



Baltimore County Public Schools

*Creating a culture of deliberate excellence
for every student, every school, every community*

2013 – 2014 *School Progress Plan (ES) Schoolwide Title I*

For

Owings Mills Elementary

Submitted By

Chet Scott

Signature of Principal

Signature of Assistant Superintendent

Date

BALTIMORE COUNTY PUBLIC SCHOOLS (Owings Mills Elementary) (October 8, 2013)

Reading Area(s) of Focus: <input type="checkbox"/> Students will be engaged in highly effective reading instruction that demonstrates responsiveness .					
Title I Components (See component numbers below.)	Key Actions to Implement Strategies (Address by student group.)	Person(s) Leading Implementation, Monitoring, and Evaluation	Timeline (Indicate specific dates whenever possible)	Measures and Monitoring (Formative and summative data, data analysis, and dialogue to monitor progress, determine results, and make adjustments.)	Status and Modifications (Implementation status and data-based changes resulting from data analysis and dialogue.)
TITLE I Requirements: <ul style="list-style-type: none"> • Embed Key Actions that address the needs of students, parents and teachers. • Identify Title I funded activities (Component 10). • The green-shaded actions below apply to all Title I schools and should appear in school-improvement plans as they are written. 					
3	<ul style="list-style-type: none"> • Dissemination of Right to Know Letter informing parents of their right to request information about teacher credentials (applies to Priority Goals 2, 3) 	Principal	September, 2012	Current Staffing Report	
3	<ul style="list-style-type: none"> • Dissemination of Four Week Notice Letter informing parents of instruction provided by non-HQ teacher for 4 consecutive weeks or longer, as appropriate (applies to Priority Goals 2, 3) 	Principal	Ongoing	Current Staffing Report	
5	<ul style="list-style-type: none"> • Implement strategies to attract high-quality highly qualified teachers to high need schools (applies to Priority Goals, 2, 3) 	Principal	Ongoing		
7	<ul style="list-style-type: none"> • Plan for assisting preschool children in the transition to elementary school programs (Gradual Entrance) (applies to Priority Goals 2, 3, 4) 	Principal/Leadership Team	Fall, 2012	Enrollment completion	
Key actions must reflect the following: <ul style="list-style-type: none"> • Timely and effective assistance leading to progress of all student groups (2, 9) • Research-based instructional strategies (2, 4, 6, 8, 9) 			(Use specific dates whenever possible.)	(Identify specific data sources, participants, and communication of	(Identify specific data sources, plan modifications, and

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<ul style="list-style-type: none"> • Parent/guardian and community engagement (6) • High quality and continuous professional development (4) • Data analysis for decision making (2, 8, 9) • Communication of plans, processes, and results with stakeholders (2, 6, 8) • Cultural competencies (2, 4, 6) 			monitoring results.)	communication.)
2, 9	<ul style="list-style-type: none"> • Plan and implement effective, data based differentiated small group instruction to address the common core shifts and meet the needs of all students utilizing a variety of technology and resources. 	Administration Teachers Resource Teachers	Ongoing	Formal and informal observations/walk throughs
4, 8	<ul style="list-style-type: none"> • Plan and implement professional development to provide teachers with the support they need to successfully respond to students' needs through small group instruction. 	Administration Teachers Resource Teachers	October 18, 2013 October 22, 2013 January 21, 2014 March 31, 2014 Ongoing	Formal and informal observations/walk throughs Teacher Evaluations
6	<ul style="list-style-type: none"> • Provide opportunities for parents to better understand how to ensure children are college and career ready and to prepare them to be globally competitive graduates. 	Administration Teachers Resource Teachers Parents	September 10 & 18, 2013 October 22, 2013 Ongoing	Parent Survey Feedback Parent Evaluations

Evidence of progress towards goal
 Marking Period 1:
 Marking Period 2:
 Marking Period 3:
 Marking Period 4:

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(Discussions will occur during school visits.)

Mathematics					
Area(s) of Focus:					
<input type="checkbox"/> Students will be engaged in highly effective mathematics instruction that demonstrates accessibility .					
Title I Components (See component numbers below.)	Key Actions to Implement Strategies (Address by student group.)	Person(s) Leading Implementation, Monitoring, and Evaluation	Timeline (Indicate specific dates whenever possible)	Measures and Monitoring (Formative and summative data, data analysis, and dialogue to monitor progress, determine results, and make adjustments.)	Status and Modifications (Implementation status and data-based changes resulting from data analysis and dialogue.)
TITLE I Requirements:					
<ul style="list-style-type: none"> Embed Key Actions that address the needs of students, parents and teachers. Identify Title I funded activities (Component 10). 					
Key actions must reflect the following:					
<ul style="list-style-type: none"> Timely and effective assistance leading to progress of all student groups (2, 9) Research-based instructional strategies (2, 4, 6, 8, 9) Parent/guardian and community engagement (6) High quality and continuous professional development (4) Data analysis for decision making (2, 8, 9) Communication of plans, processes, and results with stakeholders (2, 6, 8) Cultural competencies (2, 4, 6) 			(Use specific dates whenever possible.)	(Identify specific data sources, participants, and communication of monitoring results.)	(Identify specific data sources, plan modifications, and communication.)
2, 9	<ul style="list-style-type: none"> Plan and implement effective, data based differentiated instruction to address the common core shifts and meet the needs of all students utilizing a variety of technology and resources. 	Administration Teachers Resource Teachers	Ongoing	Formal and informal observations/walk throughs	
4, 8	<ul style="list-style-type: none"> Plan and implement professional development to provide teachers with the support they need 	Administration Teachers Resource Teachers	October 18, 2013 October 22, 2013 January 21, 2014 March 31, 2014 Ongoing	Formal and informal observations/walk throughs Teacher Evaluations	

