



*Bel Air Elementary School Eagles Soar to Score:
S.C.O.R.E: School Centered on Reaching Excellence*

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

≥SCHOOL: Bel Air Elementary School

PRINCIPAL: Mrs. Autumn Eirich

SCHOOL PROGRESS INDEX: 1.0629

(Please Check)	STRAND	2014 Criteria
	1	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Minimal subgroups missing AMOs
X	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	1
II	School Demographics	4-6
III	Culture and Climate Narrative	7
IV	Universal Design for Learning	8-9
V	Progress Towards Meeting Academic Targets	10-16
VI	Early Learning	16-17
VII	SPI – School Progress Index	17-19
VIII	Attendance	20-21
IX	Habitual Truancy	21-22
X	Graduation and Dropout Rates	N/A
XI	School Safety/Suspensions	22-23
XII	PBIS or Behavior Management Systems	23
XIII	Principal's SLOs	24-27
XIV	Parent Involvement, Title I or Non-Title I	27-34
XV	Professional Development Plan	N/A
XVI	TELL Survey Evaluation	34-36
XVII	Management Plan	36-38
XVIII	SIP Roster	39
XIX	Title I Components (Title I Schools Only) – Separate Document	N/A
XX	Title I Evaluation (Title I Schools Only) – Separate Document	N/A

**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		1	1
Teachers		14	14
Itinerant staff	10		10
Paraprofessionals	2	3	5
Support Staff	0	3	3
Other	4	7	11
Total Staff	16	28	44

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:				
• Highly qualified to teach in assigned area(s)	100%	100%	100%	100%
• Not highly qualified to teach in assigned area(s)	0%	0%	0%	0%
For those not highly qualified, list name, grade level course	n/a	n/a	n/a	n/a
Number of years principal has been in the building	9	8	7	6
Teacher Average Daily Attendance		95.4%	96.2%	94.8%

**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	n/a	≤10	≤10
Hawaiian/Pacific Islander	n/a	n/a	≤10
African American	≤10	≤10	≤10
White	216	194	203
Asian	≤10	≤10	≤10
Two or More Races	11	11	≤10
Special Education	36	28	41
LEP	n/a	n/a	≤10
Males	109	108	109
Females	124	105	106
Total Enrollment (Males + Females)	233	213	215

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014:** **48.65%**

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

C. Special Education Data 2015-2016 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	N/A
02 Hard of Hearing	N/A
03 Deaf	N/A
04 Speech/Language Impaired	25
05 Visual Impairment	N/A
06 Emotional Disturbance	N/A
07 Orthopedic Impairment	N/A
08 Other Health Impaired	≤10
09 Specific Learning Disability	13
10 Multiple Disabilities	N/A
12 Deaf-Blindness	N/A
13 Traumatic Brain Injury	N/A
14 Autism	N/A
15 Developmental Delay	N/A

**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.

Bel Air Elementary School had 64 incidents documented on the administration log for the 2014-2015 school year. This is an increase of 38 referrals from 2013-2014. 30% of the referrals for 2014-2015 were written for disruption. 28% were written for physical aggression. This is a change from the majority of behaviors causing referrals for 2013-2014 which were for disrespect. There were less than 10 suspensions in 2014-2015 which is a decrease from 2013-2014. Factors that impact the school’s discipline/climate are: teacher and administration consistency with incentives and consequences, classroom behavior plans, parent support and follow up at home, guidance lessons taught by the school counselor, positive reinforcement and home-school communication.

**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: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none">*Allow for options for learning by utilizing multiple media*Customize displays of information for a variety of options of perception*Offer alternatives for auditory and visual information*Allow for multiple ways for activating background knowledge*Provide digital materials and media for more auditory and visual opportunities for all students*Provide hard copies of documents using various fonts, size, and background color for more opportunities for all students as they acquire information
<i>Means for Expressions: providing the learner</i>	Expression/Action- Product

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

<p><i>alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<ul style="list-style-type: none"> *Vary the methods for student response *Optimize access to multiple tools and assistive technology *Use multiple media *Focus on planning and strategy development *Allow assessment/project choices to give all students the opportunity to demonstrate what has been learned
<p>Means for Engagement: <i>tap into learners interests, challenge them appropriately, and motive them to learn.</i></p>	<p>Multiple Options for Engagement</p>
	<ul style="list-style-type: none"> *Utilize choice boards and provide other options that relate to student interests *Allow for individual choice and autonomy *Minimize threats and distractions by being consistent with classroom discipline rules *Vary resources to optimize challenges *Allow for student engagement through small group and partner work for collaboration and community building

**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.

Reading/ELA and Mathematics 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).

