

Allegany County Public Schools
2024-2025 School Improvement Plan for Title I Schools

School: Beall Elementary

Principal: *Shannon Ralston*

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I. INTEGRATED EDUCATIONAL FRAMEWORK
A. VISION, MISSION, AND CORE VALUE

Mission Statement

Beall Elementary strives for all children to learn and have the right to a quality education through a positive, safe school climate with highly qualified teachers and administrators that are paramount to the academic success of our students in preparing them to be college and career ready.

Vision

Beall Elementary will always be committed to providing engaging student learning while nurturing relationships and respecting individual differences. Our school community will meet personal and academic needs of our students so they can reach their fullest potential and become responsible citizens.

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Core Values

- **Believe in ALL children**
- **Encourage each other**
- **Achieve goals together**
- **Lead with great character and a positive mindset**
 - **Learn rigorously**

B. SCHOOL CLIMATE AND CULTURE

Climate

Beall Elementary is focused on establishing a climate that is free from any form of harassment, and has a positive school culture where students feel safe and comfortable to learn through the use of Restorative Practices. Students are taught Second Step bully prevention in their monthly guidance lessons with lessons focused on character traits, problem solving, and mindfulness strategies. In addition, this is the fourth year that the Toolbox project has been taught where children learn twelve internal tools to help them with life's daily problems. Through this program, students are able to grow in relationship building, self-regulation, self-awareness, problem solving, and consciousness. Students are encouraged to use their tools during the day to create an environment of safety, kindness, and academic resilience.

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Culture

The culture of Beall Elementary is supportive, caring, encouraging, proactive, academically focused, and engaging. Our staff invests great effort into maintaining positive relationships with students and families to foster an environment that is optimal for learning. We believe personal relationships between staff, students, and families are essential for student success. Our everyday school motto is to believe, encourage, achieve, lead and learn.

- Our PBIS (Positive Behavior Interventions and Supports) team guides us in problem-solving and restorative practices to address discipline concerns and encourage positive behavior among the school community.
- Instructing with clarity using learning intentions and success criteria as we increase student ownership.
- Daily routines and expectations are key for students to feel comfortable and a sense of stability, which enhances their learning.
- School Improvement Team meetings, which include grade level representation, special education staff, literacy and math coaches, and administration, occur monthly to determine short and long-term goals for achievement both academically and behaviorally.
- Grade level teachers and special education staff work together regularly to close learning gaps and to help all students achieve academically. Collaborative goals are set by co-teaching / co-planning as a school community.

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II. SCHOOL DEMOGRAPHICS

Number of years the principal has been in the building? .5

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers			37
Itinerant staff			11
Paraprofessionals			18
Support Staff			5
Other			15
Total Staff			88

B. Student Demographics

Table 2	
SUBGROUP DATA	2024-2025 COUNT
American Indian/Alaskan Native	0
Hawaiian/Pacific Islander	0
African American	13
White	356
Asian	7
Two or More Races	41
Special Education	104
LEP	2
Males	244
Females	173
Gender X	0
Total Enrollment	417
FARMS Rate (2022-2023) (2023-2024)	73.61% 69.60%

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Special Education Data 2024-2025 School Year (Sept 30 data)

Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	1	06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	19	14 Autism	5
04 Speech/Language Impaired	36	09 Specific Learning Disability	17	15 Developmental Delay	24
05 Visual Impairment	1	10 Multiple Disabilities	1	TOTAL COUNT	104

III. ATTENDANCE

Table 4a	2022-2023	2023-2024
Grade Level – School Level	Attendance Rate	Attendance Rate
All (Excluding PreK & K)	91.2%	92.8%
Grade 1, 6, or 9	89.0%	92.4%
Grade 2, 7, or 10	91.7%	91.0%
Grade 3, 8, or 11	91.9%	93.5%

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Grade 4 or 12	92.3%	94.0%
Grade 5	91.3%	92.6%

Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024
All Students	90.7%	92.0%
Hispanic/Latino of any race	88.6%	90.1%
American Indian or Alaska Native	92.8%	92.2%
Asian	97.2%	93.9%
Black or African American	84.9%	86.2%
Native Hawaiian or Other Pacific Islander	N/A	N/A
White	90.8%	92.0%
Two or more races	91.5%	92.6%
Male	93.3%	91.9%
Female	88.4%	92.1%
EL	93.3%	92.9%
Special Education	88.4%	91.6%
Free/Reduced Meals (FARMS)	89.2%	90.5%

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1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially Special Education, FARMS, ELL and lowest attending.

The school average for all students was 92.8%. Grade 4 is the only grade school level that met the target of 94%.

Challenges are evident in our black/African American (86.2%) and our Hispanic (90.1%) subgroups. The other areas that possess challenges are our special education (91.6%) and our free/reduced meal (90.5%) subgroups. It is important to provide information and data to show that good attendance is important.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates. Materials and resources will be utilized from Attendance Works.
 - The PST meets weekly to discuss the focus of attendance concerns. The automated system makes daily calls for absent absent students and our LAP Instructional Assistant makes calls when students have missed several days in a row.
 - School wide Tier I incentives for grade levels that have the best attendance for the month are announced every month and every student in the grade level is rewarded a brag tag.
 - Outstanding Attendance is also rewarded every marking period for individuals earning above average attendance.
 - Attendance Works Holiday Break Letter to parents about the importance of attendance was posted in our Beall Family Engagement page on Facebook, Attendance Works posters were posted.
 - Postcards are being sent home to families quarterly for students missing 5-12 days.
 - Parent conferences are scheduled for students missing 13 or more days of school.

Chronically Absent

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Chronically absent is defined as missing 10% or more of days enrolled in a school year.

MD Report Card reports students NOT chronically absent.

Table 5	2022	2023	2024
Not Chronically Absent (percentage)	63.2%	68.6%	71.9%
Not Chronically Absent (student count)	261	283	291
Report Card Points Earned	6.5/15	4.5/15	5.5/15

Habitually Truant

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

Table 6	2022	2023	2024
Habitually Truant (percentage)	4.24%	1.30%	.86%
Habitually Truant (student count)	17	5	3

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

Many parents do not recognize how habitual truancy impacts the education of their child.

- Letters, phone calls and conferences to provide information and support to families regarding attendance concerns.
- Social skills groups, mentoring, Check -In and Check-Out (Tier II interventions).
- Parent contact made by the school social worker to offer support on any barriers for attendance.
- The Pupil Personnel worker works with the families in an attempt to improve attendance.

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IV. GRADUATION RATE – High Schools Only

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2021-2022	2022-2023	2023-2024
Total Referrals	66	69	68
All Suspensions	0	1	1
In School	0	0	0
Out of School	0	1	1
Sexual Harassment Offenses	1	0	0
Harassment/Bullying Offenses	0	1	0

2. Comment on the number of referrals, suspensions, and specific offenses. Provide a plan to reduce the number, if applicable or comment on what is attributing to the low, decreasing number and how it will be maintained. If your school is on the watch list or fully disproportionate, also complete numbers 3 and 4 in this section.

We will use the following strategies to decrease the number of discipline referrals:

Schoolwide PBIS

- Analyze SRSS data to identify students needing Tier II and Tier III support
- Based on SRSS data, social groups will be established to target the internal and external needs of the students.