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	to successfully serve as facilitators and respond to students' needs by fostering the development of the Standards of Mathematical Practices and ensuring students have a deep conceptual understanding of math concepts.				
6	<ul style="list-style-type: none"> Provide opportunities for parents to better understand how to ensure children are college and career ready and to prepare them to be globally competitive graduates. 	Administration Teachers Resource Teachers Parents	September 10 & 18, 2013 October 22, 2013 Ongoing	Parent Survey Feedback Parent Evaluations	

Evidence of progress towards goal:
 Marking Period 1:
 Marking Period 2:
 Marking Period 3:
 Marking Period 4:
 (Discussions will occur during school visits.)

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Attendance Targets: The percent of students with an attendance rate of 94% or higher will increase from 95.6% 2013 to 96.5% in 2014.					
Title I Components (See component numbers below.)	Key Actions to Implement Strategies (Address by student group.)	Person(s) Leading Implementation, Monitoring, and Evaluation	Timeline (Indicate specific dates whenever possible)	Measures and Monitoring Qualitative and Quantitative Data	Status and Modifications
TITLE I Requirements:					
<ul style="list-style-type: none"> • Embed Key Actions that address the needs of students, parents, and teachers. • Identify Title I funded activities (Component 10). 					
Key actions must reflect the following:			(Use specific dates whenever possible.)	(Identify specific data sources, participants, and communication of monitoring results.)	(Identify specific data sources, plan modifications, and communication.)
<ul style="list-style-type: none"> • Timely and effective assistance leading to progress of all student groups (2, 9) • Research-based instructional strategies (2, 4, 6, 8, 9) • Parent/guardian and community engagement (6) • High quality and continuous professional development (4) • Data analysis for decision making (2, 8, 9) • Communication of plans, processes, and results with stakeholders (2, 6, 8) • Cultural competencies (2, 4, 6) 					
6	<ul style="list-style-type: none"> • Teachers will initiate contact with parents/guardians of students who are absent 3 or more consecutive days or 5 intermittent days in one quarter. Support personnel will follow up if absences continue. 	Classroom Teachers School Nurse School Counselor Administrators Pupil Personnel Worker	Daily	Attendance Log	
6	<ul style="list-style-type: none"> • The school counselor will contact parents of students who are not meeting attendance requirements. 	School Counselor Administrators	Ongoing	Attendance Log	

Evidence of progress towards goal:
 Marking Period 1:
 Marking Period 2:
 Marking Period 3:
 Marking Period 4:

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(Discussions will occur during school visits.)

Suspension Targets: The percentage of suspensions will decrease from 2% in 2013 to 1.5% in 2014. (Can be whole school or subgroup target.)					
Title I Components (See component numbers below.)	Key Actions to Implement Strategies (Address by student group.)	Person(s) Leading Implementation, Monitoring, and Evaluation	Timeline (Indicate specific dates whenever possible)	Measures and Monitoring (Formative and summative data, data analysis, and dialogue to monitor progress, determine results, and make adjustments.)	Status and Modifications (Implementation status and data-based changes resulting from data analysis and dialogue.)
TITLE I Requirements: <ul style="list-style-type: none"> Embed Key Actions that address the needs of students, parents and teachers. Identify Title I funded activities (Component 10). 					
Key actions must reflect the following: <ul style="list-style-type: none"> High expectations for staff and students High impact actions leading to progress of all student groups Alignment between targets and key actions Parent/guardian and community engagement Relevant professional development Data analysis for decision making Monitoring implementation and analyzing results Follow-up actions based upon data analysis Communication of planning processes, plan, and results with stakeholders Cultural competencies 					
	<ul style="list-style-type: none"> Implement PBIS and reinforce positive behaviors by providing incentives and enrichment character/academic building opportunities (prizes, Lego Robotics materials, sports groups, etc.) for students. 	PBIS Action Team Behavior Interventionist Teachers	Ongoing	Number of Hooting Hoorays Earned Teacher Recommendations STARS Data	
2, 12	<ul style="list-style-type: none"> The behavior interventionist will be 	Behavior Interventionist Teachers	Ongoing	Behavior Log	

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	visible throughout the school and will check in with students several times daily who have been identified as not meeting behavioral expectations.	Administration Counselor			
4, 8	<ul style="list-style-type: none"> • Provide professional development for teachers on peer mediation. 	Administration Counselor Teachers Behavior Interventionist	November 4-5, 2013 Ongoing	Observations Classroom Behavior Referrals	
6	<ul style="list-style-type: none"> • Provide opportunities for parents to better understand the impact mindsets have on preparing children to be college and career ready. 	Administration Counselor Teachers Behavior Interventionist	October 22, 2013	Parent Evaluations	

Evidence of progress towards goal:
 Marking Period 1:
 Marking Period 2:
 Marking Period 3:
 Marking Period 4:
 (Discussions will occur during school visits.)

School Progress Team Membership

Name	Title	Signature of Stakeholder
Chet Scott	Principal	
Jenifer Noll	Assistant Principal	
Scott Conway	Assistant Principal	