A. 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	90	88	≥ 95	*	*	≥95	*	*	≥95
Hispanic/Latino of any race	≤ 10	≤ 10	≥ 95	N/A	N/A	N/A	*	*	*
American Indian or Alaska Native	N/A	N/A	N/A	*	*	*	*	*	*
Asian	≤ 10	≤ 10	≥ 95	*	*	*	N/A	N/A	N/A
Black or African American	≤ 10	≤ 10	≥ 95	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	*	*	*	*	*	*
White	81	79	≥ 95	*	*	≥ 95	*	*	≥ 95
Two or more races	≤ 10	≤ 10	≥ 95	N/A	N/A	N/A	*	*	*

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

Special Education	20	19	≥ 95	*	*	≥ 95	*	*	≥ 95
Limited English Proficient (LEP)	N/A	N/A	N/A	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	43	42	≥ 95	*	*	≥ 95	*	*	≥ 95

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

Table 7 : Mathematics MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	64	55	86%	*	*	≥ 95	*	*	≥ 95
Hispanic/Latino of any race	≤ 10	≤ 10	50%	N/A	N/A	N/A	*	*	*
American Indian or Alaska Native	N/A	N/A	N/A	*	*	*	*	*	*
Asian	N/A	N/A	N/A	*	*	*	N/A	N/A	N/A
Black or African American	≤ 10	≤ 10	≥ 95	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	*	*	*	*	*	*
White	60	52	87%	*	*	≥ 95	*	*	≥ 95
Two or more races	≤ 10	≤ 10	≥ 95	N/A	N/A	N/A	*	*	*
Special Education	15	12	80%	*	*	≥ 95	17	16	94.1
Limited English Proficient (LEP)	N/A	N/A	N/A	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	32	25	78%	*	*	≥ 95	*	*	≥ 95

Allegany County Public Schools 2015 – 2016 School Improvement Plan

Academic Data Review

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.

Reading: Based upon MSA results for 2014, less than ten students did not achieve proficient in Reading school wide. Our subgroups include White, Special Education and FARMS. Students in these subgroups achieved ≥ 95 in MSA Reading, therefore there is not a challenge evident in these results. The challenge for the 2015-2016 academic year is to transition our academic and testing programs to the PARCC assessment. The same challenge existed last school year. For the 2015-2016 academic year, Grade 4 has the highest percentage of both FARMS (53% -23/43) and Special Education (26%-11/23) students who will be participating in PARCC. Grade 3 has 35% (12/34) FARMS and 24% (8/34) students are in special education. Therefore, our challenge will be to have those students show proficiency in ELA. Writing was implemented as a school-wide initiative during the 2013-2014 with the implementation of 6+1 Traits of Writing Program. Writing continued to be a focus during 2014-2015 as we implemented a county-wide writing initiative for opinion and narrative writing utilizing 6+1 Traits of Writing rubrics and the PARCC rubric for Prose Constructed Response. The school improvement goals for 2014-2015 were for students in grades 3-4 to increase their level of writing competency by one level according to the PARCC Rubric of Prose Constructed Response for their grade level. According to the data, 82% (53/65) of students met their target in Key Ideas and Details. 72% (47/65) met their target in Written Expression. 38% (25/65) met their target in Conventions. We will continue this same school improvement goal for 2015-2016 for grades 3 and 4. We will be utilizing our 6+1 Writing Trait Crates that have a variety of resources to use to assess the following writing traits: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation along with utilizing the 6+1 Traits of Writing book, and the 6+1 Writing Traits of Writing rubrics. In addition, students in grades 3-4 will use teacher developed opinion and narrative writing lessons or county developed fall and spring opinion writing lessons. Students will increase the level of writing competency in two constructs: Reading Comprehension and Written Expression and Knowledge of Language and Conventions by one level according to the July 2015 PARCC Scoring Rubric for Prose Constructed Response Items. Students receiving the highest level of the first writing exercise must maintain that level. The timeline for this initiative is November 2015-May 2016. Data from the first writing sample will be used as baseline evidence to be scored for Reading Comprehension and Written Expression and Knowledge of Language and Conventions. Classroom teachers and support staff are implementing writing in the classroom through flex groups, UDL, student conferencing, peer editing, and other approaches that best suit the needs of the students. Teachers are participating in lesson seed development utilizing the CCRS in

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

county-wide training. This will help them integrate writing standards with other content standards. Our goal is to continue to increase writing proficiency and performance for students to become college and career ready.

Math: During the 2013-2014 academic year, data was collected a subgroup from Grade 5 because of the high percentage of Special Education and Farms students in that class. In MSA math, the FARMS group scored 68% (15/22), and the Special Education group scored 73% (8/11). These results led to the decision to continue to focus on the FARMS and Special Education subgroups as we transition to PARCC. For the 2014-2015 academic year, Grade 3 was the highest percentage of both FARMS and Special Education students participating in PARCC. Therefore, the challenge was to have those students show proficiency in math. For the 2015-2016 academic year, Grade 4 has the highest percentage of both FARMS (53% -23/43) and Special Education (26% -11/23) students who will be participating in PARCC. Therefore, our challenge will be to have those students show proficiency in math. Bel Air will continue to strive to close the achievement gap between MSA and PARCC by following the pacing guide set out for the Allegany County curriculum for each grade. All students, grades 3-5, utilize IXL as a Mathematics online resource. This program is available for students to access at home as well as during instruction. Students are using IXL Math as a technology-based enhancement activity. Flex groups and UDL strategies will be implemented in the classroom to meet the needs of all students, including those in targeted groups. Math Intervention Resources by Jennifer Taylor-Cox is being review by the staff and strategies from this resource are being implemented through small group activities and differentiated instruction. Professional Development was presented by Allegany County Math Specialists on “Using Classroom Discussions in Math” to achieve better student understanding of tasks. Teachers of grades K-5 have participated in professional development on “Number Talks” by our math specialist. Additional professional develop includes “The Importance of Coherent Lessons in Math” and “Math Solutions” directed by Michelle Speirs. One teacher from every grade level is attending county-wide workshops on “Math Solutions” two times a month. Those teachers will be instructional leaders along with the math specialist to share their learning with their grade level partner. These in-service experiences will be discussed with teachers at weekly team meetings throughout the year. Teachers are participating in Cadres to develop a complete understanding of the College and Career Readiness Standards and to develop lesson seeds. The quarterly county benchmarks will be used to measure student progress. The goal for Grade 4 students will be for 70% of grade 4 students will achieve 70% or better on the county-wide math benchmarks that are given quarterly. Grade 4 has been selected because it is the class with the highest percentage of FARMS and Special Education students.

