaska Native |  |  |  |  |  |
| Asian |  |  |  |  |  |
| Black or African American |  |  |  |  | 89.2% |
| Native Hawaiian or Other Pacific Islander |  |  |  |  |  |
| White |  | 95% | 95% | 94.4% | 93.4% |
| Two or more races |  |  |  |  | 95.6 |
| Special Education |  |  |  | 93% | 93.3% |
| Limited English Proficient (LEP) |  |  |  |  |  |
| Free/Reduced Meals (FARMs) |  | 95% | 94.7% | 93.7% | 92.2% |
| Male |  |  |  |  | 93.3% |
| Female |  |  |  |  | 93.5% |
| ADA/504 |  |  |  |  | 93.3% |
| Title I |  |  |  |  | 93.4% |
| Homeless |  |  |  |  | 85.0% |

2018/19 Data by Sub-Groups EOY

|  |  |  |
| --- | --- | --- |
| **Table 9: Attendance Rate** | **All Students** | |
| **Subgroups – School Level Data** |  | **2018-19** |
|  |  |
| All Students |  |  |
| Hispanic/Latino of any race |  |  |
| American Indian or Alaska Native |  |  |
| Asian |  |  |
| Black or African American |  |  |
| Native Hawaiian or Other Pacific Islander |  |  |
| White |  |  |
| Two or more races |  |  |
| Special Education |  |  |
| Limited English Proficient (LEP) |  |  |
| Free/Reduced Meals (FARMs) |  |  |
| Male |  |  |
| Female |  |  |
| ADA/504 |  |  |
| Title I |  |  |
| Homeless |  |  |

How does your school monitor, recognize and/or hold students accountable for their attendance record?

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| --- |
| Attendance is kept and monitored through the use of Power School. Students with chronic attendance concerns are referred to the Pupil Services Team (PST) where members meet monthly in order to devise appropriate interventions. Parents are notified in writing if their child has 8 or more absences. Attendance is also communicated through mid-term reports, report cards, and is made available through Powerschool. The classroom teacher, principal, and/or PST members make phone calls and/or follow up phone calls when students are absent for 3 or more consecutive days. Students with habitual truancy are referred to the pupil personnel worker and/or the States Attorney’s Office. We partner with the Judy Center and Head Start regarding attendance issues in PreK and Kindergarten. We are implementing Positive Behavior Intervention Support (PBIS) which includes incentives for attendance. Students are recognized monthly for perfect attendance at pep assemblies. |

Identify challenges in terms of grade band(s) and subgroups, especially Special Education, FARMS and lowest attending.

|  |
| --- |
| Our attendance dropped below 95% in all areas. The Special Education and FARMS subgroups did not meet the targeted AMO. |

**C. HABITUAL TRUANCY (PSEL 5, 9)**

**2018 Chronic Absenteeism Score** Click or tap here to enter text.

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is a habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

Based on the Examination of the Habitual Truancy Data, respond to the following:

How many students were identified as habitual truants?

|  |
| --- |
| Friendsville had no students identified as habitual truants. |

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

|  |
| --- |
| Our school has implemented a proactive plan to address habitual truant students. Students will be recognized for perfect attendance at the monthly PEP assemblies. The Garrett County Health Department provides lessons for the students regarding staying healthy and proper hand washing. The school will continue to call home to check on absent children. These students will be monitored and discussed during our monthly pupil service team meetings. School personnel will meet with parents to address attendance concerns. Referrals to appropriate agencies (Judy Center, State’s Attorney’s Office) will be made. |

**D. SCHOOL SAFETY – SUSPENSIONS** **(PSEL 3 & 5)**

**Table 10 (Suspension Data)**

Suspension – In school and out of school suspensions

School Safety – Suspension for Sexual Harassment, Harassment, Physical Aggression and Bullying

Examine the number of in school and out of school suspensions for the 2016-2017 and 2017-2018 school year. Also look at the number of suspensions for sexual harassment, harassment, physical aggression and bullying. Comment on the number of suspensions for your school related to these incidents and what can be done to reduce that number.