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- Guidance lessons with a focus on behavior and character traits
 - Tier II will review data weekly to provide support for struggling students
 - We will implement the Tier II PBIS behavior interventions.
 - Tier III will provide specific behavior plans to provide student support.
 - Tool Box lessons and strategies will be taught by school counselors and reinforced by all school staff
 - Second Step Lessons
 - Title I funded materials will be used to create a sensory hallway to support students' behaviors (\$2,001.83).
- New administration has brought emphasis on the philosophies of restorative practices, relationship- building, sense of belonging, growth mindset which to enhance school climate and reduce behavior

VI. EARLY LEARNING (Elementary Only)

1. Complete the chart for composite scores of the Kindergarten Readiness Assessment.

Table 9			
Kindergarten Readiness Assessment			
	2021-2022	2022-2023	2023-2024
	Percent Demonstrated	Percent Demonstrated	Percent Demonstrated
Language & Literature	26.92%	64.41%	33%
Mathematics	11.54%	33.90%	26%
Social Foundations	48.08%	30.51%	54%
Physical Development	53.85%	71.19%	52%

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2. Input the data report from maryland.kready.org site to show domain strengths and needs. (*Range Distribution: All Domains*)

			Language & Literacy	Mathematics	Social Foundations	Physical Dev.		Composite Score
Name	Year	Rating	Count, %	Count, %	Count, %	Count, %	Rating	Count, %
Beall Elem.	2023-2024	Dem.	15, 33%	12, 26%	25, 54%	24, 52%	Dem.	17, 37%
		Not Yet Dem.	31, 67%	34, 74%	21, 46%	22, 48%	App.	19, 41%
							Em.	10, 22%

Kindergarten Readiness Assessment BEALL ELEMENTARY													
Name	Year	Rating	Language & Lit		Mathematics		Social Foundations		Physical Dev.		Rating	Composite Score	
			Count	%	Count	%	Count	%	Count	%		Count	%
Beall Elementary	2022-2023	Dem	38	64.41	20	33.90	18	30.51	42	71.19	Dem	27	45.8%
		Not Yet Dem	21	35.59	39	66.10	41	69.49	17	28.81	App	23	39.0%
											Em	9	15.3%
Beall Elementary	2021-2022	Dem	14	26.92%	6	11.54%	25	48.08%	28	53.85%	Dem	16	30.8%
		Not Yet Dem	38	73.08%	46	88.46%	27	51.92%	24	46.15%	App	15	28.8%
											Em	21	40.4%
Beall Elementary	2019-2020	Dem	26	35.6	23	31.5	37	50.7	37	50.7	Dem	28	38.4%
		Not Yet Dem	47	64.4	50	68.5	36	49.3	36	49.3	App	27	37.0%
											Em	18	24.7%

3. In consideration of the trend data, discuss efforts the school is making to improve your early childhood programs and / or practices. Include ways you are working in collaboration with early learning partners (i.e., Judy Center, Head Start, Child Care, Preschool Expansion sites, Preschool Special Education, School Therapy Services, etc.) to strengthen supports and ensure more children enter kindergarten “demonstrating readiness”.

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- * Utilize the Community Schools coordinator to provide opportunities of support in the areas of literacy and math for targeted families
- * Implementation of the Raising a Reader program in pre-k 3, pre-k 4, and kindergarten will strengthen and support students in the Language and Literacy Domain
- * Parent Involvement events for reading and math to share with families instructional strategies that support literacy and math readiness
- * Partner with Frostburg State University for family STEM activities and Literacy activities, in order to make families become more comfortable with science, math, and literacy
- * Various field trips support the pre-k and kindergarten curriculum in an effort to give students experiences that they might not otherwise have, which promotes readiness in all domains
- * The district, early learning specialist, provides instructional coaching for pre-k 3, pre-k 4, and the Partners Program that supports readiness skills in all domains
- * Special Education services (speech, occupational therapy, and physical therapy) are being provided in the classroom setting in pre-k
- * Collaborative planning between pre-k 4 and kindergarten teachers
- * Implementation of full day pre-k 4
- * Kids Korner daycare is an onsite center that is accredited through EXCELS

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4. Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with deficits in specific domain areas. Discuss the evidence based practices your school is implementing to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.

Based on the KRA Data that has been collected, the lowest areas of readiness are Mathematics and Language and Literacy. The kindergarten classrooms have implemented the I-Ready Discourse cards and Number Talks as instructional strategies during daily math lessons to focus on the readiness skills of number concepts. The 4 R's (repeat, rephrase, reword, and record) instructional practices have been implemented during daily math instruction. The updated version of the I-Ready Math curriculum has been implemented for the 2024-2025 school year to include more manipulative and center based instructional practices. Quarterly I-Ready online math pathway recognition has been established for the 2024-2025 school year to support parents and students with online lessons to further develop math readiness skills. In addition, the Heggerty Phonemic Awareness program has been implemented in the pre-k 4 classrooms to focus on phonemic awareness readiness skills, as well as the CKLA Skills ELA pilot program in kindergarten. Furthermore, students that have been identified as approaching or emerging readiness will be tracked using multiple ELA and Math assessment methods to include: quarterly basic skills assessments using the teacher created basic skills assessment, DIBELS, DIBELS progress monitoring, CKLA Skills Assessments, I-Ready benchmark, daily anecdotal records of skill performance, and work samples collected using the online Seesaw portfolio app. The listed assessments will show the progress of the targeted students for the domains of Language and Literacy and Mathematics. Pre-K 3 and Pre-K 4 staff have attended the Early Childhood LETRS professional development and kindergarten staff have completed the LETRS training. The early childhood staff is implementing those researched-based instructional practices with the existing reading series for the 2024-2025 school year (Frog Street and CKLA Pilot). To address students who are not yet demonstrating readiness in the Social Foundations domain, pre-k and kindergarten teachers will indicate specific areas of concern using the SRSS rating system. Based on the SRSS data, students will receive direct support from classroom social skills lessons, guidance counselor support, as well as support from the mental health counselor. In addition, pre-k and kindergarten teachers will analyze data that focuses on readiness skills throughout the 2024-2025 school year in order to plan for instruction that will ensure an increased readiness level for students entering kindergarten for the 2025-2026 school year. Data analysis/collaborative planning meetings will occur monthly and quarterly to include regular education staff, special education staff, ELA and Math specialists, and administration.

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During these meetings specific targeted students will be discussed and instructional strategies will be developed in order to address the achievement gaps identified in the Language and Literacy and Mathematical Domains.

VII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

Long Term Goal: To prepare 100% of students to be college and career ready by graduation, to reduce the 2017 non-pass rate by 50% by the year 2030.

Short Term Goal: to increase proficiency rates of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

MD Report Card Data (to be filled in after the release of 2024 Report card in December)

Points for ELA Proficiency out of 5 = 2.93

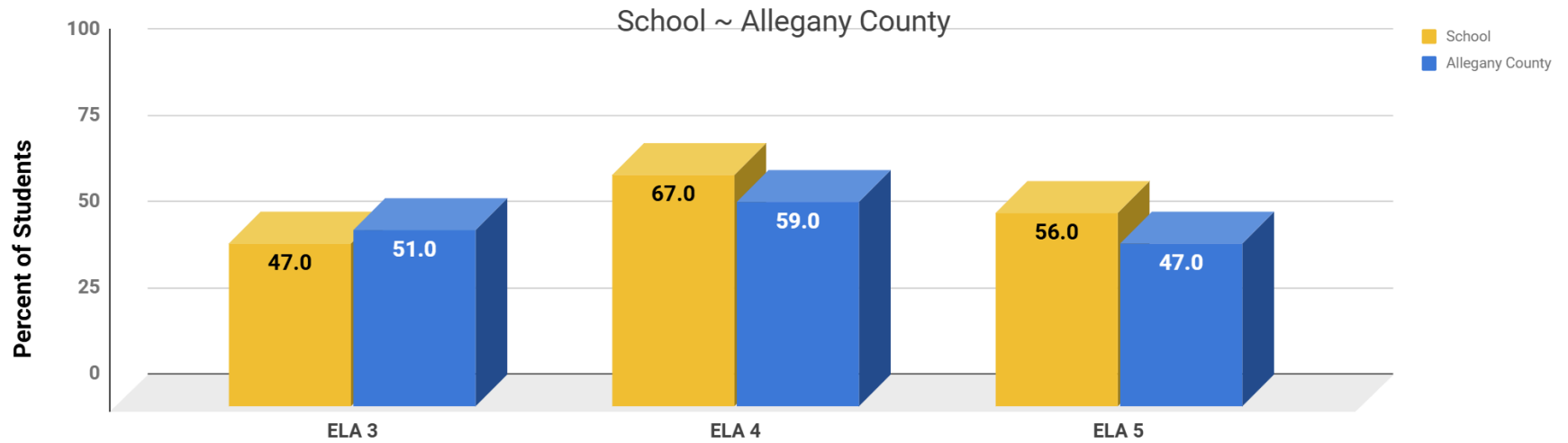
Points for ELA average levels out of 5 = 3.3