**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.

Through the administration of the MSA, Bel Air's students have consistently been highly successful in achieving proficient and advanced scores. Bel Air's goal is to maintain the high standard of success we have set and achieved as we move forward to the Partnership for Assessment of Readiness for College and Careers summative assessment program. We will continue to teach using UDL strategies, using small group and flex-group activities, and using the Allegany County pacing guide for each content area. The data has shown that we need to increase our students' success in the area of writing, so our data has informed us that we must continue to focus on writing; an effort we introduced into our professional development in 2013.

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.

In an effort to assure that our staff is implementing the major strategies and evidence-based practices effectively, a variety of approaches will be employed. The principal will conduct walk-throughs on student engagement and on whether the CCRS is being presented properly. The principal will also lead grade-level team meetings to address what is being taught in the classroom and how effectively it is being presented. Individual conferences with the staff will be conducted based on performance and based on the teacher's SLOs. The School Improvement team will meet to review math benchmark results and the writing SLOs. The SIT will also review the data in an effort to look at subgroups to ensure that the subgroup students are achieving to the best of their ability. Faculty meetings, meetings with Math and Reading Specialists, and professional development will help teachers grow in their knowledge of the PARCC.

3. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

No additional resource allocations are required for the planned activities in reading/ELA or math.

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

C. Science

Table 8 Maryland School Assessment Performance Results – Science MSA									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	46	36	78.3%	26	23	88.5%	39	37	94.9%
Hispanic/Latino of any race	≤10	≤10	%50	*	*	*	*	*	*
American Indian or Alaska Native	N/A	N/A	N/A	*	*	*	*	*	*
Asian	N/A	N/A	N/A	*	*	*	*	*	*
Black or African American	≤10	≤10	≥95	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	*	*	*	*	*	*
White	42	33	78.6%	25	22	88%	*	*	≥95
Two or more races	≤10	≤10	≥95	*	*	*	*	*	*
Special Education	12	5	41.7%	*	*	*	*	*	*
Limited English Proficient (LEP)	N/A	N/A	N/A	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	23	15	65.2%	11	10	90.9%	*	*	≥95

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

Only 5 out of 12 special education students scored proficient in Science in 2014. In addition, only 15 of 23 FARMS students scored in the proficient range on the 2014 MSA Science.

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 endure sufficient progress and incorporate timelines where appropriate.

The students will participate in simulated technology testing experiences to familiarize them with the testing format. Identified students will participate in small-group sessions. UDL strategies will be implemented in the classroom to meet the needs of all students, including our Special Education and FARMS students. STEM lessons will continue to be incorporated into the 5th grade lessons. A variety

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

of guest speakers will present to grade 5 students at no cost. This collaboration will broaden knowledge of science content and give students experiences with professionals currently working in science fields. Teachers will participate in professional development on the Next Generation Science Standards to enhance their instruction toward developing college and career ready students. They will continue to develop lessons focusing on integrating science with other content areas. County-wide science benchmarks will be used to evaluate student progress. 70% of the 5th grade students will reach their target goal according to the county-wide growth calculation chart on 4-5 science benchmark assessments. This means they will achieve half the gap or more (50% or better) on the post tests. No additional resource allocations are required for the planned activities.

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.**

There were a total of 36 students in kindergarten during the 2014-2015 school year. 22 of 36 or 61% of those students began kindergarten with emerging readiness or approaching readiness as determined by the Maryland Kindergarten Readiness Assessment. 7 of 36 or 19% were emerging readiness as they demonstrated minimal foundational skills and behaviors that prepare them for curriculum based on the kindergarten standards. 15 of 36 or 42% were approaching readiness as they demonstrated some foundational skills and behaviors that prepare them for curriculum based on the kindergarten standards. Kindergarten and Pre-K readiness envelopes of activities made by our PTO parents and distributed to all who attend the Kindergarten and Pre-K Orientation.

Kindergarten teachers at Bel Air are addressing the achievement gaps found in the KRA data with a variety of strategies. Some of these strategies include the following: Number talks from Math Solutions, Learning through Art and Music, manipulatives, ZULA, SmartBoard activities, computer lab experience, re-teaching of skills, UDL instruction, 6 + 1 Trait Crates.

