


**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

SCHOOL: Beall Elementary

PRINCIPAL: Robert Stevenson

SCHOOL PROGRESS INDEX: 0.8587

(Please Check)	STRAND	2014 Criteria
	1	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Minimal subgroups missing AMOs
	2	<ul style="list-style-type: none"> ➤ Meets academic standards ➤ Some subgroups missing AMOs
	3	<ul style="list-style-type: none"> ➤ Minimally meets or does not meet academic standards ➤ Multiple groups missing AMOs
	4	<ul style="list-style-type: none"> ➤ Usually does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed
	5	<ul style="list-style-type: none"> ➤ Does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed

Are you a Title I school?  Yes ☐ No

Have you ever been a Blue Ribbon School? ☐ Yes  No

Are you a High Poverty School? ☐ Yes  No

Please check if your school is identified in one of the Title I categories.

(Please check)	Category	Description
	Reward	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Closing the achievement gap
	Focus	<ul style="list-style-type: none"> ➤ Need to focus on subgroups not meeting AMOs ➤ Need to focus on the gap in subgroup performance
	Priority	<ul style="list-style-type: none"> ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Part	Table of Contents	Page
I	Title Page and Table of Contents	1-2
II	School Demographics	3-5
III	Culture and Climate Narrative	6
IV	Universal Design for Learning	7
V	Progress Towards Meeting Academic Targets	8-13
VI	Early Learning	13-15
VII	SPI – School Progress Index	15-19
VIII	Attendance	20-21
IX	Habitual Truancy	21
X	Graduation and Dropout Rates	n/a
XI	School Safety/Suspensions	22-23
XII	PBIS or Behavior Management Systems	23-24
XIII	Principal’s SLOs	25-26
XIV	Parent Involvement, Title I or Non-Title I	27-35
XV	Professional Development Plan	n/a
XVI	TELL Survey Evaluation	36-37
XVII	Management Plan	38-42
XVIII	SIP Roster	43
XIX	Title I Components (Title I Schools Only) – Separate Document	44-76
XX	Title I Evaluation (Title I Schools Only) – Separate Document	77-92

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2015-2016 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		26	26
Itinerant staff	8		8
Paraprofessionals	4	10	14
Support Staff	5	3	8
Other	11	9	20
Total Staff	28	50	78

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2014 Official Data	2012 – 2013 Official Data
Percentage of faculty who are:	100	100	100	100
• Highly qualified to teach in assigned area(s)	0	0	0	0
• Not highly qualified to teach in assigned area(s)				
For those not highly qualified, list name, grade level course	0	0	0	0
Number of years principal has been in the building	10	9	8	7
Teacher Average Daily Attendance		94.4	93.5	95.6

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

B. Student Demographics

Table 3

SUBGROUP DATA

Data from prior year's SIP

	2015 – 2016	2014 – 2015	2013-2014
	TOTAL	TOTAL	TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	n/a	≤10
African American	≤10	≤ 10	≤10
White	417	404	402
Asian	≤10	≤10	≤10
Two or More Races	21	23	16
Special Education	70	72	64
LEP	≤10	≤10	≤10
Males	244	239	238
Females	212	212	202
Total Enrollment (Males + Females)	456	451	440

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014:**

61.2%

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

C. Special Education Data 2015-2016 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	≤10
02 Hard of Hearing	
03 Deaf	
04 Speech/Language Impaired	29
05 Visual Impairment	
06 Emotional Disturbance	
07 Orthopedic Impairment	≤10
08 Other Health Impaired	≤10
09 Specific Learning Disability	15
10 Multiple Disabilities	
12 Deaf-Blindness	
13 Traumatic Brain Injury	
14 Autism	≤10
15 Developmental Delay	16

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

III CULTURE AND CLIMATE NARRATIVE

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:

- A. Safe**
- B. Appropriate for academic achievement; and**
- C. Free from any form of harassment.**

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

The climate and culture of Beall Elementary can be characterized as supportive, encouraging and proactive. Our staff invests great effort into maintaining positive relationships with students and families in order to foster an environment that is optimal for learning. Our school vision, “Believe, Empower, Succeed,” is our guiding principle in establishing strong, supportive relationships in our school community that will lead to a love for lifelong learning. Our PBIS (Positive Behavior Interventions and Supports) team guides us in problem solving to address discipline issues and encourage positive behavior among the school community. In this climate, students feel safe because they are made aware of expectations and routines that are established for safety. Staff development is ongoing at Beall Elementary in order to provide training for staff to be knowledgeable about helping students reach their highest potential and set the standard for providing a climate and culture that is appropriate for academic achievement. Beall Elementary is focused on establishing a climate that is free from any form of harassment by adopting a new school wide research based Bully Prevention program that will be implemented with students, staff and families.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

IV. UNIVERSAL DESIGN FOR LEARNING

The purpose of Universal Design for Learning (UDL) principles is to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide schools in the development of curriculum, instructional planning, instructional delivery, material selection and assessments.

Table 5

UDL Principle/Mode	Representation – Process
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> Materials and instruction are delivered in a variety of formats to provide more auditory and visual opportunities for all students. Hands-on (lego kits for STEM, math manipulatives), auditory (Treasures CD read alouds for selections), and multimedia presentations (discovery Ed, SMARTboard, powerpoints, youtube, etc) occur frequently.
<i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product
	<ul style="list-style-type: none"> Students are exposed to a variety of presentation formats and then choose how they want to deliver the information they learned. Technology is accessible for student use for presenting information through powerpoints, prezis, or SMARTboard activities. Students have options to show what they have learned through these presentations.
<i>Means for Engagement:</i> <i>tap into learners interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<ul style="list-style-type: none"> Students are exposed to a variety of appropriate presentational formats. Students then choose their preferred format to complete their assignment to practice self-regulation.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

V. PROGRESS TOWARD MEETING ACADEMIC TARGETS

With greater accountability on learning and achievement, it is clear that we have to explore practices to effectively improve student achievement. As part of the 2015 2016 School Improvement Five Year Comprehensive School Improvement Plan, schools are required to analyze their historical academic State and local assessment data and their implementation of goals, objectives and strategies and/or evidence-based practices to determine their effect on student achievement and classroom practices, for all subgroups and specialized populations. Please use the 2012, 2013, 2014 Maryland School Assessment (MSA), 2014 High School Assessment (HSA), formative local assessment data, and/or other standardized research based data to respond to the following questions.

A. Reading/ELA Data Overview

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

Short Term Goal: To reduce the percent of non-proficient students for each subgroup and overall by half in six years (2017).

Reading – Proficiency Data (Elementary, Middle and High Schools)

Table 6: ELA (Reading) MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	165	144	87.3	166	149	89.8	155	145	93.5
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American									
Native Hawaiian or Other Pacific Islander									
White	145	126	86.9	147	132	89.8	141	131	92.9
Two or more races									
Special Education	26	20	76.9	26	17	65.4	19	16	84.2

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	99	84	84.8	94	82	87.2	86	77	89.5

B. Mathematics – Proficiency Data (Elementary, Middle and High Schools)

Table 9 : Mathematics MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	186	150	80.6	166	135	81.3	155	136	87.7
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American									
Native Hawaiian or Other Pacific Islander									
White	164	133	81.1	147	120	81.6	141	123	87.2
Two or more races									
Special Education	31	21	67.7	26	12	46.2	19	11	57.9
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	114	87	76.3	94	70	74.5	86	71	82.6

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Academic Data Review

1. In a review of your historical academic data (MSA, HSA, and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement. Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your school-wide thinking.

PRIORITY FOR READING AND MATH- All students subgroup in grades 3, 4, and 5; FARMS and Special Education students

READING STRATEGIES-

- The reading specialist will meet with teachers during team meetings to focus on ELA strategies to implement during instruction to increase reading skills.
- Teachers will utilize UDL Principles when planning and delivering instruction.
- Teachers will adapt instruction to match the professional development provided through a PLC on writing instruction and best practices.
- Teachers will use PARCC writing rubrics when completing writing assignments.
- Teachers will continue to utilize the book, 6+1 Traits of Writing by Ruth Culham, and discuss strategies during team meetings.
- Teachers will adapt instruction to match the professional development provided through the Unpacking the Standards trainings.
- Assistant Principal will present information from the RTI Convention she attended. Focus will be placed on the classroom teacher for Core Instruction enhancement to improve student achievement in the areas of reading and language arts.

MATH STRATEGIES-

- Teachers will have team meetings with the math specialist to review data and plan instruction with curriculum mapping.
- Teachers will utilize the IXL/Sokikom online math programs during flexible groupings in daily math classes.
- Teachers will apply UDL Principles when planning and delivering instruction.
- Daily lesson plans will have interdisciplinary connections through the use of curriculum mapping.
- Teachers will work collaboratively with the Math Solutions Trainer and Math team to implement Math Talk and Math Solutions strategies within lessons.
- Teachers will adapt instruction to match the professional development provided through the Unpacking the Standards trainings.
- Teachers will incorporate tasks from online resources to increase rigor within weekly lesson plans.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Moving Forward

1. As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next several years to address and support students' needs to ensure improved students achievement.
 - The review of past MSA data as well as quarterly benchmark data will drive future instruction by identifying areas of weakness, strength and growth. Teachers will use past data to inform themselves of academic trends that have and will become the focus of in depth instruction based on the Maryland College and Career Readiness Standards.
2. Describe your school's process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes.
 - Kindergarten through Grade 5 teachers attend monthly cadre meetings where they are unpacking math and ELA standards. At the cadres teachers also learn strategies for instruction as well as resources to help plan for instruction. Beall Elementary teachers meet with Math Solutions personnel on a monthly basis to plan rich lessons. Michelle Spiers from Math Solutions models lessons for teachers to observe, and materials needed to appropriately instruct students on the new math strategies are purchased using Title I and school funds. Beall teachers are participating in a Writing PLC to develop graphic organizers and assessments that will guide students in the writing process. Kindergarten through grade 5 teachers and students are meeting with Jessica Mellon, from the University of Maryland Extension office monthly to use LEGO kits for robotics which will foster learning in the STEM initiative.
3. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.
 - Title I funds are being used to bring Math Solutions to Beall Elementary. This program is a three year initiative targeted to improve student knowledge of the Maryland College and Career Readiness Standards. Dr. Jodi Welsch, Professor at Frostburg State University is taking a sabbatical to work with the students and staff at Beall Elementary to improve writing skills. She is facilitating two after school professional learning communities where teachers research and plan for writing lessons including the development of writing strategies, rubrics, and assessments. The LEGO kits used for the robotics program are being funded from the Title I budget, and Ms. Jessica Mellon from the University of Maryland Extension Office is paid through her grant to work with the students at Beall Elementary.
 - Title I Funds
 - \$15,820 – 20 Laptops used for the STEM/Robotics initiative

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

- \$2,881.50 – Web-based subscriptions (Vocabulary Spelling City, IXL, Super Teacher Worksheets)
- \$4,027.50 – Articulation Data meetings to discuss student achievement
- \$1,800.00 – RTI Conference

C. Science

Table 12: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	56	38	67.9	51	34	66.7	57	43	75.4
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American									
Native Hawaiian or Other Pacific Islander									
White	48	33	68.8	48	33	68.8	54	44	81.5
Two or more races									
Special Education	9	3	33.3						
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	31	19	61.3	32	16	50.0	34	27	79.4

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

1. Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups.