Points for ELA Growth out of 12.5 = 9.00

1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

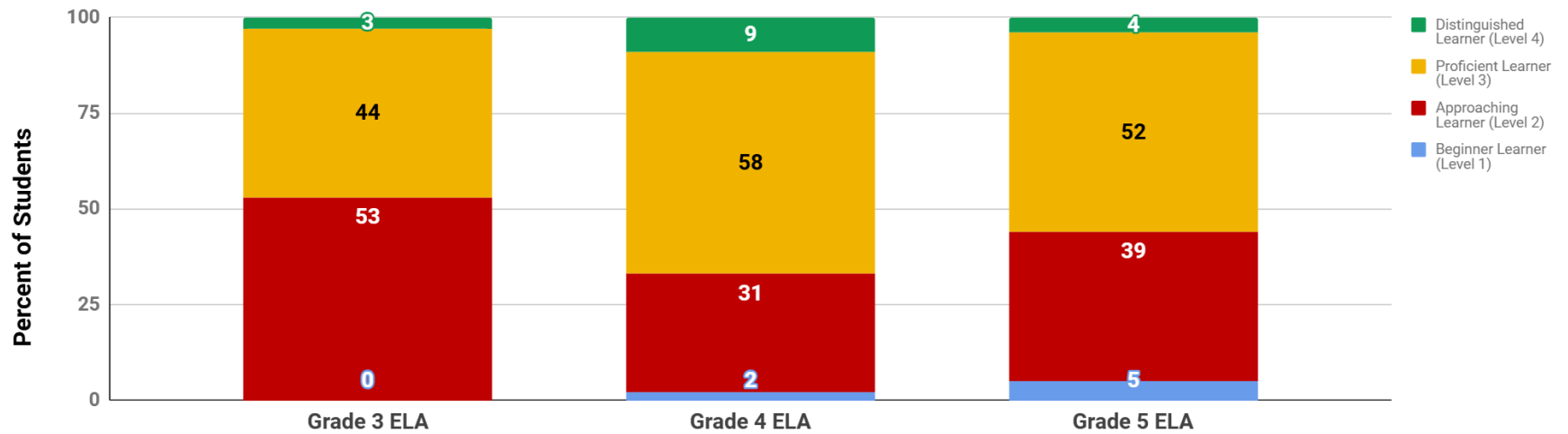
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Beall Elementary 2024 ELA Proficiency Rates



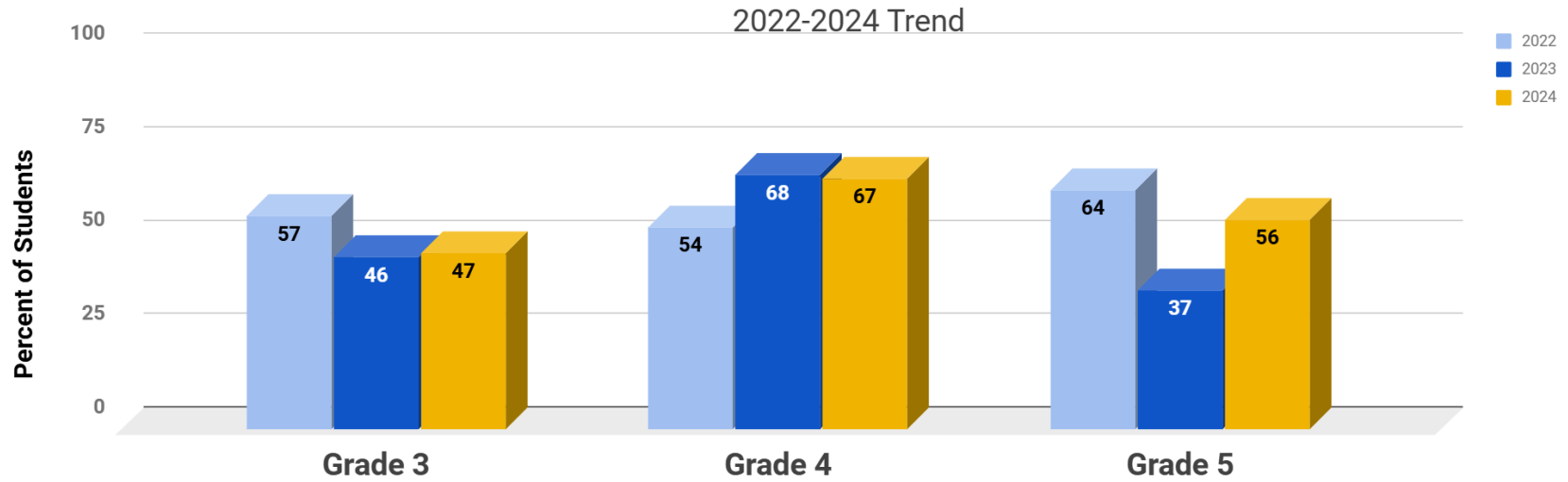
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Beall Elementary 2024 MCAP ELA Proficiency Levels



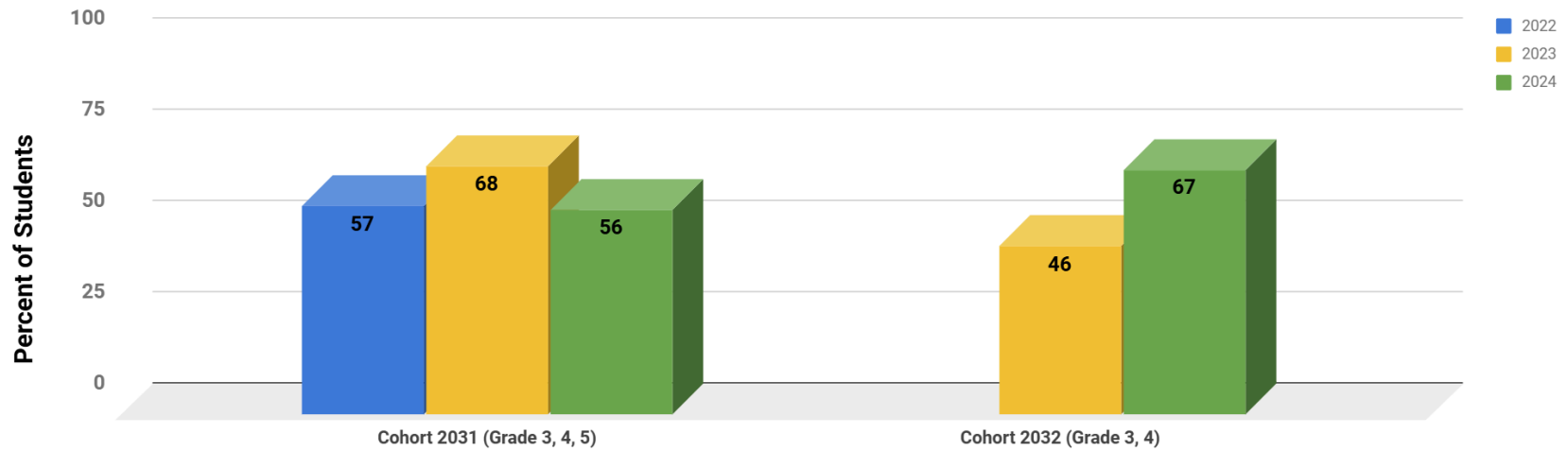
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Beall Elementary ELA Proficiency Trend