The teachers collect assessment data and information using a variety of approaches as follows: Engrade benchmarks, SLOs, classroom observations, anecdotes, DIBLES, teacher-constructed assessments, kids' journals student conferencing, and KRA.

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

- 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”.**

Each Spring Bel Air’s Kindergarten and Pre-K teachers meet with the teachers from our in-house Head Start program to discuss students who will be entering our public school program in the next academic year. The Head Start staff also meets with the administration and school counselor periodically throughout the school year when issues arise. They also are willing to share strategies and insights with our Pre-K teacher as they often teach the same students.

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 1.0629

This SPI places our school in Strand 2

- 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 9

2013(4) Achievement Calculation	Math (MSA or Algebra/Data Analysis)	Reading (MSA or English 2)	Science (MSA or Biology)	Combined Indicator
% of students who scored Advanced or Proficient	95.45%	96.59%	88.46%	
2013(4) Achievement AMOs	88.56%	89.92%	88.10%	
Measure Progress Scale Values	1.0778	1.0742	1.0042	
Proportional Significance	33.33%	33.33%	33.33%	

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

Measure Contribution				
Achievement Contribution Value				0.3156

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

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 10

2013 Gap Reduction Calculation	Math	Reading	Science	Combined Indicator
2013(4) Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	White 98.91%	White 99.91%	n/a	
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	FARMS 95%	FARMS 97.50%	n/a	
This Year's Gap (complement)	3.91%	1.41%	n/a	
2013 Gap Reduction AMO (complement)	74.48%	80.27%	n/a	
Measure Progress Scale Values	1.2900	1.2282	n/a	

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

Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.4300	0.4094	n/a	
Gap Reduction Value				0.5037

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

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 11

2013 Student Growth Calculation	Math	Reading	Combined Indicator
2013 Growth Rate	51.47%	75.0%	
2013 Growth AMO	66.91%	87.75%	
Measure Progress Scale Values	0.7692	0.8547	
Proportional Significance	50%	50%	
Measure Contribution	0.3846	0.4274	
Growth Contribution Value			0.2436

List any content area where the Measure Progress Scale Value is less than 1. Math and 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 12: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	≥95%	Y
Grade 1	94.8%	Y
Grade 2	≥95%	Y
Grade 3	≥95%	Y
Grade 4	94.8%	Y
Grade 5	≥95%	Y

Table 13: Attendance Rate	All Students				
Subgroups – School Level Data	94%	94%*	94%	94%	94%
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
All Students	94.3%	≥95%	≥95%	≥95%	≥95%
Hispanic/Latino of any race		*	*	*	*
American Indian or Alaska Native		*	*	*	*
Asian		*	*	*	*
Black or African American		*	*	*	*
Native Hawaiian or Other Pacific Islander		*	*	*	*
White		≥95%	≥95%	≥95%	≥95%
Two or more races		≥95%	*	*	94.1%
Special Education	92.7%	93.4%	93.7%	≥95%	93.1%
Limited English Proficient (LEP)	*	*	*	*	*
Free/Reduced Meals (FARMS)	93.4%	94.7%	94.3%	94.7%	94.0%

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

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups. Special Education is an area of focus because the percentage is slightly below the AMO of 94% for the 2014-2015 school year. However, all other grade bands and subgroups met or exceeded the AMO of 94% for attendance during the 2014-2015 school year.
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.
The Pupil Services Team will continue to meet weekly to monitor student attendance in an effort to maintain the attendance rate. Daily attendance calls will be made by the school counselor and/or the school principal to maintain contact with parents and encourage school attendance. Each nine-week marking period students will be recognized by the principal for perfect attendance with an award charm, chain, and additional rewards. Names will be announced on the PA system throughout the day.
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.
We are continuing the same approaches to addressing attendance because the lowest subgroup, special education, is a different focus from last school year. There was a decrease from $\geq 95\%$ in 2013-2014 to 93.1% in 2014-2015.

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?
16 students were identified as habitually truant based on the COMAR regulations.
 - b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.
The school counselor or the principal call the homes of each student who is absent. These calls are made on a daily basis. When making the calls, the school staff has access to the number of absences accumulated; including both lawful absences and trancies. This information is shared with the parent during the telephone call. The school's Pupil Services Team meets weekly to discuss student issues, including attendance. The Pupil Personnel Worker sends letters and calls the homes of the students who are chronically absent. She and/or the principal will also make home visits to encourage the students to attend school more regularly.

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

The school counselor meets with students who are “at risk” and sets up plans with them to encourage them to attend school regularly. Students who are absent and who have missed an excessive amount of work, will be expected to complete their assignments in the LAP room, an addition to Bel Air’s services this year.

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.

2013-2014

Less than 10 school suspensions:

Physical attack/student

Disrespect

Inappropriate technology use

Threat/student

0 suspensions for sexual harassment, harassment, and bullying

2014-2015

Less than 10 school suspensions:

Physical attack/student

Insubordination

Threat/student

Less than 10 suspension for bullying and harassment

Although Bel Air School already has a low number of suspensions, the number will most likely continue to decrease because Bel Air was given L.A.P. (Learning Assistance Program) for the 2015-2016 school year. The goals of L.A.P. are to provide a highly structured academic setting/interim station for students who are temporality experience academic, behavioral, social, and/or emotional difficulty in the school

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

setting. L.A.P. also provides individual behavior management plans that teach and reward socially acceptable behavior and encourage academic success.