Although gains were made in most subgroups, there was not sufficient growth in any subgroups.

2. To support student achievement, describe the changes or strategies and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.
 - *The Frostburg State University (FSU) partnership will be utilized to provide hands-on opportunities in Life Science, Chemistry, Physics, and Environmental Science.*
 - *Grade 5 students will use Finish Line Science as an additional resource to reinforce concepts taught in class.*
 - *Students will be exposed to a variety of STEMcentric lessons to meet objectives within science topics and will participate in a STEM day completing hands-on STEM activities.*
 - *Teachers will utilize UDL Principles when planning and delivering instruction.*
 - *Students will participate in online practice test.*
 - *Teachers will target Special Education and FARMS subgroups for improved achievement.*

VI. EARLY LEARNING

Based on the examination of the 2014-2015 R4K Kindergarten Readiness Assessment Data:

- A. **Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. Include a discussion of the best practices your school has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have been effective.**
 - A 5-week summer camp is held each summer. Newly enrolled K students without prior experience are encouraged to attend. Students rolling out of Pre-K into K are also encouraged to attend. All aspects of the regular curriculum are addressed- reading/language arts, science, math, social studies, and social/emotional

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

development. We also encourage family engagement with field trips, student presentations, and end-of-camp parties.

- The WIC clinic meets twice/month in our school. WIC staff ask for assistance from the Judy Center staff when they see that a child might have a suspected delay, or the family might have a specific issue with which they need help.
- We have a multi-age classroom in which we place some 3-year-olds in with 4-year-olds. The purpose of this classroom is to look at 3-yr olds who need a structured setting to address behavior, developmental delays, physical development, etc. We also look to see if the child has a sibling that had poor school performance or a history of family concerns.
- For certain 4-year-old children in need of additional support, we can place them in both the Pre-K and Multi-age classrooms, giving them full-day services.
- We refer children ages 0-5 to the Child Find Clinic if we suspect a developmental delay.
- The Judy Center grant is written to support the KRA data. Areas where the most students are not fully ready are targeted and specific activities and materials are put in place to ensure that students reach full readiness.
- Our in-school childcare center, Kids Korner, uses an MSDE approved curriculum, performs developmental assessments, and will refer students to the Judy Center and/or the Child Find Clinic as appropriate.

B. Describe how the school is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten “demonstrating readiness”.

- The Judy Center is the main body of the Early Childhood Advisory Council. The Judy Center is located inside Beall Elementary School.
- The Judy Center provides both educational support and service coordination.
- Head Start has a classroom inside of Beall, and we currently share 14 three-and-four-year-old students, giving them full-day services.
- Kids Korner Quality Childcare and Learning Center has a site inside of Beall. There are 74 students, ages 2 – 12, enrolled either full-day, half-day, before school, after school, or another combination of the aforementioned choices. They accept “childcare subsidy vouchers” for low-income families. The Judy Center also sets aside funds to assist families with paying for their childcare bill.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

- Kids Korner uses an MSDE approved curriculum for their 2, 3 & 4-yr olds.
- The administration of Head Start serves on the Judy Center Steering Committee and the Early Childhood Advisory Council.
- Special Education works with the Judy Center to provide a 5-week summer camp for enrolled 3-yr olds, 4-yr olds and 5-yr olds.
- Students with a suspected delay are referred to the Child Find Clinic.
- The Judy Center provides free vision screenings for all Pre-K students.
- The Judy Center brings special activities and events to the school:
 - Monthly Family Literacy Nights
 - Infant Massage Classes
 - Interact Story Theatre programs
 - Field Trips
 - Staff Development Opportunities
 - Infant & Toddler Playgroups
 - Parent support groups
 - Parent trainings
- The Judy Center schedules monthly trainings for the Allegany County Childcare Professionals Association.

VII. SPI (SCHOOL PROGRESS INDEX) – Use 2014 SPI Data – which is 2013 Data for Elementary and Middle Schools

The 2014 (2013) School Progress Index is .8587

This SPI places our school in Strand 5

A. Achievement – Elementary, Middle and High The Achievement Contribution Value represents your school's performance on the MSA, Alt MSA and HSA in meeting Math, Reading and Science proficient and advanced levels relative to the school's targets.

Table 17

2013(4) Achievement	Math (MSA or	Reading (MSA or	Science (MSA or	Combined Indicator
---------------------	--------------	-----------------	-----------------	--------------------

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Calculation	Algebra/Data Analysis)	English 2)	Biology)	
% of students who scored Advanced or Proficient	81.33%	89.76%	68.00%	
2013(4) Achievement AMOs	91.34%	89.92%	79.17%	
Measure Progress Scale Values	0.8903	0.9982	0.8589	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.2968	+0.3327	+0.2863	
Achievement Contribution Value				0.2748

List any content area where the Measure Progress Scale Value is less than 1.

- Reading
- Math
- Science

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Any content area listed should be addressed in the AMO Progress section of the plan.

- B. Gap Reduction – Elementary, Middle** The Gap Reduction is defined as a decrease in the performance gap between the highest-achieving subgroup and the lowest-achieving subgroup by content area. The gap percent for each school and content area is calculated using the combined result of Alt-MSA and MSA for elementary and middle.

Table 18

2013 Gap Reduction Calculation	Math	Reading	Science	Combined Indicator
2013(4) Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	White 87.23%	White 92.91%	White 82.00%	
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	Special Education 46.15%	Special Education 65.38.15%	FARMS 51.61%	
This Year's Gap (complement)	58.92%	72.48%	69.61%	
2013 Gap Reduction	74.48%	80.27%	89.58%	

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

AMO (complement)				
Measure Progress Scale Values	0.7910	0.9029	0.7771	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.2637	+0.3010	+0.2590	
Gap Reduction Value				0.3295

List any content area where the Measure Progress Scale Value is less than 1.

- Math
- Reading
- Science

Any area listed should be addressed in the AMO Progress section of the plan.

- C. Student Growth – Elementary and Middle Schools Only** Student Growth is defined as the progress a student makes from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school for the following measures: Mathematics Proficiency (MSA Math) and Reading Proficiency (MSA Reading)

Table 20

2013 Student Growth	Math	Reading	Combined Indicator
----------------------------	-------------	----------------	---------------------------

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Calculation			
2013 Growth Rate	56.44%	75.25%	
2013 Growth AMO	64.87%	91.01%	
Measure Progress Scale Values	0.8700	0.8268	
Proportional Significance	50%	50%	
Measure Contribution	0.4350	+0.4134	
Growth Contribution Value			0.2545

List any content area where the Measure Progress Scale Value is less than 1.

- Math
- Reading

Any content area listed should be addressed in the AMO Progress section of the plan.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

VIII. ATTENDANCE – Elementary and Middle Schools Data

Table 22: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	>95.0	Y
Grade 1	>95.0	Y
Grade 2	>95.0	Y
Grade 3	>95.0	Y
Grade 4	>95.0	Y
Grade 5	>95.0	Y

Table 23: Attendance Rate	All Students				
Subgroups – School Level Data	94%	90%*	94%	94%	94%
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students	>95.0	94.0	>95.0	>95.0	>95.0
Hispanic/Latino of any race					
American Indian or Alaska Native					
Asian					
Black or African American					
Native Hawaiian or Other Pacific Islander					
White			>95.0	>95.0	>95.0
Two or more races					

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Special Education			94.3	94.8	>95.0
Limited English Proficient (LEP)					
Free/Reduced Meals (FARMS)			94.6	94.9	>95.0

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.
The challenge is to maintain our high attendance rate.
2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.
Student attendance will be recognized at quarterly awards ceremonies.
3. **If applicable**, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

IX. HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is an 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.

1. **Based on the Examination of the Habitual Truancy Data, respond to the following:**
 - a. **How many students were identified as habitual truants?** 18
 - b. **Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.**

After looking at our attendance data, our school has implemented a plan to address habitual truant students. A very low number of students have poor attendance due to health reasons and transportation issues. The remaining students, as well as any other students whose attendance becomes habitual, will be monitored and discussed during our school's pupil service team meetings with staff from the school and our Pupil Personnel Worker. The school will continue to call home daily to check on absent children. We will also continue the use of our School Resource officer and other staff members going on home visits as needed.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

X. Graduation and Dropout Rates: N/A

XI. SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

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

Examine the number of in school and out of school suspensions for the 2013-2014 and 2014-2015 school year. Also look at the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and what you plan to do to reduce that number.

In School and Out of School Suspensions

	2013-2014	2014-2015
In School Suspensions	0	≤10
Out of School Suspensions	≤10	≤10

Sexual Harassment, Harassment and Bullying that resulted in Suspension

	2013-2014	2014-2015
Sexual Harassment	0	0
Harassment	0	0
Bullying	0	0

There are no suspensions in the 2013-2014 or 2014-2015 school year that relate to sexual harassment, harassment, or bullying. However, we are taking a proactive approach at Beall Elementary to prevent bullying and harassment from happening. Bullying is a pervasive problem in our nation's schools. It has significant consequences for all involved: children who are bullied, children who bully, and children who witness bullying.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Teaching social-emotional learning skills has been found to be important in the healthy development of children, and when incorporated into a bullying program has had positive results. Furthermore, these skills are key components in tackling a bullying problem. Teaching social-emotional skills not only promotes a safe and positive climate within schools, it creates healthy children who are ready to learn. At Beall Elementary, teachers are being professionally developed on the county bully policy through inservice training provided by the school guidance counselor. The guidance counselor is also providing anti-bullying lessons during monthly guidance lessons using the “Second Step Bullying Prevention Unit”. Administration along with the guidance counselor will meet with parents bimonthly to include them in the school wide strategy to both identify and prevent bullying and harassment. During these meetings parents have the opportunity to ask questions while gaining knowledge of the Allegany County Public School’s Bully/Harassment Policy. Parents are also informed of the lessons being taught by the guidance counselor in their child’s classroom. The goal is to educate staff, parents, and students on the dangers of bullying and harassment along with prevention.