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Beall Elementary ELA Cohort Proficiency Growth



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2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Students with Disabilities grades 3,4,5
Focus Area Goal	Increase in growth of 'students with disabilities' subgroup in grades 3, 4 and 5.
Root Cause(s):	<p>WHY? Limited opportunities for students to read at individual levels.</p> <p>WHY? More scaffolded resources are needed in the CKLA curriculum.</p> <p>WHY? Lack of connections (limited background) needed to understand and engage in complex text. *this will improve with K-2 also using CKLA*</p> <p>WHY? More precise alignment of individuals' IEP goals will be determined by the IEP team.</p> <p>According to the 2024 DIBELS data, the end of the year data shows 5 students in grades 3 and 4 with disabilities scored at grade level.</p> <p>Grade 2: 1 student or 11%</p> <p>Grade 3: 3 students or 15%</p> <p>Grade 4: 2 students or 12%</p>
Focus Content Standard(s):	<p>Reading Literature Standards Grades 3-5: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity</p> <p>Reading Informational Text Standards Reading Foundational Skills Standards: Phonics and Word Recognition, Fluency</p> <p>We need to select 2-3 versus all these</p>
Barriers:	<ul style="list-style-type: none"> Limited background knowledge required for content reading in CKLA. More scaffolding resources are needed in the CKLA curriculum to allow all students access to grade level text. CKLA is written at grade level readability, and currently 49% of students in grades K-5 are below or well below grade level according to the DIBELS screener.
Needed Resources:	Title I, Part A: Supplemental ELA, Math, Science, and SEL instructional materials , Headphones with microphones

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<p>Strategies and/or evidence-based interventions: These →should be aligned with focus standards</p>	<ul style="list-style-type: none"> • All IEP students are in research- based reading interventions based on their specific needs. • Staff will be reading a book about Teacher Clarity/Visible Learning, and PD will occur during collaborative planning and principal PD to learn more about learning intentions and success criteria. • During bi-monthly collaborative planning with the Literacy coach, general education and special education teachers are adapting the CKLA units' writing prompts and essential questions to be more aligned with MCAP styles, focusing on unit and lesson protocols, and analyzing student work. • Literacy Coach is identifying appropriate CKLA content related resources from Readworks for teachers to include with specific CKLA units. • Adapt the CKLA curriculum for ELA IEP students using differentiated materials of instruction.
<p>How will it be funded?</p>	<ul style="list-style-type: none"> • PLC books will be purchased with Title I funds. (<i>Teacher Clarity Playbook</i> @\$34.00 x 26 copies = \$884.00, <i>The Illustrated Guide to Visible Learning</i> @\$39.95 x 26 copies = \$1,038.70. Supplies such as folders, highlighters, book tabs and/or sticky notes for books studies @\$84.20.) • Title I, Part A: Supplemental ELA, Math, Science, and SEL instructional materials (7 grades x \$500.00 = \$3,500.00), Headphones with microphones (1 pack x \$110.00 = \$110.00), Printheads and ink for poster maker (5 x \$177 = \$635.00), Refresher Classroom libraries for all grades ((18 teachers X \$795.00 = \$14,310.00), 1 book one school (325 students X \$7.86 = \$2554), MCAP Practice workbooks for Grades 3-5 (, White boards and dry erase markers 8 classroom teachers smaller size (8 teachers X \$26.99 = \$215.92 and the other 8 teachers larger size (8 teachers X \$35.99 = \$287.92),
<p>Steps towards full implementation with timeline:</p>	<p>Year-long:</p> <ul style="list-style-type: none"> • We will implement the ACPs Comprehensive Literacy Plan, collaborative plannings, and the TNTP learning walks to enhance our reading curriculum school wide. • The Beall Elementary staff will participate in a professional learning community and PD on the book by Hattie, Fisher, Frey, and Almarode <u>The Illustrated Guide to Visible Learning</u> OR <u>The Teacher Clarity Playbook</u>. <p>Quarterly:</p>

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	<ul style="list-style-type: none"> • Our reading intervention teachers and literacy coach will assist with progress monitoring of targeted students and will meet with teachers to discuss progress monitoring data, as well as Literacy Lab placements. • The literacy coach will meet with teachers during team planning to discuss literacy strategies connected with our Tier 1, 2, and 3 curriculum. • At our school wide career day, the presenters will share how they use and apply reading skills to their everyday jobs.
Monitoring Procedure:	The ELA team and admin will monitor the progress at the collaborative meetings and benchmark information will be shared at team meetings with the progress of students being discussed. Progress monitoring through DIBELS will occur with the targeted group and will be discussed during data meetings with school literacy coach and reading intervention teachers. We will meet weekly with the special education inclusion teachers to ensure best inclusive practices are being implemented to support our students with IEPs.

ELA FOCUS AREA 2:	All students in grades 3
Focus Area Goal	Students grades 3 will show a 5 point increase in Reading Foundations.
Root Cause(s):	<p>WHY? The community has a large percentage of economically disadvantaged students who lack the necessary vocabulary and oral language skills to read and comprehend text at their grade level.</p> <p>WHY? Writing assignments are not aligned with MCAP required writings.</p> <p>WHY? The CKLA curriculum is not equipped for students to practice reading at their level.</p>
Focus Content Standard(s):	Reading Foundational Skills Standards: Phonics, Phonemic Awareness, Word Recognition, Fluency, Vocabulary, Comprehension
Barriers:	<ul style="list-style-type: none"> • Decodable readers are not part of grades 3, 4 and 5 CKLA curriculum. • Teachers need to impose more opportunities to 'turn and talk'. • CKLA is written at grade level readability, and currently 49% of students in grades K-5 are below or well below grade level according to the DIBELS screener.
Needed Resources:	Title I, Part A: Supplemental ELA, Math, Science, and SEL instructional materials , Headphones with microphones, Printheads and ink for poster maker, Refresher Classroom libraries for all grades, 1 book one school, MCAP Practice workbooks for Grades 3-5, White boards and dry erase markers

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Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • All teachers and support staff will be participating in a book study and PD about Teacher Clarity/Visible Learning with a focus on learning intentions and success criteria. Teachers will become more cognizant about their planning, delivery, and getting students to own their learning. • Grades 3,4,5 students will begin "The Writing Studio" program beginning January 2025. • During bi-monthly collaborative planning with the Literacy coach, general education and special education teachers are adapting the CKLA units' writing prompts and essential questions to be more aligned with MCAP styles, focusing on unit and lesson protocols, and analyzing student work. • Literacy Coach is identifying appropriate CKLA content related resources from Readworks for teachers to include with specific CKLA units. • Students will spend at least the minimum amount of recommended time on Amplify's Boost to increase comprehension, vocabulary knowledge and skills. • Supplemental instructional materials, including headphones, will be purchased for differentiation.
How will it be funded?	<ul style="list-style-type: none"> • Title I, Part A: Supplemental ELA, Math, Science, and SEL instructional materials (7 grades x \$500.00 = \$3,500.00), Headphones with microphones (1 pack x \$110.00 = \$110.00), Printheads and ink for poster maker (5 x \$177 = \$635.00), Refresher Classroom libraries for all grades ((18 teachers X \$795.00 = \$14,310.00), 1 book one school (325 students X \$7.86 = \$2554), MCAP Practice workbooks for Grades 3-5 (, White boards and dry erase markers 8 classroom teachers smaller size (8 teachers X \$26.99 = \$215.92 and the other 8 teachers larger size (8 teachers X \$35.99 = \$287.92), • PLC books will be purchased with Title I funds.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Teachers will debrief throughout the year on the book study within their action teams and orally reflect on best practices when working with economically disadvantaged students. • Teachers will work with the literacy coach to assess student engagement during class and on the Amplify Boost program.
Monitoring Procedure:	<p>Administration will be involved in team agendas, meetings and observe application of practices understood from the book study.</p> <p>Classroom teachers and the literacy coach will monitor student usage and progress on the digital Amplify Boost reading program and student engagement observations.</p>

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Universal Design for Learning for ELA.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<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 auditory and visual opportunities for all students. Schoology is being implemented in grades K-5. ● Resources for Multisensory Support (Lit Kits, OG+) ● Making connections to information learned in previous grades.
<i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge.
	<ul style="list-style-type: none"> ● Students can demonstrate how they want to acquire the instructional material. ● Students will be offered a variety of reading intervention or enrichment to increase their reading ability. (Wilson, Foundations, OG+, Read Live, REWARDS, Bridge the Gap/Heggerty Phonemic Awareness, ReadWorks, Newsela) ● All students are provided laptop devices to enhance their learning experience at home and at school. ● Students are provided multiple ways to formatively and summatively demonstrate their learning outcomes through electronic and/or paper pencil means, using a variety of questioning techniques.
<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"> ● When possible, allow students to choose the method in which they demonstrate mastery of information. ● Differentiation through multisensory learning strategies to meet needs of all learners.