|  |
| --- |
| There is no data available for the 2016-2017 school year regarding suspensions. For the 2017-2018 school year there were no in school or out of school suspensions. Most of the office referrals made were due to verbal and/or physical aggression.  All staff is trained yearly on bullying awareness and prevention All classroom teachers are providing weekly anti-bullying lessons using the Second Step Bullying Prevention Unit as well as the regular Second Step social skills curriculum. The school counselor also provides class lessons on social skills, coping skills, peer relations, and school success.  The 2018-2019 school year is the first year of the Positive Behavior Intervention Support (PBIS) implementation at Friendsville. A teaching matrix has been created which serves as the basis for our school wide social, emotional, and behavioral curriculum. The matrix includes expected behaviors across all school settings and/or events. It is explicitly taught at the beginning of the school year as well as scheduled times throughout the school year as a Tier I Response to Intervention (RTI). Referrals to the PST are made for individual students who demonstrate a greater need for attendance, social, and/or behavioral interventions. This is part of our behavioral Tier II and Tier III RTI. |

**E. Multi-Tiered Systems of Support (MTSS) (PSEL 3 & 5)**

**1. RESPONSE TO INTERVENTION**

GCPS students will demonstrate, at minimum, continuous achievement of the required curriculum commensurate with the student’s grade level

throughout the school year. When this does not occur, and the student experiences a significant lack of progress, there is a need to provide intervention

to prevent a possible retention of the student.

How are those students who are at risk of retention and/or failure to score proficient on state assessments identified and provided with a Response to

Intervention (RTI) process at your school?

|  |
| --- |
| To identify students needs we use QRI assessments, a universal screening system, PARCC data, fluency testing, writing samples, and Orton Gillingham assessments to determine students who are in need of additional support through RTI. |

The RTI process must document and provide, based on data from ongoing assessments, a prescriptive, evidenced-based intervention for the assessed

deficit(s) that would lead to a decision to retain. How is handled at your school?

|  |
| --- |
| HMH reading and math inventories are used to identify students at risk as well as their needs. Based on this data, students are grouped and goals are set. These students receive RTI daily. Data for Tier 3 students is logged and documented in PowerSchool along with progress monitoring. Tier 2 students are documented and discussed in PLC meetings. |

How many students received Tier II and Tier III Interventions during the 2017-2018 school year? How many of these students successfully met or

progressed toward intended outcomes at each level as a result of the intervention?

**Table 11 Data N/A**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Tier II | Tier III | No Progress | Improved Progress | Full Attainment of Targeted Outcome |
| PARCC Reading | 4 | 10 |  |  |  |
| PARCC Math | 10 | 4 |  |  |  |
| Retention | 0 | 0 |  |  |  |

**2. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS (PSEL 3 & 5)**

According to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems approach method adopted by the State Board to:

1. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
2. Improve the link between research –validated practices and the environments in which teaching and learning occur.

SET Score 2018

Please provide summary of commendations and recommendations of the 2018 SET evaluation. School-wide Evaluation Tool

|  |
| --- |
| NA |

What is your school is doing (has done) to address any challenges?

|  |
| --- |
| BIP Meetings, behavior plans, PBIS instruction, SOAR coupons, SOAR Assemblies, building relationships, Modeling, setting standards, goals and behavioral expectations for all students as well as building understanding, empathy and respect for our community through outreach programs; Veterans Day Lunch, Trout Unlimited, Mentor program, mindfulness, and challenging activities that require long range goal setting . |