XII. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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:

- a. 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
 - b. Improve the link between research –validated practices and the environments in which teaching and learning occur.
1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school.

	14-15	13-14	12-13	11-12	10-11	09-10	08-09
Total Referrals	87	54	52	59	41	66	106

Referral	14-15	13-14	12-13	11-12	10-11	09-10	08-09
----------	-------	-------	-------	-------	-------	-------	-------

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Behaviors							
Fighting/Physical Aggression	37%	43%	15%	17%	24%	29%	46%
Defiance/Disrespect	34%	26%	44%	29%	19%	11%	11%
Theft	4%	0%	2%	3%	2%	0%	3%
Disruption	11%	17%	27%	14%	17%	39%	20%
Inappropriate Language	0%	0%	8%	0%	0%	2%	8%

Beall Elementary School has had a renewed school-wide emphasis on the Positive Behavior Interventions and Supports (PBIS) approach to discipline. We have a commitment to nurturing a learning environment where every individual feels safe and respected, and where all students learn. As a result of our efforts, Beall Elementary was designated a statewide PBIS Exemplar School for eight consecutive years (2007-2015).

Students are recognized for meeting positive behavior expectations on a daily, monthly, and quarterly basis. They work toward earning Classroom Dojo Points from their classroom teacher when positive behavior expectations are met. These points are then exchanged for tokens to be used with the Treasure Tower in the main office. Data is analyzed and Booster Weeks are held according to periods of time throughout the school year with higher numbers of office referrals. School-wide PEACE sign incentives are also implemented to reward students for having weeks with zero office referrals.

At Beall, we attribute our success to our PBIS program. The school administration and school counselor provide support for all grade levels.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

XIII. PRINCIPAL'S SLOs

PRINCIPAL SLO 1

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

Students in Ms. Saville's Kindergarten (25 students), Mrs. Arbogast's First Grade (25 students), and Mrs. Lewis' Second Grade (22 students) will increase math proficiency and performance. Overall student math progress will improve if the foundation in the primary grades is strong.

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

The recent 2014-2015 PARCC data has not yet been released, so the data analyzed for this SLO is from the 2012, 2013, and 2014 MSA results. MSA grade 3 Math results show that there is a three year trend of declining advanced or proficient student scores. In 2012, 84.9% (45/53) of grade 3 students scored advanced or proficient on grade 3 MSA Math. In 2013, 80.3% (49/61) of grade 3 students scored advanced or proficient on grade 3 MSA Math. Scores declined even further on the 2014 MSA with only 77.0% (47/61) of grade 3 students scoring advanced or proficient. Due to the decline in student advanced or proficient scores, Beall is an approaching target school. Therefore, we have partnered with Math Solutions to receive coaching for classroom teachers who are on the math leadership team. The classes targeted for this SLO are taking part in the coaching initiative. These team members meet monthly with the Math Solutions coach to develop strategy specific assessments. In October 2014, 79% (19/24) of students in Mrs. Saville's kindergarten class were able to count numbers fluently up to 5 using 3 or more strategies (subitizing, one-to-one corresponding, and composing/decomposing). In November 2014, 73% (16/22) of students in Mrs. Saville's kindergarten class were able to count numbers fluently up to 5 using 3 or more strategies. In October 2014, 80% (16/20) of students in Mrs. Arbogast's first grade class were able to count numbers fluently up to 10 using 3 or more strategies (subitizing, one-to-one, and composing/decomposing). In November 2014, 75% (15/20) of students in Mrs. Arbogast's first grade class were able to count numbers fluently up to 10 using 3 or more strategies. In October 2014, 55% (33/60) of students in the second grade were able to count numbers fluently to 20 using 3 or more strategies. In November 2014, 85% (52/61) of second grade students were able to count numbers fluently to 20 using 3 or more strategies.

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

Michelle Spiers from Math Solutions will meet monthly with classroom teachers and math leadership team members to unpack math standards, create rich tasks, and coach teachers to add number talks into classroom instruction. The math leadership team will meet monthly to create goals for each grade level, create monthly student assessments, and plan for future monthly meetings and goals. Monthly data will be collected from the assessments. The principal and AP will schedule, plan, and facilitate weekly grade level team meetings to review strategies and disaggregate student data in order to maintain progress. Professional Learning Communities have been created to plan lesson studies on a monthly basis. The principal and AP will provide opportunities for the math specialist to meet with teachers for instructional support in teaching the Maryland College and Career Readiness Standards and to provide knowledge on progressions of the math domains throughout grade levels. Classroom teachers will also attend a math cadre monthly in order to continue the process of unpacking standards and developing "I Can" statements.

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

Allegany County Public Schools 2015 – 2016 School Improvement Plan

After analyzing and monitoring student growth using the kindergarten, first, and second grade county math benchmarks and growth calculator, the number of students achieving sufficient growth will be used to determine student progress.

PRINCIPAL SLO 2

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

- Students in grade 3 will increase their reading proficiency and performance in fluency and comprehension.
- All students in grade 3 Reading (61 students) are the selected student group based on 2013 grade 3 MSA student data.

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

PARCC scores are not yet available, so going back to MSA grade 3 Reading, results show that there is a three year trend of declining advanced or proficient student scores. The 2012 MSA results show that 92.5% (49/53) of grade 3 students scored advanced or proficient on grade 3 MSA Reading. In 2013, the percent proficient declined to 88.5% (54/61) of grade 3 students scored advanced or proficient on grade 3 MSA Reading. The 2014 MSA scores show a third year of declining scores with only 75.0% (30/40) of grade 3 students scoring advanced or proficient. Furthermore, all grade 3 students were given a 2015-2016 Beginning of the Year DIBELS Assessment to determine their reading fluency and comprehension. 36.1% (22/61) of grade 3 students scored in the intensive category of the assessment.

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

Principal will facilitate meetings that will allow teachers to utilize the reading intervention teacher and reading specialist to address curriculum, close analytic reading, text dependent questions, and the complexity of text. The reading specialist will meet monthly with grade level teams to support the writing of text dependent questions. Principal will provide staff development on Common Core shifts, PARCC updates, and UDL. Principal will meet with grade level teams to analyze DIBELS and benchmark data in order to plan for intervention groups and flex grouping. The Reading Professional Learning Community will meet monthly to review lesson plans and participate in lesson studies.

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

DIBELS reading inventory will be progress monitored throughout the instructional period to determine student progress and growth in reading fluency and comprehension. Student progress will be measured by using the growth calculator to determine if individual targets have been met on the middle of the year DIBELS data. Reading Intervention teachers will progress monitor students scoring in the intensive and strategic ranges using the DIBELS progress monitoring assessment biweekly. Classroom teachers will assess students weekly using the Treasures Selection Tests in order to track reading comprehension.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

XIV. TITLE I PARENT INVOLVEMENT

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.

- 472 Total Parent Workshop Hours
- 52% of families attended PK-K Back to School Conferences
- 48% of families attended Meet the Teacher Night
- 39% of families participated in Family Reading Day
- 38% of families attended Fall Parent Conference Day
- 31% of families attended Spring Parent Conference Day
- 8% of families participated in Family Literacy Nights (monthly)
- 53% of families participated in Math Night
- 44% of families participated in STEM Day

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Parent Advisory/ Title I Parent Committee 2015 – 2016

Name	Grade Level Representation	Position
Carley McGann	PK	Parent/Teacher
Preston Everly	K	Parent
Nikki Clark	1	PAC Representative
Adam Patterson	2	PAC Alternate
Cory Gray	3	Parent
Jesse Ketterman	4	Parent
Becky White	5	Parent
Delsie Fazenbaker		Parent Involvement Coordinator

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.**

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

BEALL ELEMENTARY PARENT INVOLVEMENT PLAN

Expectations

As a schoolwide Title I school, Beall Elementary School's Parent Involvement Plan meets and exceeds the requirements of the Title I, Part A Section 1118 No Child Left Behind Act of 2001 (NCLB).

Beall 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 Beall 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

Beall Elementary School accepts the Allegany 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 MSA for 2014-2015.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Action Plan

Title I Requirements	Description of Activities/ Actions/ Initiatives	Date(s)	Whom should you contact for more information?
<p>I. Shared Decision Making</p> <p>◆ The school improvement plan is developed with input from parents.</p> <p>◆ The school improvement plan is available for parent review and input at any time.</p> <p>◆ The parent involvement plan is developed with input from parents.</p>	<p>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 Technical Assistance Team.</p> <p>A synopsis of the school improvement plan and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.</p> <p>A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year’s plan and make revisions. SIT will review the proposed</p>	<p>September 2015</p> <p>November 2015</p> <p>April/May 2016</p>	<p>Bob Stevenson, Principal Misty Dotson, Assistant Principal</p> <p>Bob Stevenson, Principal Misty Dotson, Assistant Principal</p> <p>Bob Stevenson, Principal Misty Dotson, Assistant Principal</p>

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

<p>♦ The parent involvement plan is distributed to all parents</p>	<p>plan. In September, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to SIT for approval.</p> <p>A summary of the parent involvement plan is distributed to all families after the Central Office Technical Assistance Team has approved the school improvement plan.</p>	<p>January 2016</p>	<p>Bob Stevenson, Principal Misty Dotson, Assistant Principal</p>
<p>♦ With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.</p>	<p>A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year's Home-School Compact(s) and make revisions. The proposed compact(s) will be reviewed by SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to SIT for approval.</p>	<p>April/May 2016</p>	<p>Bob Stevenson, Principal Misty Dotson, Assistant Principal</p>

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

◆ Parents are involved in the decisions regarding the spending of the parent involvement funds.	A committee that includes a least one parent representative from each grade level will meet in April or May to review the proposed budget. The proposed budget will be reviewed by SIT. In September, parents of all students will have an opportunity to review the budget and provide feedback. Comments will be reviewed and revisions made as needed. The final budget will be submitted to SIT for approval.	April /May 2016	Bob Stevenson, Principal Misty Dotson, Assistant Principal
II. Annual Meeting ◆ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental involvement.	At parent meetings, the Parent Involvement Plan, Title I Ten Components, and Title I Proposed Budget are presented. Parent input and feedback is gathered for possible revisions.	August 19, 2015 (Back to School Night)	Bob Stevenson, Principal Misty Dotson, Assistant Principal
III. Building Parental Capacity 1) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.	<ul style="list-style-type: none"> ● Maryland's College and Career Ready Standards are reviewed and discussed with parents. Information is sent home in Tuesday Folders. ● Home/School Compact: The Home/School 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 	<p>August 19, 2015</p> <p>September 2015</p>	<p>Teachers</p> <p>Teachers</p>