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.

Although Bel Air is not a PBIS School, the staff uses the research-based systems that are indicative of PBIS in order to maintain a positive, effective educational environment in which all students can achieve success.

Bel Air maintains an environment in which we have high expectations for all students and staff. Our vision is “S.C.O.R.E: School Centered on Reaching Excellence”. This school-wide vision is shared daily on the morning announcements. In addition, writing activities encourage excellence in all aspects of our staff’s and students’ lives.

Individually, each teacher has a behavior plan implemented in his/her classroom and that plan is clearly identified and explained to students and parents. The students are given the opportunity to provide input into appropriate behaviors in the classroom. These behavior plans are geared to help the students strive for excellence.

During the 2014-2015 school year, Bel Air saw a decrease in suspensions. There were less than ten referrals in 2013-2014 and even fewer last year. Consistency in expectations across the classrooms is one reason for the decrease in suspensions.

Although there was an increase in the number of discipline referrals from 2013-2014 to 2014-2015, the addition of a L.A.P. to Bel Air School should help decrease the number of referrals this year.

**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 grade 5 will increase science proficiency and performance to become college and career ready. Students will understand and demonstrate mastery of grade 5 science concepts in that areas of life science, environmental science, earth science, chemistry, and physical science. Life Science focuses on identifying the similarities and differences of living things, both multicellular and unicellular. Additionally, the relationships between living things and their responses to changes in their environments are investigated and explored. Earth Science focuses on natural disasters, celestial bodies, erosion and weathering, mineral identification, and weather. Environmental Science focuses on natural resources and positive and negative influences of humans on these resources. Chemistry focuses on identifying physical and chemical changes, states of matter, and mass changes. Physical Science focuses on motion and the forces that affect them. Within all content areas, students utilize text, lab explorations, and technology resources to access information, make predictions, experiment, and draw conclusions.

STEM Standards of Practice:

Practice 1-3: STEM proficient students will learn, apply, integrate, interpret, and communicate rigorous content within science, technology, engineering, and mathematics disciplines to answer complex questions, to investigate global issues, and to develop solutions of challenges and real world problems.

Practice 4-7: STEM proficient students will engage in inquiry and logical reasoning as well as collaborate and apply technology appropriately to answer complex questions and investigate global issues, challenges, and real world problems.

The SLO is targeting all fifth grade students (27 students) within a fully inclusive fifth grade class. The following information outlines complexity factors regarding this population. Five of those students have individualized education plans for mathematics, reading, and written language. One student has an individual education plan for behavioral factors. Three students receive speech therapy. Three students receive occupational therapy services. Accommodations are provided during instruction and on assessments as indicated by the individualized education plans. 44% (12 /27) of fifth grade students are identified as FARMs. Twenty-three (23/27) students attend band sessions two times per week during segments of science class throughout the year. These students miss some instructional time each week.

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

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

The following is science benchmark data from 2014-2015 for fourth and fifth grade students.

Grade 4 (current grade 5 students):

Chemistry - 22% basic (6/27), Earth/Space - 12% basic (3/25), Environmental - 38% basic (10/26), Life - 25% basic (7/28), Physical - 42% basic (11/26)

Grade 5 (last year's grade 5 students):

Fifth grade science was a focus during the previous year for our fifth grade teacher's SLO, the principal SLO, and for our School Improvement Plan. Listed after the basic percentages is the decrease or increase of percent basic from that previous year of focus.

Chemistry - 13% basic (3/24) a 7 % decrease, Earth/Space - 13% basic (3/24) an 8% increase, Environmental - 4% (1/24) a 23% decrease, Life - 20% basic (5/25) a 1% decrease, Physical - 20% (5/25) a 17% decrease

The goal is to continue to decrease the percentage of students receiving basic (below 70%) on the assessments. In 2015-2016, county-wide benchmark scores will be used to create this SLO. _____ % achieved less than 60% on the Environmental Science Pretest. _____ % achieved less than 60% on the Earth Science Pretest. _____ % achieved less than 60% on the Physical Science Pretest. _____ % achieved less than 60% on the Life Science Pretest. _____ % achieved less than 60% on the Chemistry Pretest.

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

This SLO is a direct match to our science goals in our School Improvement Plan as it focuses on the same strategies, rationale for selecting strategies, and evidence-based practices that will be made to ensure progress in fifth grade science. This focus is also necessary to ensure success in science as the fifth grade students will be transitioning to middle school next school year.

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

100% (27/27) of students in fifth grade are expected to show growth on all five science benchmarks. To reach full attainment of this SLO, 70% (19/27) of the target group will reach their target goal according to the county-wide growth calculation chart on 4-5 science benchmarks. This means they will achieve half the gap or more (50% or better) on the post tests.