**III SCHOOLWIDE REFORM GOALS & STRATEGIES FOR IMPROVEMENT**

**A. SCHOOL IMPROVEMENT GOALS TO TARGET AREAS FROM NEEDS ASSESSMENT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Goal # 1  Decrease office referrals and behavioral incidents throughout the school. | | | |  |
| Strategic Actions  PBIS in place  Monthly pep assemblies  SOAR coupons  Second Step lessons  Monthly incentives  Specific teaching of SOAR expectations and matrix  Consistent re-teach sessions as needed | Responsible Persons  Whole Staff | Timeline  Whole school year | Evidence of Implementation  SOAR expectations posted in classrooms  Students completed Passport for matrix | Assessment of Progress  Informal assessment of students knowledge of SOAR  Data for number of behavior referrals and incidents |
| Goal # 2  Increase student fluency and comprehension skills | | | |  |
| Strategic Actions  Provide a guided time for typing practice and instruction.  Increase student access to technology and equipment | Responsible Persons  Media Assistant, Classroom Teacher | Timeline  Whole school year | Evidence of Implementation  Increase in scores of typed responses on classroom tests | Assessment of Progress  Analyze typed response questions on assessments  Analyze PARCC data for writing |
| Goal # 3  Increase fluency and comprehension skills in reading | | | |  |
| Strategic Actions  Orton Gillingham in grades PreK-2  HMH intervention programs in grades 3-5  QRIs | Responsible Persons  classroom teachers, special ed teachers, intervention teachers | Timeline  whole year | Evidence of Implementation  increase in scores on HMH and Orton assessments | Assessment of Progress  Orton Gillingham assessments, HMH inventories, progress monitoring RTI students |
| Goal # 4  Improve writing skills and structure. | | | |  |
| Strategic Actions  Lucy Calkins writing curriculum  More opportunities for written expression | Responsible Persons  Classroom teachers, RTI teacher | Timeline  whole year. | Evidence of Implementation  Click or tap here to enter text. | Assessment of Progress  quarterly writing assessments using Lucy Calkins rubrics |

**IV TITLE I PARENT INVOLVEMENT**

# Parental Involvement: Component 6 (ESSA Component 3)

|  |
| --- |
| **Strategies to increase parental involvement:** |
| Gift cards for parent attendance to parent events (reading nights, parent cafe, Title one nights), Gift cards for Parent/Child activity calendar, Inviting Parents to Monthly Pep assemblies, Parent/Volunteer Wednesdays, Christmas Programs, Back to School Night, Parent Conferences, Book Fair, Parent Cafe, Eagle Reading Night, Judy Center Playgroups, Title One Parent Nights, Judy Center Pathway Plans, Judy Center County wide Parent events, Learning Beyond the Classroom, Parent volunteer for monthly lessons, Parent volunteers for PTO Fall Fest/Santa shop, Develop a quality program with “Parent Volunteers” to provide a resource and support base for our school community, Opportunities for parents to assist with various programs and activities.  **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).** |

**Parent Involvement (Volunteer Hours) Program Assessment**

|  |  |
| --- | --- |
| **Mid-Year 2018-19** |  |
| **End of Year 2018-19** |  |
| **Baseline Data 2017 Hours** | **740 Hours** |
| **EOY Data** |  |

**Parent/Community Involvement Needs**

Describe your school’s parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.). Title I schools must analyze information from the Title I Parent Interest Survey.

|  |
| --- |
| For the 2017-2018 school year there was a total of 714 parent volunteer hours logged. Friendsville Elementary School strives to enhance family and community partnerships. We have parent volunteers come into our school once a week on a consistent basis to run off papers, laminate, etc. for our staff members. Our parent volunteers also help out with the Fall Festival, the Spring Fling, Pumpkin Day, Field Day, and Santa’s Workshop.    Community partnerships are important to the success of our students at Friendsville Elementary. We have a strong partnership with The University of Maryland Extension Office with programs on healthy living as well as STEM activities. The Oakland Lions partner with us to provide vision screenings for our primary students.  The Judy Center contributes to opportunities for parent involvement for our Pre K and Kindergarten students. They conducted 12 playgroups, 9 reading nights, 2 family fun nights, 4 title one nights, 9 parent/child activity calendars, 4 learning beyond the classroom events, and 1 parent support group.  Parents are also involved in Back to School Night, PEP Assemblies, Parent Conferences, Remind 101 app, Christmas Programs, as well as Chorus and Band Concerts.  Friendsville also offers a Veterans Breakfast where students can invite a family member who is a veteran to the school for breakfast and patriotic singing.  In 2018/19 Friendsville Elementary with the use of the Academic Intervention Funds started The Eagles After School Program. This program was enhances with a community partnership between Friendsville School and three local area churches which, provide our students will an hot meal before they return home. The program provides homework help, recreation and opportunities to work on various projects three night a week from 3:30 -5:45. |