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

	<p>members each sign the agreement, affirming to uphold their part in helping students to be successful.</p> <ul style="list-style-type: none"> ● 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. 	<p>October 1, 2015 and February 24/25, 2016</p>	<p>Teachers</p>
<p>2) Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.</p>	<ul style="list-style-type: none"> ● Math Day: Teachers will model games from their "Math Games" book that is used in class in order to instruct parents on how to play the games. Materials needed to play the games will be given to all students to take home to reinforce math concepts. ✓ Title I Funds: \$2,662.08 ● Family Reading Day: Family members participate in a reading activity focused around instructional strategies being taught in the classroom. Each child will take home the book used for this event. ✓ Title I Funds: \$2,662.07 ● Anti-Bullying Parent Meetings: Family members participate in discussion with the assistant principal and school counselor about the county policy on bullying and and harassment. 	<p>November 13, 2015</p> <p>April/May 2016</p> <p>November 2015, January, March and May 2016</p>	<p>Bob Stevenson, Principal Misty Dotson, Assistant Principal Barbara Amtower, School Counselor MATH Team Teachers</p> <p>ELA Team Teachers Frostburg State University Interns</p> <p>Misty Dotson, Assistant Principal Barbara Amtower, School Counselor</p>
<p>3) Educate school personnel on how to work with parents as equal partners in their child's education.</p>	<ul style="list-style-type: none"> ● The Parent Advisory Council representative will present to the staff at quarterly faculty or committee meetings about topics and issues relevant to student learning. ● Title I Parent Interest Survey will be distributed to all parents; results will be tabulated; and concerns will be 	<p>November 2015, January, March, and April 2016</p> <p>January 2016 and May 2016</p>	<p>Misty Dotson, Assistant Principal Parent Advisory Representative</p> <p>Ellen Sause, Title I Support Specialist Misty Dotson, Assistant Principal</p>

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

	addressed at SIP meetings.		
4) Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., library, 21 st Century After School Program, Head Start, etc.	<ul style="list-style-type: none"> Family Literacy Nights, coordinated through the Judy Center, provides the opportunity to interact with their child by learning a different literacy topic each month. The Judy Center provides programs to increase parent involvement (examples: Infant Massage classes, YMCA Infant and Toddler Playgroups, Parent and Child Take-Home Activities, Family Newsletter, Head Start, Child Care Providers, Parent Workshops, etc.) Allegany County Health Department provides various services to support families (examples: WIC, Health Screenings, Nutritional Information, Dental and Vision Screenings, Mental Health Resources, etc.). 	<p>Monthly</p> <p>August 2015-July 2016</p> <p>Bi-monthly</p>	<p>Deb Kolb, Judy Center Coordinator Terri Monahan, Media Specialist Michelle Saville, Kindergarten Teacher LuAnne Kesecker, PreK Teacher</p> <p>Deb Kolb, Judy Center Coordinator Sheila Navalaney, Judy Center Service Coordinator PreK and Kindergarten Teachers</p> <p>Health Department Judy Center</p>
5) Ensure information is presented in a format and /or language parents can understand.	<p>School Messenger is used to communicate with parents via email and phone. Purchases of Spanish reading and math materials are available to parents and provide translations for any information sent home.</p> <ul style="list-style-type: none"> Weekly Communication Folder Assignment Notebooks Home-School Folder Monthly Newsletter 	September 2015-June 2016	<p>Bob Stevenson, Principal Misty Dotson, Assistant Principal Delsie Fazenbaker, PIC</p>
6) Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully	Contact is made with limited English parents to assist during school meetings and provide support information via the Pupil Personnel worker. Translated documents are provided to these parents when needed. The Parent Involvement	September 2015-June 2016	<p>Tracey Dunn-Court, PPW Delsie Fazenbaker, PIC</p>

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

participate in parent involvement opportunities	Coordinator is available to assist in responding to school information, such as emergency forms, attendance procedures, and surveys.		
IV. 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 I Parent Interest Survey will be distributed to parents and the results will be summarized to be used to adjust future planning.	September 2015-June 2016	Misty Dotson, Assistant Principal Ellen Sause, Title I Support Specialist
V. Mid Atlantic Equity Consortium, (MAEC) ♦ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org	The information from this organization will be on display for all parents to view in our parent information station located in the main lobby. Additionally, information will be sent home in the Tuesday folder.	September 2015-June 2016	Bob Stevenson, Principal Misty Dotson, Assistant Principal Barbara Amtower, School Counselor
IV. Joyce Epstein's Third Type of Parent Involvement ♦ Volunteering	<ul style="list-style-type: none"> ● Parent Volunteer Training (equipment Use) ● Confidentiality (reporting abuse/neglect) ● Teacher Request Workshops ● Chaperones ● Day of Caring and Sharing ● PBIS Incentives ● School Events (example: Field Day) ● Book Fair 	September 2015-June 2016	Bob Stevenson, Principal Misty Dotson, Assistant Principal Delsie Fazenbaker, PIC Barbara Amtower, School Counselor Terri Monahan, Media Specialist

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

XV. Professional Development Plan: Using County Plan

XVI. TELL SURVEY

2015 EVALUATION

Teaching Empowering Leading & Learning Survey - (TELL Maryland)

The TELL Survey is a perceptual survey that allows educators to TELL Maryland if they have positive teaching and learning conditions that research has shown to be important to student achievement and teacher retention.

2013 to 2015 Evaluation:

ACTUAL Percent

88 **2015%** **Time Factor:** The average percent of teachers' favorable responses will increase from 66.7 % in 2013 to 80 % in 2015.

MET? Yes

ACTUAL Percent

87 **2015%** **2.1a Item:** The average percent for teachers' favorable responses will increase from 58.3 % in 2013 to 70 % in 2015.

MET? Yes

Identify the factor and the item. What do you attribute the increase or decrease to from the 2013 to the 2015 TELL Survey?

FACTOR	ITEM	ATTRIBUTE
time	2.1a- Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	We utilized Title I staff to reduce class size.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

2015 TELL Survey

Collaborate and determine one domain (Construct, Factor) that your school will focus your school improvement efforts to improve/enhance the school environment and improve teaching conditions at your school. Under each domain are several items that may focus your efforts even more. Compare your 2015 results to the County and to the State. Set the Goal for the 2017 TELL Survey. Complete the Strategy Chart.

Table 26

Survey Factor (Domain)	Time
Item Number	Q2.1g
Item Statement	Teachers have time available to collaborate with colleagues.
School %	82.6%
County %	62.6%
State %	74.6%

Strategy: To enhance the school environment and improve teaching conditions related to the <u>TIME</u> factor (domain).			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
Q2.1g	The school will focus on giving more time during team, faculty, and PLC meetings for colleagues to share strategies and concerns.	Principal and Staff	2015-2016 School Year

New Goal:

The average percent for teachers' favorable responses will increase from 82.6 % in 2015 to 87 % in 2017.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Section XVII. MANAGEMENT PLAN

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 Central Office Team. This document will be placed on both the school website and the Allegany County Public Schools website for staff, parents, and community access and examination.

The School Improvement Team (SIT) and each PLC (Math, ELA, STEM, ICT/UDL) will monitor components of the School Improvement Plan (SIP) and communicate progress to all stakeholders. An agenda/minutes form will serve to update the school community of the focus and results of each meeting. The minutes will be emailed to each committee member. Each teams' minutes will be kept in their respective binders.

2. 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. Each grade level team will disaggregate milestone data quarterly. 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. A committee comprised of Central Office Personnel will review the SIP annually. The results of this evaluation will be posted on the school Intranet system.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

3. 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 and the administration 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 representative will report to the SIT at the first monthly meeting to adjust instruction and curriculum mapping for the next quarter. The SIT grade level representative will then share recommendations at grade level team meetings. 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.

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

Classroom 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.

5. 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 in a variety of ways. These will include presenting the plan at the Back to School Night and Title I Parent Information Meeting, being delivered through the school newsletter, available for viewing in the school handbook, and providing access with various school communications sent home in the Tuesday folder. The plan can also be accessed via the school website and the Allegany County Public Schools 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

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

6. 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 through the Intranet and the school webpage. Revisions will be shared with parents and community stakeholders through parent meetings, newsletters, parent conferences, Tuesday Folder communications, and the school webpage.

7. How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?

The instructional supervisory staff at the Central Office, who comprises the Technical Support Team, will provide support in the development of the plan as needed. Upon request from the SIT chair, the Central Office staff will attend SIT meetings; provide linkages with MSDE or other educational agencies; assist in analyzing school data; and support in planning professional development opportunities. The SIP will be forwarded to Central Office personnel by October 30, 2015. A review team comprised of Central Office personnel will review the plan using the SIP rubric. The review team will meet with the SIT during October 2015 to discuss the implementation of the plan. The SIT chairperson will submit agendas and minutes from monthly SIT meetings to the appropriate supervisor. In June 2016, the evaluation report will be forwarded to the superintendent.

8. List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.

Action Teams meet at 8:00 on the dates below:

Dates for SIT - 1st Tuesday

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
--------------	-------------	-------------	-------------	-------------	-------------	--------------	--------------	------------

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

1	6	10	1	5	2	1	5	3
----------	----------	-----------	----------	----------	----------	----------	----------	----------

Dates for PBIS Meetings - 3rd Tuesday

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
15	20	17	15	19	16	15	19	17

Dates for MATH – 2nd Wednesday

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
9	14	11	9	13	10	9	13	11

Dates for STEM Meetings – 4th Wednesday

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
23	28	25	23	27	24	23	27	25

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Dates for ELA Meetings – 2nd Tuesday

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
8	13	10	8	12	9	8	12	10

Dates for Emergency Team Meetings - Quarterly

Sept.	Nov.	Feb.	April
19	11	10	20

Dates for ICT/UDL Meetings

First and Third Wednesday at 8:00, unless announced otherwise.