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B. MATHEMATICS

Long Term Goal: to prepare 100% of students to be college and career ready by graduation, to reduce the 2017 non-pass rate by 50% by the year 2030.

Short Term Goal: to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

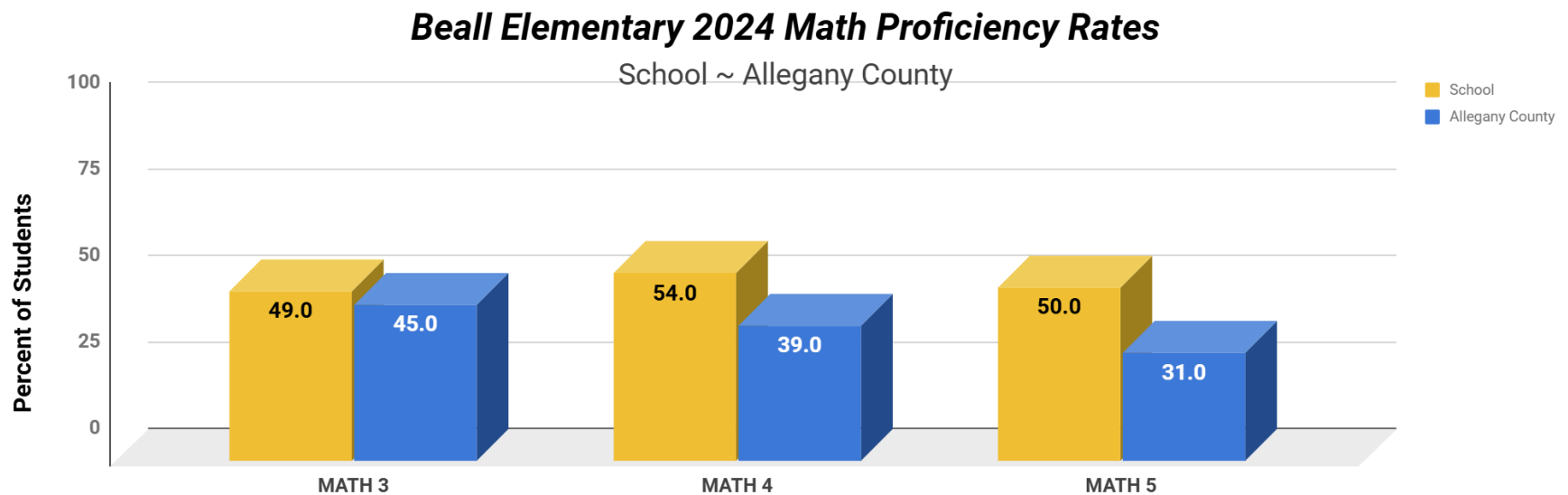
MD Report Card Data (to be filled in after the release of 2024 Report card in December)

Points for Math Proficiency out of 5 = 2.6

Points for Math average levels out of 5 = 3.1

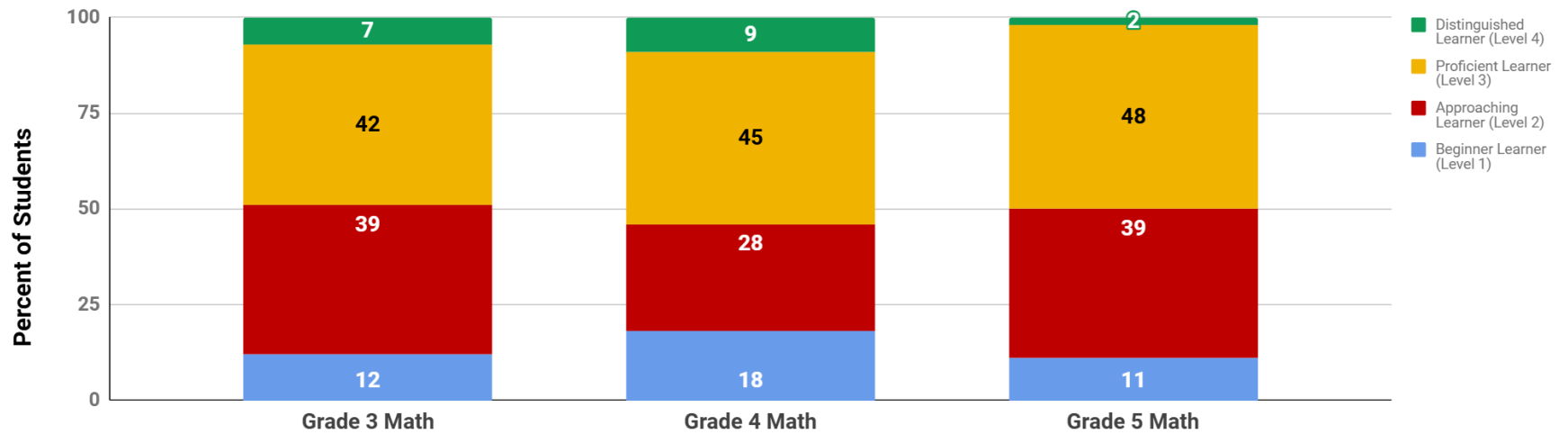
Points for Math Growth out of 12.5 = 10.00

1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph



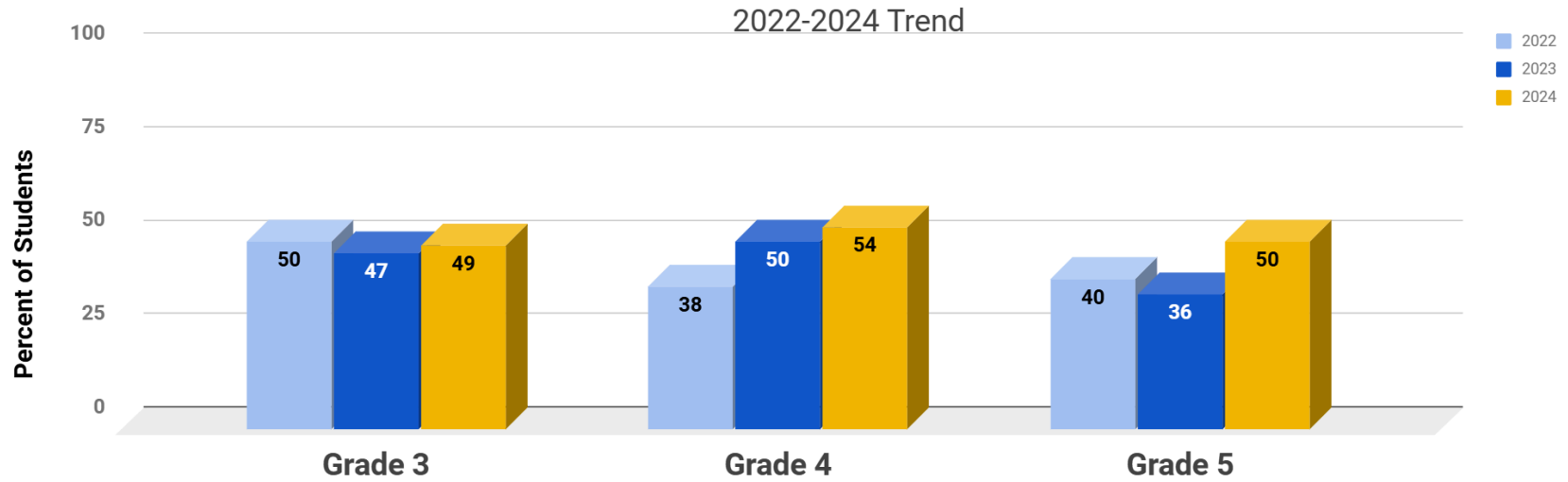
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Beall Elementary 2024 MCAP MATH Proficiency Levels