The evidence of student growth will be based on the established target scores generated from the SLO growth calculator on county-wide science pretests given prior to instruction. This data will generate the target score for the post test (half the gap). Students achieving 85% or better on these pretests will not be included in the data analysis for the group. This will be determined after each pretest is administered. Each post test will be administered after the allotted instructional period based on the county-wide pacing guide: Earth Science-16 days, Life Science-18 days, Environmental Science-8 days, Chemistry-15 days, and Physical Science-15 days. In addition, teacher observation of individual student class participation/work during these instructional periods will be used to monitor progress in the five areas of science.

Insufficient Attainment:

70% or more of students met their individual student growth target on 0-1 science benchmarks.

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

Partial Attainment:

70% or more of students met their individual student growth target on 2-3 science benchmarks.

Full Attainment:

70% or more of students met their individual student growth target on 4-5 science benchmarks.

PRINCIPAL SLO 2

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

Students in grades 3 and 4 will increase writing proficiency and performance to become college and career ready. Writing has become a very important component of the CCRSKnowledge of Language and Conventions will be the area scored for this SLO. Teacher developed opinion writing lessons or county developed fall and spring opinion writing may be used. Two writing assignments are required per student. The following writing anchor standards are addressed:

W1 Writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5 Develop and strengthen writing as needed by planning, revising, editing rewriting, or typing a new approach.

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

According to 2014-2015 grade 3 and 4 writing data using the PARCC Rubric for Prose Constructed Response Items, conventions was the lowest scoring construct measured compared to reading comprehension and key ideas/details. For example, 82% (53/65) of grade 3 and 4 students met or exceeded the target goal for key ideas/details, 72% (47/65) for written expression, and only 38% (25/65) for conventions. This makes conventions a writing focus. For the 2015-2016 school year, data from what the teachers determine to be the first writing sample will be used as baseline evidence. It will be scored for Knowledge of Language and Conventions. Two opinion writing tasks will be completed throughout the school year. The July 2015 PARCC Scoring Rubric for Prose Constructed Response Items for each grade level will be used to score writing, with the scale being 0-4 points for grade 4 and 0-3 points for grade 3. The two writing tasks will be completed throughout the school year for students to achieve their goal of increasing the level of writing competency by one level.

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

This SLO is a direct match to our English/Language Arts goals in our School Improvement Plan as it focuses on the same strategies, rationale for selecting strategies, and evidence-based practices that will be made to ensure progress in writing in grades 3 and 4.

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

100% of the students are expected to show growth in writing. For full attainment of this SLO, 70% (54/77) (24/34 -gr. 3) (30/43- gr. 4) or more of students in each grade level will show growth by gaining one or more levels of competency using the PARCC Rubric described earlier for grades 3 and 4 in the area of Knowledge of Language and Conventions. Students receiving the highest level on the first writing assignment will maintain that level.

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

The evidence of student growth will be determined using the PARCC Rubric. Students in grade 3 will be scored on with the scale being 0-3 and students in grade 4 the scale being 0-4. Graphic organizers, rough drafts of writing with teacher comments and corrections, and products students create will be evidence of their progress throughout the writing process.

Insufficient Attainment - 49% or below of the students will meet their individual student growth target

Partial Attainment - 50% - 69% of the students will meet their individual student growth target

Full Attainment - 70% or above will meet their individual student growth target

XIV. NON-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.).

Bel Air School has excellent parent involvement. The parent volunteer hours for the 2014-2015 school year were more than 1,400 hours. PTO membership last year was more than 60%. Bel Air is proud of the parent/volunteer participation and would like to maintain more than 1,000 volunteer hours. Parents contribute in the following ways: laminating, copying papers, tutoring, reading aloud, listening to students read, assisting in the computer lab, assisting in the cafeteria, participating in fundraisers, participating in other school events such as Red Ribbon Week, Santa's Secret Shop, and monthly P.T.O. meetings. Parents also attend parent conference day, provide student snacks for special occasions, provide teacher luncheons, donate community dinners, organize and attend the Back-to-School Bash pool party, attend Meet-Your-Teacher Night, participate on school teams and committees, coordinate the school yearbook, and create various school-wide bulletin boards.

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

Parent Advisory Committee 2015 – 2016

Name	Position
Jennifer Russ	PTO President/Parent/PAC Alternate Representative
Jenna Shilling	PTO Vice President/Parent
Cameka Williams	PTO Secretary/Parent/PAC Representative
Bethany Donaldson	PTO Treasurer/Parent
Autumn Eirich	Principal
Crystal Miller	Grade2 Teacher/Parent

Non Title I Parent Involvement Plan

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 committee must represent a cross section of the school community.**

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

BEL AIR ELEMENTARY SCHOOL PARENT INVOLVEMENT PLAN

Expectations

Bel Air 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 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 – Opportunities to build and increase understanding, communication, and support between home and school
- III – Formal and informal evaluation of the effectiveness of parent involvement activities
- IV – Activities that promote a positive environment of high expectations shared by home and school

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 the AMO target for 2015-2016.