**Parent Advisory/ Title I Parent Committee 2018 – 2019**

|  |  |  |
| --- | --- | --- |
| **Name** | **Grade Level**  **Representation** | **Position** |
| Erin McHenry-Sorber | 4 | PAC Representative |
| Karen Mager | 2, 4, 5 | PAC Alternate |
| Melissa Frantz | 1 | Parent |

Under the “Grade Level Representation” column, identify the grade level being represented by this parent. Under the “Position” column, identify the school’s representative and alternate for the county Parent Advisory Council with “PAC.” Identify the other members as Parent, Teacher, Community Member, and so forth. **The parent committee must represent a cross section of the school community. Title I schools must have representations from all grade levels.**

**PARENT INVOLVEMENT PLAN**

**Each school receiving funds under Title I of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents. The compact must outline how parents, the school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.**

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

I – Shared decision-making opportunities

II – Annual meeting to explain the schoolwide Title I program

III – Opportunities to build and increase understanding, communication, and support between home and school

IV - Formal and informal evaluation of the effectiveness of parent involvement activities

V – Opportunities to increase awareness of the available resources offered by Mid Atlantic Equity Consortium, Inc.

(MAEC)

VI – Activities that promote a positive environment of high expectations shared by home and school

Friendsville Elementary School accepts the Garrett County Public Schools Parent Involvement Policy and has aligned its school level Parent Involvement Plan with the district’s Parent Involvement Plan.

**Goal:** By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet all AMO targets on the PARCC for 2018-2019.

**Action Plan**

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

**Action Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Requirements** | **Description of Activities/**  **Actions/Initiatives** | **Date(s)** | **Who should you contact**  **for more information?** |
| **I - Shared Decision Making**  The parent involvement plan is  developed with input from parents.  The SIP is available for parent review and input at anytime.  The Parent Involvement Plan is developed with input from parents and is distributed to all parents. | Parent representatives on SIT and other decision-making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.  A synopsis of the SIP and any revisions are shared with parents . Parents are informed of the opportunity to review and comment on the plan at any time.  The parent representatives meet with school staff to go over, discuss, and modify the SIP. | **Sept.-Oct.**  **Ongoing** | **James Friend, Principal**  **School Staff, Parent Volunteers**  **Website, requests, Title 1 Night,**  **Events throughout the year.** |
| **II- Building Parental Capacity**  1) Provide assistance to parents in  understanding the State’s  academic content standards and  student academic achievement  standards, and State and local | Parents may visit the Maryland Report Card website that provides resources that improves student achievement. An individualized Performance Report is also sent home for parents to view the results of their child’s PARCC scores.  Parent/Teacher/Student Compact: The Parent/Teacher/Student Compact is a reinforcement of the school mission to ensure success for all students. It is a communication tool used to outline the roles and responsibilities of each person participating in the development of personal, social, and intellectual student growth. Students, parents, and staff members each sign the agreement, affirming to uphold their part in helping students to be successful.  Parent Conference Day: These days are designed to communicate student progress, both academically and socially, and to collaborate ways to reach the student’s highest potential.  academic assessments. | **Sept.-Nov.** | James Friend, Principal  Staff Members  Jim Morris |
| 2) Provide materials and  parent trainings/workshops to help  parents improve their children’s  academic achievement. | Parents are involved with quarterly STEM enrichment activities and Parent Cafes coordinated by the Judy Center. Monthly activity calendars are sent home, Remind 101, Class Dojo, and Parent-School Connection letters utilized. | **Year-Long** | James Friend, Principal  Judy Center Coordinator  Staff Members |
| 3) Ensure information is presented in  a formatand/or languageparents  can understand. | School Messenger, Remind 101 app, and Classdojo are used to communicate with parents via email and phone.  Contact is made with limited English parents to assist during school meetings and parent conferences to provide support information via the Pupil Personnel worker. Translated documents are provided when needed. The Parent Involvement Coordinator is available to assist. | **Daily** | James Friend, Principal  Carol Beard  Staff Members |
| 4) Provide full opportunities for  participation of parents of students  from diverse backgrounds. | All school activities are free of charge  Survey families to determine needs  Fliers for activities available in home language  Translator present as needed at conferences  Ensure timely access to information, using effective communications tools that address various family structures and are translated into languages that parents/families understand.  Activities based on need of population |  |  |
| **Requirements** | **Description of Activities/**  **Actions/Initiatives** | **Date(s)** | **Who should you contact**  **for more information?** |
| **III- Review the Effectiveness**   * The effectiveness of the school’s   parental involvement activities will  be reviewed. | Following every parent involvement event, surveys will be distributed to evaluate each activity. The Title 1 Parent Interest Survey will be distributed to parents and the results will be summarized to be used to adjust future planning. |  | James Friend, Principal  Staff Members  Judy Center Staff Members |
| **IV - Other School Level Parent**  **Involvement Initiatives** | •PEP Assemblies  •Book Fair  •Eagle Reading Nights  •Pumpkin Drop  •Pumpkin Palooza  •STEM activities  •Eagles After School  •Field Day  •Spring and Winter Concerts  •Fall Festival  •Spring Fling  •Pumpkin Day  •Santa’s Workshop  •Veteran’s Day Breakfast/Lunch  •Talent Show  •Parent Volunteer Thursday  •Halloween Parade  •Back to School Night  •Field Trips |  | James Friend, Principal  Staff Members |