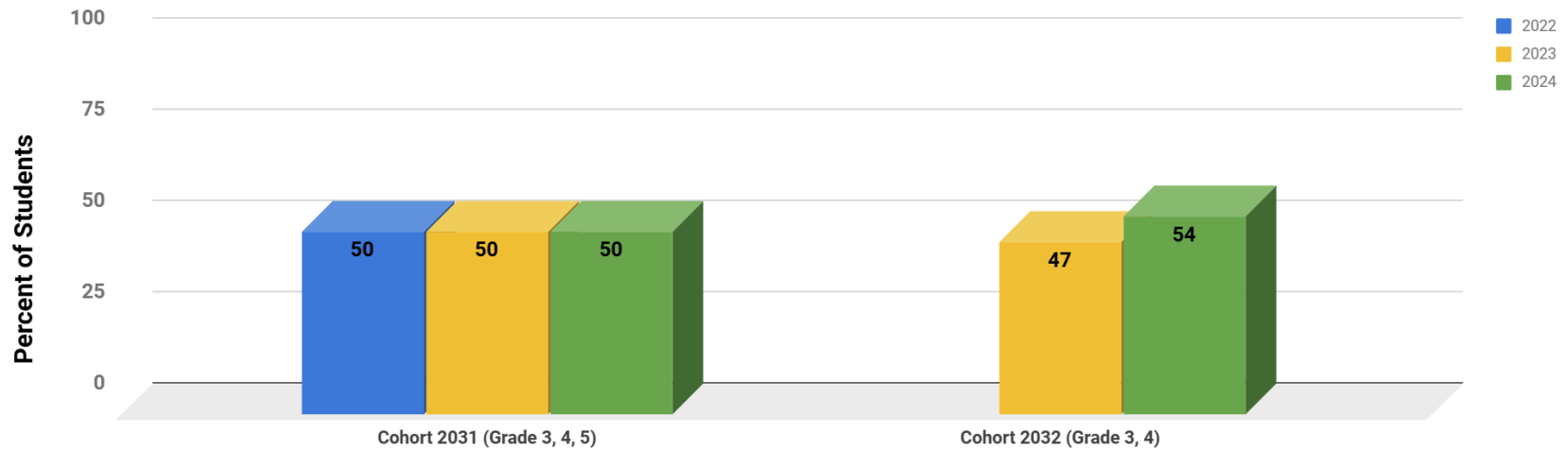
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Beall Elementary Math Proficiency Trend



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Beall Elementary Math Cohort Proficiency Growth



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MATH FOCUS AREA 1:	Female subgroup grade 5
Focus Area Goal	Decrease the gap in females versus males proficiency at least 10% (25% to <15%)
Root Cause(s):	<ul style="list-style-type: none"> • WHY? Female students lack confidence and the appropriate mindset about their abilities to complete and persevere through math content using more complex math strategies and problem solving skills. • WHY? During small groups in math, girls were in groups with a majority boys
Focus Content Standard(s):	All Domains but more specifically 4.NF.B.3b(Fractions-decomposing a fraction into a sum of fractions), 5.NBT.A.1(Recognize multi-digit number, a digit in one place represents 10x as much as the number to its right)
Barriers:	Lack of comfort and confidence leads to lack of understanding in math and test anxiety.
Needed Resources:	Title I, Part A: Supplemental ELA, Math, Science, and SEL instructional materials (7 grades x \$500.00 = \$3,500.00), Headphones with microphones
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • After analyzing 2024 MCAP data, 7- females were identified as needing additional math instruction and test prep strategies. In addition to daily focus of females by classroom teachers, the math coach will pull these students twice a week during math small group time. • Use whiteboards versus verbal answers • GRR and increased amount of student discourse including Number Talks about problem solving and strategy. • Utilize iReady's strategy of the four Rs: Repeat, Rephrase, Reword, Record, 3 Reads, CUBES/CUBS, and other word problem solving techniques from the Ready Math program.. • Prompting students to add to, critique, and analyze the reasoning of classmates. • Expose students to prerequisite lessons prior to unit lessons by using Achieve the Core standard mapping. • Employ standard mastery assessments in lessons.
How will it be funded?	Title I, Part A: Additional materials of instruction to support core reading, math, and social and emotional learning activities in grades Pre-K-5 (7 grades x _\$500_) and supplies to create materials of instruction for students in workshops (cardstock, paper, and laminating film @ \$2,130.77).
Steps towards full implementation with timeline:	September 2024- May 2025 <ul style="list-style-type: none"> • Walkthroughs by iReady consultant. Celebrate successes and implement suggestions. • Determine new math groups to enhance female's confidence in math performance.

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	<ul style="list-style-type: none"> • Co-planning with Special Ed teachers and Regular Education teachers to develop strategies for small group instruction for individual student needs. • Monthly MCAP tasks will be conducted and scored as a group. • Students will engage in daily Number Talks. • Teachers will build in spiral reviews as needed.
Monitoring Procedure:	<p>Student progress will be analyzed throughout the year using the monthly tasks and monitoring iReady data. Quarterly data meetings will occur with the math coach during team meetings to review iReady and math test results.</p>

MATH FOCUS AREA 2:	All students grades 3, 4, and 5
Focus Area Goal	All students in grades 3, 4, and 5 will show a 5 point growth in Modeling.
Root Cause(s):	<ul style="list-style-type: none"> • WHY? Students lack problem solving strategies and the retention of basic foundational skills • WHY? Lack of skills necessary to show content, reasoning and modeling.
Focus Content Standard(s):	<p>In order to increase the number of proficient students in grades 3-5, each grade level will focus on modeling in all domains. Specific standards for greater need of focus:</p> <p>Grade 3- Number and Operations and Algebra (3.NBT.A.1, 3.OA.D.9, & 3.NBT.A.3) Grade 4- Numbers and Operations Fractions (4.OA.A.1-2, NBT.A.3, & 4.R.1) Grade 5- Measurement and Data (5.NF.B.6, 5.NBT.A.1)</p>
Barriers:	Students' uncertainty of where to start when problems are presented, consistency among grade levels, time to allow for spiral review of previously learned content, students are having difficulty retrieving previously taught concepts, and mastering multiple strategies to solve problems
Needed Resources:	<ul style="list-style-type: none"> • Monthly MCAP- like problems on drive from Math Coach • i-Ready prerequisite resources • Problem Solving Strategy Anchor Charts and Visuals • Classroom and grade level recognitions(brag tags, certificates)
Strategies and/or evidence-based	<ul style="list-style-type: none"> • Use the iReady prerequisite resources for lessons, groupings, and individualized instruction. • In grades 2-5, Students will complete spiral review activities from our math coach to review content material and retain concepts, particularly the skills that are low in the units.