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
16	7	4	2	6	3	2	6	4
	21	18	16	20	17	16	20	18

PST Meetings – Every Monday at 1:00

Faculty Meetings - Each Thursday 8:00

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Name	Position	Signature	Date
Robert Stevenson	Principal	<i>Robert Stevenson</i>	10/6/15
Misty Dotson	Assistant Principal	<i>Misty Dotson</i>	9/30/2015
Deb Kolb	Judy Center	<i>Deborah K Kolb</i>	10/6/15
Chanda Fazenbaker	PreKindergarten	<i>Chanda Fazenbaker</i>	9-30-15
Carrie McCutcheon	Kindergarten	<i>Carrie McCutcheon</i>	9/30/15
Jessica Adams	1st Grade	<i>Jessica Adams</i>	9-30-15
Janice Lewis	2nd Grade	<i>Janice Lewis</i>	9/30/15
Helene Bernard	Title 1	<i>Helene Bernard</i>	9/30/15
Shari Ross	Chairperson-5th Grade	<i>Shari Ross</i>	9-30-15
Carley McGann	Chairperson-4th Grade	<i>Carley McGann</i>	9-30-15
Amy Cianelli	5th Grade	<i>Amy Cianelli</i>	9-30-15
Terri Monahan	Media Specialist	<i>Terri Monahan</i>	10-6-15
Jodi Welsch - FSU	Frostburg State University	<i>Jodi Welsch</i>	9-30-15
Ellen Sause - Title I	Title I	<i>Ellen Sause</i>	10-6-15

Barb Amtower	Guidance	<i>Barbara K. Amtower</i>	9-30-15
Carmen Bishop	Parent	<i>Carmen Bishop</i>	9-30-15

Principal
:

Robert Stevenson
(Signature)

10-29-15
(Date)

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Title I Schools – Ten Components

The Ten Components section is an elaboration of the School Improvement Plan. Please include activities/strategies that you use in your school to support each of the Ten Components. Between the activities and strategies that are identified in the School Improvement Plan and the Ten Components, a snapshot of your efforts to meet the requirements of No Child Left Behind will be evident. These efforts should include new activities/strategies as well as the ones that you have been using to help students, staff, and parents be successful.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT ONE: COMPREHENSIVE
NEEDS ASSESSMENT**

The Comprehensive Needs Assessment (Data Examination) identifying areas of strengths and areas of needs may be found on the following pages:

ELA Needs Assessment	page(s) <u>9-12</u>
Math Needs Assessment	page(s) <u>10-12</u>
Science Needs Assessment	page(s) <u>13-14</u>
Attendance Needs Assessment	page(s) <u>20-23</u>
TELL Survey	page(s) <u>39-40</u>
School Progress Index	page(s) <u>17-19</u>

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

ALLEGANY COUNTY PUBLIC SCHOOLS

NO CHILD LEFT BEHIND

COMPONENT TWO: SCIENTIFICALLY- BASED

SCHOOLWIDE REFORM STRATEGIES

ELA

Maryland's College and Career Ready Standards for ELA instruction are utilized. In Fall 2010, the 2011 *Treasures* Series from Macmillan McGraw-Hill was implemented as the core reading program during a 120 minute language arts block. Scientifically research based strategies and best practices are the foundation of the instructional program. ELA benchmarks are administered quarterly. Include reading intervention programs such as ERI, Read Naturally, SRA, Foundations, Wilson Reading, etc.

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 11-12. Please complete the chart with additional best practices and strategies that support ELA achievement.

SBR/Best Practice Strategies	Materials/Resources for Implementation
UDL Strategies	Variety of Access to Information Digital Text Paper Text Auditory Text Variety of ways to show what has been learned Variety of project choices

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Technology	<p>Smartboards</p> <p>Computer Lab and Mobile Labs</p> <p>Software/Websites</p> <p>Discovery Education</p>
Reading Interventions	<p>Early Reading Intervention (ERI)</p> <p>SRA – Corrective Reading Program</p> <p>Read Naturally</p> <p>Foundations/Wilson Reading Programs</p>
Differentiated Instruction	<p>Content area material</p> <p>Frequent Assessment (DIBELS, Theme Tests, Benchmarks)</p>
Vocabulary Instruction	<p>School Wide Implementation of Critical Verbs and Nouns</p> <p>Spelling City</p> <p>Starfall</p>

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

MATH

The math instructional program is based on Maryland's College and Career Ready standards. The 2012 *enVISION* series by Pearson is utilized as the core program and is based on the NCTM Standards. Teachers utilize this math resource to implement the math pacing guide. Math benchmarks are administered in grades K-5, four times per year. Please complete the following chart to include the page number of the SIP where the program or practice can be found.

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 11-12. Please complete the chart with additional best practices and strategies that support math achievement.

Best Practice Strategies	Materials/Resources for Implementation
UDL	Variety of Access to Information Digital Text Paper Text Auditory Text Variety of ways to show what has been learned Variety of project choices
Technology	Smartboards Computer Lab and Mobile Labs Software/Websites

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

	Discovery Education
Differentiated instruction	<p>Classroom Teacher</p> <p>Center Stage math kits</p> <p>IXL</p> <p>Pearson SuccessNet</p> <p>Number Talks</p> <p>Judy Center Summer Camp- math activities for reteaching over the summer</p>
Explicit math vocabulary instruction	<p>Math Bags</p> <p>Marilyn Burns- Math Classroom Books</p> <p>Mentoring Minds math vocabulary materials</p> <p>Math Center Stage</p> <p>Component in math series with Flashcards</p> <p>Math Focus Walls with vocabulary displayed</p>

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT THREE: HIGHLY QUALIFIED
STAFF**

PROFESSIONAL STAFF:

According to the teacher requirements of the NCLB and the State of Maryland, 30 of 30 teachers (100 per cent) are highly qualified for the grade level in which they provide core subject instruction and are the teacher of record. (Core subjects: English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, Geography)

94 % of teachers holds an advanced professional certificate.

2 # of teachers with National Board Certification.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

PARAPROFESSIONAL STAFF:

According to the NCLB requirements for all instructional assistants (Title I funded, Special Education funded, and locally funded), 13 of 13 instructional assistants (100 per cent) have met one of the three qualification requirements. Instructional assistants work under the direct supervision and in close proximity of the classroom teacher.

STAFF Funded by Title I:

Complete the following chart to identify the Title I funded personnel assigned to your school. Include his/her job responsibilities.

Personnel Name	HQ Status/Position	Job Responsibilities	Rationale for the Position
Helene Bernard	Highly Qualified Teacher	Reading Intervention and Classroom Reduction	<ul style="list-style-type: none">• Decreases reading class in grade 3• Provides reading interventions to students in grades 1-5

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Kathie Bruck Lisa Harris	Highly Qualified/ Instructional Assistant	Under the direct supervision and in close proximity of the classroom teacher, the IA works with teacher identified students in grades 1 - 5 in reading and math.	<ul style="list-style-type: none"> ● Provides differentiated instruction for students in reading, math, and science ● Provides support for students to improve skills in reading ● Provides differentiated instruction for students in reading, math, and science ● Provides support for students to improve skills in reading
Delsie Fazenbaker	Parent Involvement Coordinator (PIC)	PIC may serve as a member on the School Improvement Team, family involvement team and the Title I Parent Committee. She encourages the participation of parents from diverse backgrounds through personal contacts.	<ul style="list-style-type: none"> ● Promotes parent involvement ● Serves as a liaison between parents and staff

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT FOUR: HIGH QUALITY
PROFESSIONAL DEVELOPMENT**

Professional development is an on-going commitment. Supervisors provide county staff development related to the state curriculum, best teaching practices, and differentiated instruction. School level teams continue these professional development initiatives at the school level. In addition, specific high quality professional development activities identified in the needs assessment process are included in the School Improvement Plan. ELA and math benchmark assessments, *DIBELS Next*, and unit tests are analyzed to monitor student progress and drive instructional changes. The goal of professional development is to provide teachers with effective instructional strategies that will increase achievement for the identified subgroups.

Please see School Improvement Plan:

ELA pages 9-12

Math pages 10-12

Science pages 13-14

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

In the table below are additional Professional Development activities that will support the implementation of the plan, but are not listed in the plan due to the narrow focus on subgroup performance.

Professional Development Calendar/ Funding Table

Initiative Focus	School Improvement Plan Alignment	What/How (Content/Process)	Date(s)	Evidence of Successful Completion	Presenters/ Facilitators Audience	Funding Source	Budget Calculation
<input checked="" type="checkbox"/> Title I Districtwide Initiative <input type="checkbox"/> School Initiative	Strategy: Improve effective math instruction	One staff member will attend the NCTM conference. Follow up: Participant will share information, strategies, etc at the school and district levels	Oct 21-23, 2015 Ongoing at school level	Conference attended Facilitator shared information at PD sessions	Presenters/ Facilitators: NCTM Audience: Title I teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I districtwide <input type="checkbox"/> Other	
<input checked="" type="checkbox"/> Title I Districtwide	Strategy: Improve effective math instruction	Teachers in Grades 3, 4 and 5 will attend Fractions by Math Solutions	January 5, 6, or 7, 2016	Attendance at PD session	Presenters/ Facilitators: Michelle Spiers,	<input type="checkbox"/> Local <input type="checkbox"/> Grant	

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

<p>Initiative</p> <p><input type="checkbox"/> School Initiative</p>		<p>Follow up: Participants will discuss the strategies at grade level team meetings</p>			<p>Math Solutions</p> <p>Audience: grade 3, 4, 5 teachers</p>	<p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Other</p>	
<p><input type="checkbox"/> District Initiative</p> <p><input checked="" type="checkbox"/> School Initiative</p>	<p>Strategy: Improving Writing Instruction</p>	<p>Teachers in PK-5 will have the opportunity to participate in a PLC to develop strategies to help with writing instruction</p> <p>Follow up: Participants will integrate the strategies into writing instruction</p>	<p>September--December</p>	<p>Writing Plan for School</p>	<p>Presenters/ Facilitators: Dr. Jodi Welsch/FSU</p> <p>Audience: PK-5 Teachers</p>	<p><input type="checkbox"/> Local</p> <p><input type="checkbox"/> Grant</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> Other</p>	
<p><input checked="" type="checkbox"/> Title I Districtwide Initiative</p> <p><input type="checkbox"/> School Initiative</p>	<p>Strategy: Improve effective math and reading instruction</p>	<p>K-5 Teachers will participate in monthly cadres with colleagues and specialist to unpack the Maryland College and Career Readiness Standards, plan lessons, and create assessments.</p>	<p>monthly</p>	<p>Benchmarks</p>	<p>Elementary Supervisors, reading and math specialists</p>	<p><input checked="" type="checkbox"/> Local</p> <p><input type="checkbox"/> Grant</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Other</p>	

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Initiative							
------------	--	--	--	--	--	--	--

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT FIVE: ATTRACT AND RETAIN HIGH
QUALITY TEACHERS IN HIGH NEEDS SCHOOLS**

- **ACPS**

The recruitment and hiring of teachers is the role of the Human Resources Department of the Allegany County Public Schools. Human Resources follows a recruiting process. Representatives from ACPS travel to job fairs to interview and share information about the school system and about Allegany County. Long term substitutes and student interns are observed by principals and supervisors, and recommendations for hiring are made. A team from the Central Office and a principal interviews candidates and forms a pool of applicants. The Supervisors of Elementary Education make recommendations to principals for candidates to be personally interviewed. The principal informs Human Resources of a selection for final approval for hiring.