**V. Professional Development Plan (PSEL 6)**

|  |
| --- |
| **High Quality Professional Development Activities:** |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Needs Assessment Addressed** | **High Quality Professional Development Activities** | **Audience**  Teachers, Paraprofessionals and Principals | **Person(s) Responsible** | **Timeline** | **Evaluation** | | RTi |  |  |  |  |  | | Ability to deal with behavioral situations | Safety Care Training | James Friend, Brittany Stein,Jennifer Shaffer, Emily Hughes, Michele Clevenger | Corrine Clark | June-November 2018 | Completed after training | | Prepare for PBIS implementation/Matrix | PBIS Team Planning | All Staff | Jennifer Shaffer/Katy Fresh | August 13, 2018 | Implementation Timeline | | Professional Responsibility | Safe Schools Training | All Staff | C/O | August | Assessment scores submitted to C/O | | Annual Reunion /meeting | PBIS Kickoff/Motivation | All Staff | County CO | August 23, 2018 | Completed at venue | | Team Building/Role responsibility | Safety Care Team Practice | James Friend, Brittany Stein,James Friend, Emily Hughes, Michele Clevenger | Team Members | December 3, 2018 Plan for team calls and practice holds as a team. | Peer review with decisions made on role responsibility | | Judy Center Collaborative meeting | Plan and develop collaborative activities throughout the 2017-18 school year | James Friend,  Barb Unger, Carrie Wampler and Lisa Michaels | Barb Unger | October 10,2018  1:00-2:30 | Plan Implementation | | SIT Plan Development (Data review and analysis) | Disaggregate data | All Staff | Teachers, Paraprofessionals and Principals |  | SIT Plan Implementation | | SIT Plan Development | Writing the SIP Plan | All Staff | Teachers, parents, counselor, nurse, and paraprofessionals |  | Plan review by BOE | | SIT Plan Review | Approval process to ensure compliance | Friendsville Staff | BOE: Karen DeVore/Penny Proudfoot | October 22, 2018 | Submit for reevaluation | | Orton Gillingham Review | Assist with implementation | Friendsville Staff  PK-2 | Candy Opel | October 17, 2018 | Evaluation  Review and plan with each staff member after training | | School Writing SLO | Mentor Text | Friendsville Teaching Staff | James Friend | November 2018 | Evaluation application and Utilization of the Mentor Text Program | | Friendville Validation Workshops | Program Review | PK Staff | Kari Wampler, Lisa Michaels JC Staff | November |  | | Writing | Lucy Calkins (Review) rubric and scoring) | PK-5 | James Friend | November 2018 | Student Samples | | RTI Implementation | RTI | Intervention Staff | Penny Proudfoot | February 2019 | Samples and documentation | | Behavior | Behavior | Friendsville Staff | Corrine Clark | March 2019 | Observation |     **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%** |

Please describe briefly how school meeting time will be organized for the year.

|  |
| --- |
| Monthly Staff Development, weekly staff meetings, monthly PLC meetings, mentor teachers, collaboration within the community |

How does the plan inform job embedded practice to support student achievement?