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
I - Shared Decision Making ♦ The parent involvement plan is developed with input from parents.	School Improvement Team – Bel Air parent representative is invited to attend SIT meetings – Parent input is encouraged.	Monthly	SIT Chair: Brenda Luger Principal: Autumn Eirich

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

II- Building Parental Capacity 1) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments.	Meet Your Teacher Night – Parents and faculty meet briefly discuss classroom/grade level expectations, possible field trips, and parent volunteer opportunities. The teachers also share textbooks/workbooks/websites that students will use throughout the year. Teachers distribute brochures and information sheets containing grade-level expectations for CCRS and PARCC.	Aug. 26	Classroom teachers, Administrator: Autumn Eirich School Counselor: Brenda Luger
	Parent Conference Day – Parents are given an overview of grade-level expectations.	Oct. 1	Classroom Teachers
	School Improvement Breakfast – Parents are invited to eat breakfast with their child at school and receive an overview of our school improvement goals.	Nov.	Administrator: Autumn Eirich School Improvement Team Cafeteria Staff
	MSDE Website – Parents are given direction to the MSDE website for further questions about state and local standards and assessments.	Aug.	Administrator: Autumn Eirich
	Parent-Friendly Resources: Parent-friendly resources such as websites and news releases will be shared with the parents.	Ongoing	Reading Specialist: Susan Burke Math Specialist: Mandy Schall

Allegany County Public Schools 2015 – 2016 School Improvement Plan

<p>2) Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.</p>	<p>CCRS/PARCC Parent Information Gatherings: Parents are given brochures and information sheets containing information on CCRS and PARCC. The parents will also receive updated information during the School Improvement Breakfast.</p> <p>School-Wide Writing Workshop: Parents are invited to participate in a school-wide writing workshop during which all teachers will be presenting information on <u>The 6+1 Traits of Writing</u>. Parents will have the opportunity to learn what the traits of writing are and how their children are learning to approach writing prompts.</p>	<p>Aug. and Nov.</p> <p>April</p>	<p>Administrator: Autumn Eirich School Counselor: Brenda Luger School Improvement Team Math Specialist: Mandy Schall Reading Specialist: Susan Burke</p> <p>Administrator: Autumn Eirich School Counselor: Brenda Luger Reading Specialist: Susan Burke Reading Intervention Teacher: Debbie Buskirk Classroom Teachers</p>
<p>3) Ensure information is presented in a format and/or language parents can understand.</p>	<p>Communication to parents is ensured through several formats:</p> <ul style="list-style-type: none"> • Assignment notebooks • Notes and phone calls to parents • Back-To-School Letter • E -mail communication • Parent/Student Handbook • Communicator Folder/Assignment notebooks <p>Bel Air School website</p>	<p>Ongoing</p>	<p>Administration: Autumn Eirich School Counselor: Brenda Luger Classroom Teachers</p>

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

4) Provide full opportunities for participation of parents of students from diverse backgrounds.	Pupil Service Team – The team meets to discuss opportunities of participation for parents from diverse backgrounds.	Ongoing	Pupil Personnel Worker: Kim Taylor
	B.A.T.C.H./PTO Meetings: PTO offers parents opportunities to become involved in volunteering and provides discussion times for suggestions and additions to improve these activities at school.	Ongoing	PTO Officers
	Babysitting services are made available for all PTO activities throughout the year.	Ongoing	PTO Officers and Members

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
III- Review the Effectiveness ♦ The effectiveness of the school's parental involvement activities will be reviewed.	End of the Year Evaluation – School Improvement Plan evaluation of the parent involvement section of activities.	June	School Improvement Team
	Attendance Sheets – Collect parent attendance for all parent involvement activities/events	Ongoing	PTO Officers, Classroom Teachers, Administrator

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

IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering	Classroom Fundraisers – PTO members search, select, and organize classroom fundraisers to assist with cost of classroom field trips.	Ongoing	PTO Officers/Classroom Teachers
	Read Across America Day– An active family and community relationship is established through opportunities to read to the students.	March	Partnership Action Team Classroom Teachers
	“Gently Loved Toys” – Grade 5 students collect “Gently Loved Toys”, clean them and organize the Collections. These toys are donated to the Western Maryland Health System.	Nov/Dec	Laurie Ferguson, Grade 5 Teacher PTO volunteers
	Pizza Hut Book-It! Reading Incentive Program – Parents help their child meet the established monthly reading goals and support their child's growth as a reader.	Oct.- March	Media Specialist: Kim Beckman
	B.A.T.C.H. (Bel Air Teachers & Children Helpers) – Parent volunteers to assist in tutoring, math program guest readers, teacher preparation, and interactive school wide bulletin boards.	Ongoing	PTO Officers: Amy Moyer, Jenna Shilling, Kathy Witt, Bethany Donaldson
	Career Day – Parents serve as guest speakers on Career Day (grades 2-5)	Nov. 23	School Counselor: Brenda Luger
	National Red Ribbon Week – Parents, staff, and students participate in celebrating a drug-free life style through school-wide activities.	Oct. 26-30	Grade 1 Teacher: Daphne Snyder, Classroom Teachers

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

	Box Tops for Education Program – Students and parents save Box Tops to receive funds for supporting school wide activities. Students are rewarded individually and classrooms are rewarded monthly.	Ongoing	PTO Members, Classroom Teachers
	Western Maryland Food Bank – School-wide activity with the goal of receiving 500 lbs of canned goods.	Nov.	Kim Beckman, media specialist

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

 6.5 **2015%** **Factor:** The average percent of teachers' favorable responses will increase from 69.2 % in 2013 to 72 % in 2015.