ACPS and Frostburg State University collaborate closely in the Professional Development School Program. This program places student interns in the schools. Frostburg State responds to the concerns of the ACPS. An added benefit for teachers is that the tuition for college classes is free for a designated number of participants per semester. Professors from Frostburg State University serve as members of School Improvement Teams at various county schools. This provides an opportunity for them to participate in school decision-making and to understand the needs of the schools.

A Mentoring Program for first year teachers has been established. First year teachers are provided the opportunity to participate in professional development sessions to enhance their understanding of the role of a teacher, delineate the expectations

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

of ACPS, and give background information about system initiatives. Another important part of the mentoring program is the pairing of a first year teacher with a more experienced teacher in the school. The teachers meet weekly to share concerns and to offer support.

There are many factors which make ACPS an attractive employer. Elementary schools maintain a low student/teacher ratio. Teachers have many opportunities to participate in school decision-making through membership on the School Improvement Team, Student Achievement Team, Climate Action Team, or Partnership Action Teams. In addition, all teachers newly hired as well as current employees will be given credit for their years of teaching experience.

The quality of life in Allegany County is good. The county is located in a rural area, yet the metropolitan areas of Baltimore, Pittsburgh, and Washington, D.C. are within a two and one-half hour drive. Lower real estate prices allow young families to purchase homes at more reasonable costs. Traffic congestion is minimal. The crime rate is low. The close proximity of Frostburg State University allows minimal disruption to schedules for completion of a Master's degree.

Therefore, attracting and retaining high quality teacher is not a concern at this time

- **School Level**

How are you attracting teachers to your building?

- Positive relationship with FSU that brings teachers to our building
- Small class size – average of 22 students
- Classroom Materials and Equipment – funded through supervisor, principal, and Title I
- Building climate – all staff members are valued, participation at Back to School Bash
- Parent workshop every Monday to assist teachers
- Instructional Leadership- (Team planning times, math and reading specialists)

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

- Judy Center
- Access to Technology
- Wellness Program
- PBIS initiative

How are you attempting to retain teachers in your building?

- Staff Development opportunities
- Decision-making opportunities
- Building climate
- Instructional Leadership- (Team planning times, math and reading specialists)
- Staff surveys for climate
- Positive relationship with FSU

Please complete the chart counting only those teachers who are responsible for instructing students in the following areas: Reading, Math, Writing, Science, Social Studies, Art, or Music. Special Education teachers who teach these subjects must be included.

Years Teaching in this School	Number of Teachers	Percentage
First year teaching	1	4%
2 – 5 years teaching	1	4%
6 – 10 years teaching	6	28%

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

More than 10 years teaching	14	64%
-----------------------------	----	-----

ALLEGANY COUNTY PUBLIC SCHOOLS

COMPONENT SIX: BUILDING PARENT

NO CHILD LEFT BEHIND

CAPACITY

Educators in the school recognize the importance of the home-school connection. Involving parents in the school is a crucial step toward enhancing student performance. The Allegany County Public Schools' Parent Involvement Policy is published on the ACPS web site. Title I schools post and distribute a copy of the Allegany County Parent Involvement Plan to the families of the students in the school. Each school, in conjunction with the Title I Parent Committee, develops its own parent involvement plan. This plan is posted and a summary is distributed to parents.

A Parent Involvement Coordinator is on-site at Beall Elementary School for 1 day per week. In this position, the Parent Involvement Coordinator serves as a liaison between the home and school and assists in planning parent activities.

Parents are encouraged to be involved in the education of their child(ren) in a variety of ways. NCLB identifies six requirements designed to build parents' capacity to be involved in school. Strategies designed to ensure the implementation of these requirements are found in the school's Parent Involvement Plan. **Please refer to the Parent Involvement section on pages 30-38 for a description of the implementation of these standards.**

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT SEVEN: TRANSITIONS FROM
EARLY CHILDHOOD PROGRAMS**

Program	Date/ Timeline
Meetings with Head Start and Pre-K teachers	May 2016
Transition reports provided by Head Start for entering Kindergarten students	May 2016
Pre-K and Kindergarten Parent interviews	August 2015
IEP meetings	Monthly
Pre-K and Kindergarten Orientation Meetings- include dates	May 2016
Buster the Bus Program	September 2015
Joint registration with Head Start and Pre-K	March 2016
Transportation between Head Start and Pre-K	Daily within the school
Open House	August 2015

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Articulation meetings between Pre-K and K	May 2016
Articulation meetings between K and Grade One	May 2016
Articulation meetings between grades 1-5	May 2016
Data analysis meetings	Bi-weekly Team Meetings
Articulation meetings with middle school staff	May 2016
Grade 5 middle school visitation	May 2016
Annual Title I Meeting	August 2015

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT EIGHT: TEACHER INVOLVEMENT
IN DECISION-MAKING**

Teachers are members of the School Improvement Team and other school committees. Instructional decision-making reflects student assessments and feedback from parents on Title I surveys.

School Improvement Team membership at each school is comprised of teachers representing various grade levels and areas of expertise. The School Improvement Team manages the development, implementation, and evaluation of the School Improvement Plan. The team makes site-based decisions regarding school operations and procedures, curriculum, parent involvement activities, and budget items based upon assessment data, survey data, and observations. Serving as members of the SIT are the chairpersons from each Action Team.

In addition to the SIT, five other decision making Action Teams operate at Beall Elementary: ELA, Math, STEM, PBIS and ICT/UDL. The Parent Involvement Coordinator may participate in SIT or any team dealing with parent involvement as available according to her schedule. Teacher representation is mandated on each team.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Utilizing Dr. Lawrence Lezotte's Correlates of Effective Schools, the SIT, ELA, Math, STEM, PBIS and ICT/UDL provide the governance structure for shared leadership and decision making. They effectively engage the school community in an ongoing, problem solving, goal setting, and decision making process. However, the SIT is ultimately responsible for providing leadership and for monitoring the school plan.

Correlates of Effective Schools

The School Improvement Team (SIT) focuses on the correlates of:

- Shared Instructional Leadership that is collaborative and promotes clear and focused school improvement efforts as the team works and shares the responsibility necessary for accomplishing their mission.
- Clear and Focused Mission which reduces fragmentation of effort, encourages continued development of commitment to and accountability for improving the agreed upon indicators of success for all.

The ELA Achievement Action Team (ELA) focuses on the correlates of:

- Increased Opportunities to Learn/Time on Task in the area of English/Language Arts through interdisciplinary integration of subject matter performance based instruction, and real world application of knowledge and problem solving skills.
- Frequent Monitoring of Student Progress and Instructional Approaches and Programs in the area of English/Language Arts ensure effective implementation/accountability and/or the modifications necessary for increasing learner outcomes and indicators of success.
- Authentic family/school/community partnerships through the building of trust and shared involvement between and among all stakeholders in the educational process.

The MATH Action Team (MATH) focuses on the correlate of:

- Increased Opportunities to Learn/Time on Task in the area of Math through interdisciplinary integration of subject matter performance based instruction, and real world application of knowledge and problem solving skills.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

- Frequent Monitoring of Student Progress and Instructional Approaches and Programs in the area of Math ensure effective implementation/accountability and/or the modifications necessary for increasing learner outcomes and indicators of success.
- Authentic family/school/community partnerships through the building of trust and shared involvement between and among all stakeholders in the educational process.

The STEM Action Team (STEM) focuses on the correlates of:

- Increased Opportunities to Learn/Time on Task in the areas of Science, Technology, Engineering, and Math through interdisciplinary integration of subject matter performance based instruction, and real world application of knowledge and problem solving skills.
- Frequent Monitoring of Student Progress and Instructional Approaches and Programs in the areas of Science, Technology, Engineering, and Math ensure effective implementation/accountability and/or the modifications necessary for increasing learner outcomes and indicators of success.
- Authentic family/school/community partnerships through the building of trust and shared involvement between and among all stakeholders in the educational process.

The PBIS Team focuses on:

- Positive Behavior Intervention Supports for students and staff.
- The social well-being of students and staff.
- The health and wellness of students and staff.

The ICT/UDL Team focuses on:

- Instructional Consultation with students and staff.
- Universal Design for Learning professional development.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

If your school has modified this decision making model as a result of site based management, please describe in detail how teachers are involved in decision making. If the description of your Management Plan in your School Improvement Plan is detailed, please cite the pages. If the description is not detailed please describe your Management Plan in detail in this section.

Please see the Management Plan page(s) 41-46 of the SIP.