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interventions:	<ul style="list-style-type: none"> • Employ standard mastery assessments regularly during math instruction. • GRR and increased amount of student discourse including Number Talks about problem solving and strategy. • Utilize iReady's strategy of the four Rs: Repeat, Rephrase, Reword, Record, 3 Reads, CUBES/CUBS, and other word problem solving techniques from the Ready Math program. • Prompting students to add to, critique, and analyze the reasoning of classmates. • Utilize the MCAP bank of problems once a week to increase rigor and understand scoring rubrics.
How will it be funded?	Title I, Part A: Additional materials of instruction to support core reading, math, and social and emotional learning activities in grades Pre-K-5 (7 grades x _\$500_) and supplies to create materials of instruction for students in workshops (cardstock, paper, and laminating film @ \$2,130.77).
Steps towards full implementation with timeline:	<p>September 2024- May 2025</p> <ul style="list-style-type: none"> • Students will be exposed to word problems and strategies to help break the problems into easier steps using problem solving skills. Teachers will model steps using the 3 Reads, CUBES/CUBS, and other word problem solving techniques from the iReady Math program. • Student personalized instruction on iReady will be encouraged to motivate student usage throughout the year. Incentives will be awarded when students reach grade level determined milestones.
Monitoring Procedure:	<ul style="list-style-type: none"> • The math coach will be more present in classrooms to coach, co-teach, and visually record lessons in order to improve instructional practices. • Grade level representatives will bring examples of student work to math meetings to analyze the use of problem solving strategies. • Quarterly data meetings will be held to analyze data and student progress/groupings.

Universal Design for Learning for MATH.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
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<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<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 (adaptation bags for IEP students, math manipulatives, Box Cars and One Eyed Jacks games, Ready Math materials), auditory (Elementary Math Strategy Videos from ACPS, music, and movement), and multimedia presentations (Discovery Ed, iReady Math pathway tutorials, iReady interactive practice and Fluency Flight, SMARTboard, powerpoints, etc.) occur frequently.
<p><i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the students will demonstrate their knowledge.</p> <ul style="list-style-type: none"> • Students demonstrate their knowledge in a variety of presentation formats (graphic design, representational diorama, number lines, pattern blocks, fraction bars, hundreds boards, base ten blocks, and more representational tools, etc.) to select a strategy to share mathematical thinking. • Technology is accessible for student use for presenting information through iReady or SMARTboard activities. Students have options to show what they have learned through these presentations.
<p><i>Means for Engagement:</i> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p> <ul style="list-style-type: none"> • Allow students to choose the most efficient strategy to problem solve • Differentiation through the use of hands-on learning activities, such as Boxcars and One Eyed Jacks, Fraction Kits, and Math Solutions materials • Expose students to higher order thinking through small flex groups and Number Talks • Student- personalized instruction on iReady will be encouraged to motivate student usage throughout the year. Incentives will be awarded when students reach grade level determined milestones.

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C. SCIENCE

MD Report Card Data (to be filled in after the release of 2024 Report card in December)

Points for Science Proficiency out of 5 = 1.35

1. Update data charts using 2024 data results.

* indicates no students or fewer than 10 students in category

	2022				2023				2024				2022 to 2024
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%		%	%	%	+ or - %
MISA (SCIENCE)													
Maryland Results	64716	20	50	30	64543	18	48	34	65006	29	47	24	-6%
ACPS Results	589	14	55	31	611	13	53	34	569	20	57	23	-8%
All school students	70	10	56	34	72	12	60	28	54	13	61	26	-8%

FOCUS AREA 1:	Earth and Space Science
Focus Area Goal	10% of grade 5 students will increase their proficiency rate.
Root Cause(s):	Why? The CKLA grade 3 curriculum, Unit 7- Our Solar System and Beyond has never been taught due to time constraints. Why? Forty-five grade 3 science standards are tested on MISA. Fourteen of the forty-five are Earth Space Science. Ninety-five standards are assessed on MISA.
Focus Content Standard(s):	5-ESS1-1. Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth. 5-ESS1-2. Represent data in graphic displays to reveal patterns of daily changes in length and direction of

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	shadows, day and night, and the seasonal appearance of some stars in the night sky.
Barriers:	<ul style="list-style-type: none"> • Lack of Science curriculum • Time constraints (pacing guide) • Lack of Science related Professional Developments
Needed Resources:	<ul style="list-style-type: none"> • Science Curriculum
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Implement CKLA Unit 7-Our Solar System and Beyond during grade 3 Literacy Lab time daily in all three classrooms. • Utilize our partnership with FSU to implement learning labs with grade 5 students focusing on Earth and Space Science lessons. • Spiraling of certain science lessons from previous grades.
How will it be funded?	N/A
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Grade 3 will teach the Solar System unit during Lit Lab in the spring of 2025. • Grade 5 will begin the Earth Space Science lessons with FSU December, 2024.
Monitoring Procedure:	<ul style="list-style-type: none"> • Teachers will ensure the assessed standards are being taught or experienced in hands-on activities.

FOCUS AREA 2:	Females and Economically Disadvantaged Students
Focus Area Goal	10% of females and FARMS students will increase to proficient or distinguished.
Root Cause(s):	Why? The math component makes science more difficult for female students to feel confident in science.
Focus Content Standard(s):	5-ESS1-1. Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth. 5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
Barriers:	<ul style="list-style-type: none"> • Lack of Science curriculum • Time constraints (pacing guide)

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	<ul style="list-style-type: none"> • Lack of Science related Professional Developments
Needed Resources:	N/A
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Grade levels 2-5 in the new edition of iReady math curriculum have STEM-focused graphic stories which includes information on women in science and math related careers. • Grade 3 will teach the Solar System unit during the spring of 2025. • Grade 5 will begin the Earth Space Science lessons with FSU December, 2024. • Dr. Rankin, FSU professor, is a female and our liaison for the Science lessons with FSU students.
How will it be funded?	N/A
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Grade 3 will teach the Solar System unit during the spring of 2025. • Grade 5 will begin the Earth Space Science lessons with FSU December, 2024. • Grade 2-5 will incorporate the STEM-focused stories at the beginning of each unit.
Monitoring Procedure:	<ul style="list-style-type: none"> • Teachers will ensure the assessed standards are being taught or experienced through hands-on activities.

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UDL Principle/Mode	Representation – This is how the teacher presents the information.
<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 auditory and visual opportunities for all students. Schoology, Mystery Science, and Discovery Education Resources are being implemented school wide. ● Students will be offered reading materials that appeal to their interest in a variety of formats ● Use of Smartboards to provide interactive experiences for visual learners. ● Use of various graphic organizers for Daily quick writes and extended writing
<i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge.
	<ul style="list-style-type: none"> ● Students demonstrate knowledge in a variety of presentation formats (web based presentations, oral reports, graphic design, text to speech, speech to text, written reports, representational diorama, etc.) and then choose how they want to deliver the information they learned. ● Technology is accessible for student use for presenting information through google slides, Google Classroom, Interactive Activities. Students have options to show what they have learned through these presentations. ● Graphic organizers, venn diagrams, posters, brochures, oral presentations, etc.
<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"> ● Allow students' choice based on their interest in the topic, real world problem solving tasks and investigations. ● Differentiation through the use of hands-on learning activities. ● Expose students to a variety of presentational formats and allow them to choose what best interests the students. ● Field trips to FSU to participate in standard focused learning labs.