MET? (Yes/No)

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

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

Teachers have been given additional opportunities to participate in county-wide committees addressing such issues as curriculum, report cards, and technology. The principal has provided opportunities for the teachers to make decisions concerning committees on which the want to serve on the school level. Teachers are also allowed to adjust the duty schedule to best fit their needs. They have also been empowered by being given the opportunity to work with their peers to teach and direct them in the new curriculum, the new technology, and the new testing program.

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)	Professional Development
Item Number	Q8.1j
Item Statement	Professional development is evaluated and results are communicated to teachers.
School %	54.5
County %	61.4
State %	58.1

Strategy: To enhance the school environment and improve teaching conditions related to the _Professional Development_ factor (domain).			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
Q8.1j	The principal will lead a discussion during grade-level team meetings, following professional development sessions. Teachers will be allowed the opportunity to provide feedback on the	Autumn Eirich, principal	Monthly, during grade-level meetings, following professional development.

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

	effectiveness of the professional development and to demonstrate ways in which the PD strategies are being implemented. The principal will share, during faculty meetings, with the entire staff, the feedback provided by her staff.		
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New Goal:

The average percent for teachers' favorable responses will increase from 54.5% in 2015 to 65% in 2017.

Section XVII. MANAGEMENT PLAN

1. How will the plan be shared with the faculty and staff?

The completed document will be reviewed with the faculty and staff in October prior to the review of the plan by the Central Office Staff. The implementation and evaluation of the School Improvement Plan will be discussed at regularly scheduled faculty meetings.

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

At the end of each quarter, the School Improvement Team will collect and analyze reading, math, and science milestones by disaggregating the data to evaluate the progress of the target groups that were identified. The Assessment Management System will be utilized along with other pertinent information from the teacher. Administration will discuss and review this data and information with teachers during grade level team meetings.

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

After carefully analyzing the reports regarding milestone achievement, the School Improvement Team will revise the plan as needed to ensure instructional, professional development, and support programs all meet the needs of the target group and all students and

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

teachers.

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

Classroom teachers meet weekly for grade level team meetings. The administrator and teachers will review any part of the plan necessary to implement our goals or make changes as needed. Classroom teachers will have opportunities to discuss student data relating to the plan.

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

A synopsis of the School Improvement Plan will be shared through a letter going home to all parents. The School Improvement synopsis will also be available to parents and community members on the school website and at the school's Parent Information Center. The complete School Improvement Plan will be available to parents and community members on the county website. Parents will have an opportunity to view the synopsis of the School Improvement Plan and ask questions during parent visitations throughout the school year.

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

Revisions will be shared with the faculty during faculty meetings. The parents and community members will be advised of necessary revisions at PTO meetings and/or our school website.

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

The Central Office will assist with analyzing data and planning professional development activities when needed during the school year. The Central Office Staff will review the School Improvement Plan. Afterward, they will share information with the School Improvement Team and discuss revisions/implementation of the plan. The Central Office Support Specialist will assist the School Improvement Team with analyzing data and answering questions they may have on developing and implementing the School Improvement Plan. The county reading and math specialists will provide professional development and teacher support to implement the activities in the School Improvement Plan.

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

The progress of Bel Air Elementary School's School Improvement Plan will be evaluated through multiple on-going measures. Disaggregated subgroup performance will be reported as well as the individual student performance. Data will be collected and reviewed.

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

Reviewed and assessed data will indicate progress toward milestones and in turn, the overall effectiveness of the program. Information will be reported to all faculty members. The School Improvement Team will be responsible to review data and make recommendations for program implementation revisions or corrections.

The following calendar provides a time line for sharing, monitoring, and revising the plan:

<i>SIT Meeting Dates</i>
<i>October 7, 2015</i>
<i>October 8, 2015</i>
<i>October 12, 2015</i>
<i>October 20, 2015</i>
<i>November 17, 2015</i>
<i>January 19, 2016</i>
<i>February 23, 2016</i>
<i>March 22, 2016</i>
<i>April 19, 2016</i>
<i>May 24, 2016</i>

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

Section XVIII. SIP ROSTER

Name	Position	Signature	Date
Autumn Eirich	Principal	<i>Autumn Eirich</i>	11-2-15
Brenda Luger	School Counselor	<i>Bla E Luger</i>	11-31-15
Daphne Snyder	Grade 1 Teacher	<i>Daphne Snyder</i>	11-2-15
Susie Workman	Grade 3 Teacher	<i>Susie Workman</i>	11-2-15
Andrea Roberts	Grade 4 Teacher	<i>Andrea Roberts</i>	11-2-15
Tim Harrison	Grade 2 Teacher	<i>Tim Harrison</i>	11/2/15
Jennifer Lancianese	Special Education	<i>Jennifer Lancianese</i>	11/2/15
Kim Beckman	Media and Pre-k Teacher	<i>Kim Beckman</i>	11-2-15
Eric Dorman	Community Representative	<i>Eric Dorman</i>	11-2-15
Bethany Donaldson	Parent Representative	<i>Bethany Donaldson</i>	11/03/15

Principal:

Autumn Eirich 11-2-15

(Signature)

(Date)