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT NINE: EFFECTIVE, TIMELY ADDITIONAL
ASSISTANCE**

The school provides many additional services for students who are experiencing difficulties. These safety nets include:

Service	Explanation of Service
Health care	School nurse provides health support to students and their families.
Social, personal, or academic support	School counselor provides monthly classroom lessons on character traits and bully prevention. She meets with individual students and social groups to address student needs.
Tutoring program	PARCC Tutoring is provided for identified students during after school sessions twice weekly during the months of January-

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

	March.
Extended learning time for academic and social support for students and parents	Crazy 8s group will meet once weekly afterschool to focus on fun math strategies which will achieve better math performance.
Differentiated instruction	Teachers provide differentiated instruction through small groups instruction, technology groups, math strategies.
Small group instruction	Instructional assistants, special education teacher, and classroom teacher provide opportunities for small group instruction to reinforce skills as identified by student performance.
Inclusion in general education classes	Instructional assistants and special education teacher support the regular education teacher through inclusion of all students. They provide accommodations and modifications when needed.
Extended learning time for targeted special education students	Summer school program is offered to students through the Judy Center and IEP requirements.
Assistance to families based on identified needs	Pupil Service Team meets weekly to identify needs of families and offers support for attendance issues and family needs.
Dental screening	Allegany County Health Department screen students for cavities and provide dental sealants.
Vision screening	Lion's Club offers vision screenings to PreK students.
Social and emotional support	Mental health counselors are provided by the Health Department on a weekly basis for students with mental health needs.
Behavior and academic support	Learning Assistance Program (LAP) supports students with academic and behavior goals. ICT meets bimonthly to discuss student needs and develop a

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

	learning assistance program for individual students.
Behavior support	PBIS Program promotes positive behavior by having a uniform program that focuses on school goals. SEFEL promotes positive behavior for early learners.
Nutrition support	Weekend Backpack Program provides students with supplemental food. Summer Lunchbox Program is offered by community groups to supply children with supplemental food throughout the summer months.
Clothing	Safe and Snug Program by Allegany County Social Services offers winter coats and gloves to children that need them.
School Supplies	Schools, through local funding, are purchased for all students.
Opportunities to discuss progress of child	Parent conferences occur twice through the school year, as well as on request basis to discuss student progress.
Reading intervention programs	Foundations, Read Naturally, and Wilson are used to support students who are performing below benchmark in the area of reading. These interventions help to close the achievement gap.
Identification of student areas of need	KRA is used in kindergarten to assess student achievement in early learning.
Opportunity to address student educational needs	Data analysis meetings occur monthly in vertical team planning.
Drug Awareness	D.A.R.E. Program is offered to Grade 5 students to help keep kids off drugs.
Assistance to families of young children	Judy Center and the Infants and Toddlers Programs provide assistance through many local agencies for all families with

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

	children ages 0-5.
Resources to support homeless students	Title I funding provides homeless students with financial assistance to enable students to remain in the “home school,” educational programs, acceptable “social-school” activities as well as Title I-like academic services.

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT TEN: COORDINATION OF FEDERAL,
STATE, AND LOCAL PROGRAMS**

The Supervisor of Federal and State Programs meets regularly with the instructional supervisory staff to ensure the coordination and integration of funding. During these staff meetings, personnel assignments, professional development opportunities, budget expenditures, and student assessment are discussed. The Supervisor of Federal and State Programs also completes the Annual Comparability Report.

Additionally, the Elementary Supervisors hold monthly Elementary Council Meetings. The Supervisor of Federal Programs attends these meetings. During these meetings, principals are given an opportunity to express concerns, clarify questions, and are provided with program and budget updates as well as professional development activities.

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 16.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

FY 16 Coordination of Funding Sources – Beall Elementary

Activity	Title I Funds	Title II Funds	21 st Century Learning Centers Grant	Local Funds	Judy Center			
Professional Development	\$4,027.50				\$4,500			
Extended Day/School Year	\$3,058.40							
Materials of Instruction	\$3,398.01			\$26,072	\$19,318			
Salaries	\$200,822.99				\$202,630			
Parent Involvement	\$3,324.15							

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Equipment	\$15,820			\$3,000				
Contracted Expenses					\$19,820			
Consumable				\$7,667				
Office				\$3,335				
Other								

Title I Budget 2015 – 2016

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Instructional Program: \$19,218.01

Materials

\$0

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need

Equipment

\$15,820

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Lenova Yoga Multi-Touch Laptops	20 x \$791.00	\$15,820	FARMS/Special Education

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

PIC Materials

\$516.51

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Materials to support teacher workshops for instructional materials		\$516.51	FARMS/Special Education

Subscriptions

\$0

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need

Web-based

\$2,881.50

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Super Teacher Worksheets		\$300.00	FARMS/Special Education
ELA/Math	Vocabulary Spelling City		\$731.50	FARMS/Special Education
ELA?Math	IXL		1850.00	FARMS/Special Education

Budget 2015 – 2016

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Professional Development: \$4,027.50

Stipends / Substitutes

\$2,046.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Substitutes for Articulation Meetings	22 subs x \$93	\$2,046.00	FARMS/Special Education

Hourly Stipends: Teaching- \$23.82

Non-Teaching- \$22.51

Substitutes: Highly Qualified- \$93.00

Materials

\$181.50

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Materials for Articulation (posterboard, markers, nametags, etc.)		\$181.50	FARMS/Special Education

Subscriptions

\$0

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need

Conferences

\$1,800

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

(Include Registration, Travel, Food, Hotel, Substitutes, Tips, Parking)

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	RTI Conference		\$1,800.00	FARMS/Special Education

Food: Breakfast- \$16, Lunch \$20, Dinner-\$35; or Daily-\$71 Itemized receipts are required for reimbursement.

Budget 2015 – 2016

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Parent Involvement: \$3,324.15

Materials

\$3,324.15

*Food Allowance – 10% = \$332.41

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
-------------	-------------------------	-------------------------------	-------	--

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

XX. Title I Evaluation

I. After reviewing the 2014 MSA data, briefly summarize the results in terms of meeting the identified challenges and the effectiveness of the changes as well as the adjustments related to ELA, math, and science.

ELA

MSA Scores – Reading			
Percent scoring proficient			
Grade	2014*	2013	Evaluation
3	75%	88.5%	Grade 3 reading scores decreased by 13.5%. This did not reach the goal of reducing the number of non proficient students.
4	≥ 95%	93.2%	Grade 4 reading scores increased by at least 1.8% thereby meeting the goal.
5	83.6%	86.3%	Grade 5 reading scores decreased by 2.7%. This did not reach the goal of reducing the number of non proficient students.
*2014 Reading MSA Results for Reading data do not include entire student population due to the PARCC field test.			

NOTE: PARCC data is not scheduled to be released until December 2015

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

2014-2015 DIBELS									
80% will score on grade level									
Grade Level	Percent Scoring On Grade Level			Evaluation					
	Beginning	Middle	End	Evaluation					
K	69%	69%	75%	There was an increase in the percent of students scoring on grade level; however they did not meet the 80% goal.					
1	61%	48%	54%	Scores fluctuated throughout the year. They did not reach the 80% goal. Demands of the test increased s the year progressed and students did not meet the goal.					
2	54%	51%	48%	Students did not meet the targets as the testing demands increased. The percent scoring on grade level decreased steadily and did not meet the target of 80%.					
Reading Comprehension/Skill Selection Tests									
GOAL: 80% Percent will score 70% or higher									
	GOAL: Percent scoring 70% or better								
Grade	1		2		3		4		Evaluation
3									
4									
5									

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

NOTE: This process was replaced with the implementation of the SLO. The SLO information is included below.

STUDENT GROWTH - SLOs				
	Topic of Principal SLO	Please indicate your attainment level: Full, Partial, Insufficient	What was your attainment percentage for the SLO? (i.e., 79% met the SLO attainment target)	Complexity Factors (Indicate possible reason(s) if not fully attained)
SLO 1	ELA: Students in grade 3 will increase their reading proficiency and performance in fluency and comprehension. The need for reading proficiency in grade 3 supports the overall goal of student progress at Beall Elementary.	Full Attainment	The goal for full attainment of the SLO was 75%, and 88% of our students achieved their individual growth targets.	

The reading specialist met with grade level teams to support data analysis and instructional planning. Teachers implemented UDL strategies in order to make learning accessible to all students. Writing assignments were scored utilizing rubrics. The 6+1 Traits were utilized and teachers participated in professional development during team meetings. Teachers participated in Unpacking of the Standards professional development in order to increase their awareness of the rigorous requirements in Maryland's College and Career Ready Standards. The Trait Crates information was used during writing instruction.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

MATH

MSA Scores – Math			
Percent scoring proficient			
Grade	2014*	2013	Evaluation
3	77%	80.3%	Grade 3 math scores decreased by 3.3%. This did not reach the goal of reducing the number of non proficient students.
4	85.7%	94.9%	Grade 4 math scores decreased by 9.2%. This did not reach the goal of reducing the number of non proficient students.
5	78.2%	64.7%	Grade 5 math scores increased by 13.5%. This met the goal of reducing the number of non proficient students.
*2014 Math MSA Results for Reading data do not include entire student population due to the PARCC field test.			

NOTE: PARCC data is not scheduled to be released until December 2015

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

<p style="text-align: center;">2014 – 2015 Math County Benchmark Data</p> <p style="text-align: center;">Average Percent scoring 70% or higher on all standards</p> <p style="text-align: center;">Goal: 80% will score 70% or higher</p>				
Grade	1	2	3	Evaluation
K	4/9 standards met the goal	7/11 standards met the goal	4/6 standards met the goal	The goals for some standards were met.
1	4/6 standards met the goal	0/6 standards met the goal	5/10 standards met the goal	The goals for some standards were met.
2	1/3 standards met the goal	4/7 standards met the goal	0/9 standards met the goal	The goals for some standards were met.
3	0/6 standards met the goal	0/9 standards met the goal	2/9 standards met the goal	The goals for some standards were met.
4	2/6 standards met the goal	2/8 standards met the goal	1/13 standards met the goal	The goals for some standards were met.
5	4/11 standards met the goal	0/2 standards met the goal	0/6 standards met the goal	The goals for some standards were met.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

STUDENT GROWTH - SLOs				
	Topic of Principal SLO	Please indicate your attainment level: Full, Partial, Insufficient	What was your attainment percentage for the SLO? (i.e., 79% met the SLO attainment target)	Complexity Factors (Indicate possible reason(s) if not fully attained)
SLO 2	Math: Students in Ms. Saville's Kindergarten, Mrs. Arbogast's First Grade, and Mrs. Lewis' Second Grade will increase math proficiency and performance. Overall, student math progress will improve if the foundation in the primary grade is strong.	Although pleased with the overall student success on the math benchmarks, the SLO was only partially attained.	The goal for full attainment of the SLO was 75%, and our students were close to making that goal with 71% meeting their individual growth targets.	Teachers provided instruction through the use of the tens frames strategy. This was a new strategy for teacher provided by coaching from Math Solutions. Due to the new instruction, the comfortability level was not high. Next year, teacher will be better acquainted with this new strategy.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Team meetings were held with the math specialist. Data was reviewed and instruction was planned. Flashcards and student incentives were provided. IXL was utilized. UDL principles were included during instruction. Curriculum mapping provided opportunities for cross curricular inclusion of math skills. The Math Leadership Team worked with the math Solutions professional developer to increase knowledge about conceptual versus procedural knowledge and to plan instruction. Lessons were modeled and teachers shared results of math tasks and Math Talks. Online resources were utilized to increase the rigor of math instruction.