|  |
| --- |
| Staff development to discuss new reading and math programs, time to meet and discuss RTI in PLCs, mentor teachers discuss best practices, PBIS training, collaboration with community to enhance student learning experiences |

How does the plan address the student needs identified in your data?

|  |
| --- |
| Monthly PLC meetings allow discussion of Tier 2 students and strategies, staff meetings address school-wide data analysis, community involvement enriches and enhances curriculum, |

What supports and training are needed to fully implement the plan?

|  |
| --- |
| School-wide training for new intervention programs, staff collaboration, more technology available to students |

What monitoring systems are or will need to be in place to measure the effectiveness of school wide PD?

|  |
| --- |
| HMH inventories monitor progress of RTI program, PowerSchool records data on RTI program, teacher evaluations from principal, variety of student assessments |

How do you use staff inputs and student data to identify professional development opportunities that address identified goals for student

achievement?

|  |
| --- |
| As a staff we collaboratively look at our practice through many lenses to address issues and concerns that arise throughout the year. As a team we implement new initiatives and programs as well as revisit successful strategies during our PLC meetings. If as a staff our focus is on writing we seek out strategies as well as review and tweek rubrics to meet the needs of our students. The driving force for our professional development comes from our data collection instruments and is implemented using (UDL) principles and existing programs that are vetted in research. To accomplish this goal programs are looked at through research and verified by organizations like , What Works Clearinghouse. |

How do you analyze relevant data to inform professional development goals and strengthen instructional skills?

|  |
| --- |
| Relevant data is analyzed to find areas of weakness. Once the data is analyzed as a staff we move forward with developing a plan to aid in a deeper understanding of the topic. If multiple sources of data show our students writing skills are lower than expected, we look at the reading scores to see if there is a connection between our reading and writing scores. Once the area of weakness is pinpointed a well thought out plan is put into place for staff development (in this example the writing on PARCC, classroom assessments and journal writing showed a deficit in structure. The meaningful staff development would be a review refresh on Lucy Calkins writing rubrics and implement a plan for writing, scoring , and teaching areas in structure. |

**VI. MANAGEMENT PLAN (PSEL 1)**

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

Teachers have reviewed the proposed activities in grade level teams and made recommendations concerning needed materials for implementing the activities. The final document will be discussed with the faculty prior to the review of the plan by the Garrett County Board of Education. This document will be placed on both the school website and the Garrett County Public Schools website for staff, parents, and community access and examination. The file will be shared via Google Drive with all staff members.

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

Using the School Improvement Plan as the guide, the SIT will monitor and update its implementation in conjunction with the entire faculty and staff. SIT will ensure that the necessary components are embedded in the plan. Data will be reviewed by faculty, and the SIT will make necessary changes to the SIP to ensure continued student achievement. The principal will be responsible for monitoring the instructional plans of teachers to confirm alignment with the state standards. Routine formal and informal classroom observations will be completed to determine that initiatives are evident at the classroom level.



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

At the end of every quarter, each grade level will collect and analyze all milestone data. The data will be disaggregated and will be used to evaluate the progress of all subgroups. Each grade level will adjust instruction and curriculum mapping for the next quarter. This information will also be discussed in faculty meetings. Necessary revisions will be made by the SIT after analyzing the benchmark data from each quarter.

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

**C**lassroom teachers will enter the data into the Assessment Management System or Engrade and report the data to administration during team meetings and PLCs. Data will be collected by the SIT chairpersons.

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

Components of the School Improvement Plan will be shared with the parents and the community. This will include presenting the plan at the Title I Parent Information Meeting and having the plan available via the school website. The SIT encourages a community member and parent representative to be in attendance at regular meetings to assist with the communication of the plan.