SCIENCE

MSA Scores - Science			
	2014	2013	Evaluation
Grade 5	67.9%	66.7%	Grade 5 science scores increased by 1.2%. This met the goal of reducing the number of non proficient students.

2014-2015 Science Benchmark Data											
Percent scoring proficient											
Grade	Earth Space		Life		Chemistry		Physics		Environmental		Evaluation
	Scores	% scoring 70% or higher	Scores	% scoring 70% or higher	Scores	% scoring 70% or higher	Scores	% scoring 70% or higher	Scores	% scoring 70% or higher	
Grade 3	63%	No	83%	Yes	95%	Yes	69%	No			Students met the goal on 2 of 4 benchmark tests.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Grade 4	75%	No	74%	No	80%	Yes	47%	No	60%	No	Students met the goal on 1 of 5 benchmark tests.
Grade 5	92%	Yes	71%	No	93%	Yes	87%	Yes	76%	No	Students met the goal on 3 of 4 benchmark tests.

Students participated in the STEM activities, the Agriculture Lab, and worked with Frostburg State University. Finish Line Science and the online practice tests were utilized to provide students with specific practice skills. UDL was incorporated into teaching strategies. These experiences and opportunities resulted in an increase in MSA scores and the benchmark scores met the benchmark goal.

NOTE: PARCC data is not scheduled to be released until December 2015

II. **If** you had to address attendance, briefly summarize the results in terms of meeting the identified challenges and the effectiveness of the changes and adjustments.

ATTENDANCE

All grade levels met the attendance goal of 94% and no adjustments needed to be made.

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Title I Requirements	Discuss the Overall Success of the Plan
<p>I – Shared Decision Making</p> <ul style="list-style-type: none"> ◆ The school improvement plan is developed with input from parents. ◆ The school improvement plan is available for parent review and input at any time. ◆ The parent involvement plan is developed with input from parents. ◆ This plan is distributed to all parents. ◆ Parents are involved in the decisions regarding the spending of the parent involvement funds. 	<p>The School Improvement Plan was discussed at School Improvement Plan meetings and parents were invited to attend. They also were asked to comment on the plan.</p> <p>The Summary of the parent involvement plan includes the statement that the plan is available for review and comment at any time during the year. The plan is posted on the school’s website after approval.</p> <p>The parent involvement plan is discussed at the spring Title I Annual Parent Meeting. Activities are planned based on needs expressed on a schoolwide parent survey that is completed in April. Copies are available with comment sheets at the annual open House held at the beginning of the school year.</p> <p>A summary of the plan was distributed to all parents. Parents were informed of the opportunity to review and comment on the plan.</p> <p>The parent involvement plan budget is discussed at the spring Title I Annual Parent Meeting. Parents are given copies of the budget and asked for input.</p>

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.	The Home School Compact is reviewed at the spring Title I Annual Parent Meeting. Copies are available with comment sheets at the annual open House held at the beginning of the school year.
II Annual Meeting ♦ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parents' rights, and ways the school will provide for parental involvement.	The Annual Meeting was held on August 20, 2014. A Title I powerpoint was available for parents to view in the Media Center. A Title I staff member was available to speak with parents.
III Building Parental Capacity 1) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.	Parent received information about learning standards as they attended Reading, Math and STEM activities. Grade level expectations were discussed at Meet the Teacher Night and on both Parent Conference Days when teachers met with parents to discuss student progress.
2) Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	<p>Math Game Night was held at McDonald's on October 21, 2014. The event was well attended (approximately 295). Parents were shown and given games to play with their children as well as the required materials of base 10 blocks and tens frames. Positive reactions were reported on the Evaluation forms. Suggestions included that the location was too crowded.</p> <p>Family Reading Day was held at different times by each grade level. Parents and students worked together in the classroom.</p>

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

	<p>Parent evaluations reflected that they enjoyed learning how to help their children with reading skills.</p> <p>STEM Day was held in May. Parents and students participated in a variety of hands on activities that supported the grade level curriculum. The event was well attended and parent surveys indicated an increased awareness of how to help their children.</p>
<p>3) Educate school personnel on how to work with parents as equal partners in their child’s education.</p> <p>4) Coordinate and integrate programs to increase parent involvement such as the Judy Center, and other community resources like the Health Dept., Library, 21st Century After School Program, etc.</p> <p>5) Ensure information is presented in a format and/or language parents can understand.</p> <p>6) Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	<p>Title I Parent Interest Survey was distributed to all parents; results were tabulated and shared at team meetings. The Parent Advisory Council representative provided information to staff.</p> <p>Family Literacy Nights, coordinated through the Judy Center, provided parents the opportunity to interact with their children by learning about a different literacy topic each month. Information from the Health Department and other community agencies was distributed to parents.</p> <p>School Messenger was used to communicate important information to parents.</p> <p>Parent friendly calendars were sent home monthly to share important information with parents.</p> <p>Language needs were provided by family members.</p>
IV Review the Effectiveness	<p>Parent surveys were completed at each parent activity. The results of the surveys are addressed as planning for the next</p>

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

<ul style="list-style-type: none"> ◆ The effectiveness of the school's parental involvement activities will be reviewed. 	<p>year takes place. Parents reviewed the plans at the Title I Parent Meeting in the spring. They expressed appreciation for the opportunities that the events provided.</p>
<p>V. Mid-Atlantic Equity Consortium (MAEC)</p> <ul style="list-style-type: none"> ◆ The school will inform parents about the existence of the Mid-Atlantic Equity Consortium. <p>www.maec.org</p>	<p>MAEC information was distributed in the Title I Newsletter sent home in September from the Title I Office and sent home on a monthly Calendar of Events Newsletter to Parents.</p>
<p>IV. Joyce Epstein's Third Type of Parent Involvement</p> <ul style="list-style-type: none"> ◆ Volunteering 	<p>Parent volunteers helped with class activities, Outdoor School, and field trips. Weekly parent workshops were held where parents completed teacher request materials and learning activities for pre-k and kindergarten families.</p>

III. Evaluate the 2014-2015 Parent Involvement Plan in the following table.

PARENT INVOLVEMENT

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Title I Requirements	Discuss the Overall Success of the Plan
<p>I – Shared Decision Making</p> <ul style="list-style-type: none"> ◆ The school improvement plan is developed with input from parents. ◆ The school improvement plan is available for parent review and input at any time. ◆ The parent involvement plan is developed with input from parents. ◆ This plan is distributed to all parents. ◆ Parents are involved in the decisions regarding the spending of the parent involvement funds. 	<p>The School Improvement Plan was discussed at School Improvement Plan meetings and parents were invited to attend. They also were asked to comment on the plan.</p> <p>The Summary of the parent involvement plan includes the statement that the plan is available for review and comment at any time during the year. The plan is posted on the school’s website after approval.</p> <p>The parent involvement plan is discussed at the spring Title I Annual Parent Meeting. Activities are planned based on needs expressed on a schoolwide parent survey that is completed in April. Copies are available with comment sheets at the annual open House held at the beginning of the school year.</p> <p>A summary of the plan was distributed to all parents. Parents were informed of the opportunity to review and comment on the plan.</p> <p>The parent involvement plan budget is discussed at the spring Title I Annual Parent Meeting. Parents are given copies of the budget and asked for input.</p>

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.	The Home School Compact is reviewed at the spring Title I Annual Parent Meeting. Copies are available with comment sheets at the annual open House held at the beginning of the school year.
II Annual Meeting ♦ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parents' rights, and ways the school will provide for parental involvement.	The Annual Meeting was held on August 20, 2014. A Title I powerpoint was available for parents to view in the Media Center. A Title I staff member was available to speak with parents.
III Building Parental Capacity 1) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.	Parent received information about learning standards as they attended Reading, Math and STEM activities. Grade level expectations were discussed at Meet the Teacher Night and on both Parent Conference Days when teachers met with parents to discuss student progress.
4) Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	<p>Math Game Night was held at McDonald's on October 21, 2014. The event was well attended (approximately 295). Parents were shown and given games to play with their children as well as the required materials of base 10 blocks and tens frames. Positive reactions were reported on the Evaluation forms. Suggestions included that the location was too crowded.</p> <p>Family Reading Day was held at different times by each grade level. Parents and students worked together in the classroom. Parent</p>

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

	<p>evaluations reflected that they enjoyed learning how to help their children with reading skills.</p> <p>STEM Day was held in May. Parents and students participated in a variety of hands on activities that supported the grade level curriculum. The event was well attended and parent surveys indicated an increased awareness of how to help their children.</p>
<p>5) Educate school personnel on how to work with parents as equal partners in their child’s education.</p> <p>4) Coordinate and integrate programs to increase parent involvement such as the Judy Center, and other community resources like the Health Dept., Library, 21st Century After School Program, etc.</p> <p>5) Ensure information is presented in a format and/or language parents can understand.</p> <p>6) Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	<p>Title I Parent Interest Survey was distributed to all parents; results were tabulated and shared at team meetings. The Parent Advisory Council representative provided information to staff.</p> <p>Family Literacy Nights, coordinated through the Judy Center, provided parents the opportunity to interact with their children by learning about a different literacy topic each month. Information from the Health Department and other community agencies was distributed to parents.</p> <p>School Messenger was used to communicate important information to parents.</p> <p>Parent friendly calendars were sent home monthly to share important information with parents.</p> <p>Language needs were provided by family members.</p>

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

<p>IV Review the Effectiveness</p> <ul style="list-style-type: none"> ◆ The effectiveness of the school’s parental involvement activities will be reviewed. 	<p>Parent surveys were completed at each parent activity. The results of the surveys are addressed as planning for the next year takes place. Parents reviewed the plans at the Title I Parent Meeting in the spring. They expressed appreciation for the opportunities that the events provided.</p>
<p>V. Mid-Atlantic Equity Consortium (MAEC)</p> <ul style="list-style-type: none"> ◆ The school will inform parents about the existence of the Mid-Atlantic Equity Consortium. <p>www.maec.org</p>	<p>MAEC information was distributed in the Title I Newsletter sent home in September from the Title I Office and sent home on a monthly Calendar of Events Newsletter to Parents.</p>
<p>IV. Joyce Epstein’s Third Type of Parent Involvement</p> <ul style="list-style-type: none"> ◆ Volunteering 	<p>Parent volunteers helped with class activities, Outdoor School, and field trips. Weekly parent workshops were held where parents completed teacher request materials and learning activities for pre-k and kindergarten families.</p>