* **Parent Committee**

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

**Staff members will be informed of revisions to the SIP in faculty meetings and as well as through school email. Revisions will be shared with parents and community stakeholders through parent meeting and the school webpage.**



Budget Component 10

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

|  |
| --- |
| **Using the budget, describe how resources are being coordinated and integrated:** |
| **Title 1 Budget**  Salaries and Benefits:   * Michele Clevenger 1 * Judy Livengood 1 * Amy Snyder .5   Parent Involvement Program:  Staff= $1440   * Food= $360 * Supplies and Materials= $300 * Other= $ * Total Budget= $1900   Total allocation: $1900  Title 1 staff will be providing targeted instruction through the response to intervention model in math and reading. (Supports math and reading goals).  **Title 1 Parent Involvement Nights:**   * Parent surveys sent out * Data will be disaggregated to determine interests and needs * Plan and coordinate with the Judy Center to plan activities and opportunities for our Early Childhood students.   **Parent Night/Judy Center Programs:**   * November   + What Activity: Lego Night   + Standards- STEM   + Who- Student Body   + Funds- Parent Involvement Funds/Judy Center   + Activity Description: Students used problem solving to complete a lego turkey shoot. * December-   + What Activity- Game Night   + Standards- Math/problem solving   + Who-Student Body   + Funds- Parent Involvement Funds/Judy Center   + Activity Description- Students learned a new board game and shared how to play the game with their caregiver(s) after they returned from a PARCC lesson. * March-   + What Activity: Bright Start Theatre   + Standards- Behavior   + Who- Student Body   + Funds-Parent Involvement Program/Judy Center   + Activity Description * May   + What Activity: Rocket Night/Picnic   + Standards- STEM   + Who- Student Body   + Funds- Parent Involvement/Judy Center   + Activity Description     Title 1 Budget: See attachment/Academic Intervention Plan  Judy Center Budget: |
| **Alignment with Garrett County Strategic Plan (2015-2018)**  Goal 2: Partnerships with all members of our community will be fostered and strengthened by engaged them in the education of our children.   * 2.4 Increase parent communications that enrich the school environment from 15% to 20% throughout the school year. * 2.5 Collaborate with community agencies to provide services and support to families impacted by poverty in order to provide students with equitable access to learning. |

# VII PRINCIPAL’S SLOs

**SCHOOL SLO 1 & 2**

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

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

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

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

**Based on the PARCC data, written expression and writing conventions is our weakest area. It is our belief that writing is driven from a solid foundation in our early grades (Orton Gillingham) and will progress into the upper grades with our focus being on the writing components based on the work of Lucy Calkins. We will use this rubric to assess the students writing in grades 1-5. students will be immersed in the writing process because writing is the application of reading. Our school (SLO) reads as follows:**

**SLO:**

**General Population: 80% of the students in grades 1-5 in the general population are expected to increase a minimum of 1 point gain on the Lucy Calkins writing rubric in all domains..**

**RTI Population: 100% of the students in grades K-5 in the RtI population are expected to increase a minimum of .5 gain on the Lucy Calkins writing rubric in all domains.**

**SPED Population: 100% of the students in grades K-5 in the SPED population are expected to increase a minimum of 1 point on the .5 on the Lucy Calkins rubric in all domains.**

**Implementation Strategies:**

**1.** Teach writing units beginning with writing process integrated with mentor text. The Lucy Calkins framework will be utilized to obtain the baseline and summative scores. All classes with start with informational text during the first half of the year and then narratives.

1. Peer and self assessment using a rubric - teach students how to peer and self assess.
2. Reading to write well developed text by focusing on the text development of mentor text.
3. Expanding writing by including key facts, details, quotes, and observations about the topic based on research completed.
4. Graphic organizer to paper - focus on student designed graphic organizers in the prewriting stage, teach how to use prewriting stage to create well organized and developed pieces.
5. Focus on creating cohesive introductions and conclusions.
6. Incorporate the use of text features.
7. Use a tone appropriate to the topic and audience of the piece.
8. Cite sources to gather information.

2. Use the Lucy Calkins units of study kits.

3. Engage students with writing buddies on google docs by peer editing and revising.

4. Implement mentor texts as models to teach writing.

5. Incorporate writing into all content areas.

7. Use the RtI process to address struggling students using research based practices and data collection to inform instruction and monitor progress.

8. Continue to implement Universal Design for Learning strategies.

**Evaluation of Strategies:**

**Formative:**

1. Did 80% of the general population increase a minimum of 1 point in development on the informational writing assessment?
2. Did 100% of the RTI population increase a minimum of .5 point in development on the informational writing assessment?
3. Did 100% of the SPED population increase a minimum of .5 point in development on the informational writing assessment?

**Data Links**