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	★ 2024	★ 2023	★ 2022	★ 2019								
Beall Elementary	4	67.1	74.46	3	59	55	4	71.5	72	5	75	84

VIII. MD School Survey Results and Plan

Staff Engagement Action Plan: 2.44/3 points earned	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Domain= Instructional Support Topic= Instructional Feedback 5.45/10
Topic Description:	Instructional Feedback -focuses on gathering feedback from teachers regarding the quality and usefulness of the feedback they receive from school leadership regarding their teaching practices, allowing them to assess how effectively observations and feedback are provided to improve their instruction and student learning outcomes; essentially, it measures how teachers perceive the quality and relevance of feedback they get about their teaching from administrators
Strategies: What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> • Walk throughs • Feedback in regards to walk throughs with “Praise, Question, Polish”. • Teacher mentoring and teacher to teacher discourse
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> • Principal and Assistant Principal
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> • Walkthrough document on tpe • Time for mentoring and teacher to teacher discourse

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Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> • Complete a count of Walkthroughs and informal feedback • Complete a similar staff survey mid-year with immediate results
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> • September 2024- June 2025
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain= Safety Topic= Emotional Safety 6.88/10
Topic Description:	Emotional Safety- measures how staff members perceive the level of psychological security and comfort they feel in expressing themselves, sharing ideas, and interacting with colleagues without fear of judgment, ridicule, or hostility within the school environment; essentially, how safe they feel to be emotionally vulnerable at work.
Strategies: What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> • Administration have open door policies for communication and active listening • Weekly communication via faculty meetings and Monday email • Clear boundaries • Opportunities for staff to gather at social events
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> • Principal and Assistant Principal • Two full time school counselors • Nurse, Social Worker, Mental Health Counselor
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> • Mid year staff survey • Weekly collaborative plannings
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> • Complete a similar staff survey mid-year with immediate results • Discussions during collaborative meeting

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Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> September 2024- June 2025
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<i>Student Engagement Action Plan: 5.3/7 points</i>	
Primary Area of Need State the Domain, Topic, and Score	Domain= Environment Topic= Physical Environment 4.70/10
Topic Description:	Physical Environment- focuses on gathering student perceptions regarding the physical and social aspects of their school environment, including factors like cleanliness, safety, accessibility, classroom conditions, overall atmosphere, and how comfortable they feel within the school building, allowing administrators to understand how the physical space impacts student learning and well-being.
Strategies: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> Temporary walls or partitions are needed in order for students to focus and feel comfortable to learn. High traffic bathrooms are being monitored throughout the day. A grounds committee will be formed consisting of grade 5 students and the Community School Coordinator to enhance the outside appearance.
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> Custodians, staff, administrators
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> Partitions to decrease noise, noise blocking curtains FPD Officer Ellsworth completes daily walk throughs each morning
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> Mid-year survey for students about the physical environment Morning meetings in classrooms provides time for student discussions

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Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> September 2024- June 2025
Secondary Area of Need State the Domain, Topic, and Score	Domain= Relationships Topic= Student-Student Relations 5.44/10
Topic Description:	Student-Student Relations
Strategies: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> Toolbox lessons Social Skills/Friendship groups with counselor Bully prevention lessons in October D.A.R.E. program in grade 5 Quarterly PBIS incentives Character trait focus each month with a student recognition virtual assembly Lego Robotics Girls on the Run
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> Classroom teachers, school counselors, administration, D.A.R.E. officers
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> Resources provided by the Concentration of Poverty grant
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> Student surveys mid year and end of year
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> September 2024- June 2025

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IX. MULTI-TIERED SYSTEM OF SUPPORT

Please insert your MTSS Practice Profile. Be sure the MTSS addresses all parts from the guidance document.

I.

PRIORITY: #1 Behavior Screening and Progress Monitoring			
PRACTICE: Use a reliable and valid universal screening tool quarterly to identify students with at-risk social behavior (SRSS)			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Target specific SRSS internal and external indicators 	PBIS & classroom teachers Admin District	Quarterly 2024-2025 SY	<ul style="list-style-type: none"> Identify and discuss barriers Both the PST and classroom teachers will develop strategies to support identified students
INSTALLING			
<ul style="list-style-type: none"> PD during team meetings for staff to gain awareness, understanding and purpose of the screener Research strategies to support identified students using ACPS Best Practices for Behavioral Interventions 	PBIS, PST & classroom teachers Admin	2024-2025 SY	<ul style="list-style-type: none"> Continue to identify barriers and problem solve around barriers
IMPLEMENTING			

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<ul style="list-style-type: none"> Explore other identified research based Tier II and Tier III interventions based upon data results and needs 	PBIS, PST Admin Teachers	2024-2025 SY	<ul style="list-style-type: none"> Discuss barriers and ways to overcome barriers Identify possible support needs and PD
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> Continue to explore research based interventions, plan for school wide implementation of interventions. Evaluate the PBIS Tier I and Tier II and Tier III interventions using fidelity protocols and school data to determine effectiveness. (ODRs and SWIS data) 	PBIS, PST Admin Teachers	2024-2025 SY	<ul style="list-style-type: none"> Share strategies with staff after each SRSS administration to continue or change interventions Monthly PBIS meeting agendas include discussion and analysis of ODR data

PRIORITY: #2 Collaborative Team Planning Meetings and Data Based Decision making			
PRACTICE: Grade level and special educators collaborative planning to monitor progress and plan tiered instruction and interventions.			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Create a planning schedule for collaborative planning between gen. and sp. ed teachers TSI collaboration with Mr. D. Clark, focusing on GRRUDL instruction, LI and TC ACPS Comprehensive Literacy Plan implementation 	Admin. SEF SPED teachers General education teachers Mr. D.Clark	2024-2025 SY	Collaborative planning with administration occurs weekly and grade level team planning is in place daily. Every other month extended collaborative planning occurs with classroom teachers, sped teachers, and ELA/Math coaches

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<ul style="list-style-type: none"> Adapt CKLA instruction to 	Reading & Math Specialists		
INSTALLING			
<ul style="list-style-type: none"> Walk through feedback PD training (Co-teaching models & Learning Intentions and Success Criteria) Meet with teams regularly to debrief and review tiered instructional practices 	Admin. All teachers Pre-k-5 ELA and Math Specialists	2024-2025 SY	<ul style="list-style-type: none"> Discuss walk through process for classroom teachers with focus on special ed, ELA, and Math
IMPLEMENTING			
<ul style="list-style-type: none"> Debrief, reflect and refine instructional practices based on walk throughs Use look and listen for collaborative teaching checklist to evaluate process 	Admin Classroom Teachers	2024-2025 SY	<ul style="list-style-type: none"> Establish regular walk throughs in K-5 classrooms Debriefing during collaborative/grade level plannings Identify instructional strategies to be implemented to address student needs
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> Implement identified instructional strategies based on walk throughs, PD needs Identify instructional needs in order to implement the strategies 	Admin Classroom Teachers	2024-2025 SY	<ul style="list-style-type: none"> Ongoing team meetings with special education, Math and ELA Coaches, and administration

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I- Peer praise, increase proximity to an adult, brief student-teacher conference, corrective “re-do” (1-2 repetitions), use of recovery areas, logical consequences, temporary loss of privileges

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PBIS Tier II- Use tier I consequences adjusted for more significant behaviors, phone call home, parent-teacher-student conference, contract/self-monitoring sheet, adjustments to BIP, loss of privileges, time out within classroom

PBIS Tier III- office referral with appropriate documentation, possible LAP placement (by administrator), parent-teacher-administrator conference, adjustments to BIP, referral to Pupil Service Team (PST)

Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school.

- Class Dojo, continuity of grade levels implementing class dojo, brag tags, bucket fillers (prek4-kind), quarterly incentives, assignments, CICO, social groups, Community Schools, Morning Meetings, Toolkit Strategies, calm down area in classrooms

Describe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

- Beall will utilize data from the SRSS and discipline referrals to place students in Tier II behavior support interventions. Tier II interventions are Check In/ Check Out or social groups based on student need. Social groups will focus on student needs and reinforcing Toolbox strategies. The Second Step curriculum is also taught by the school counselors and reinforced by staff. In addition, Restorative Circles are also practiced in classrooms during the week to build trust and relationships. Individualized incentives, Support Programs

XI. Parent and Family Engagement & Federal, State and Local Programs

TITLE I PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT

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The Title I School Improvement Plan includes the Title I Four Components requirements. This plan was developed with the engagement of parents and other members of the community to be served and individuals who will carry out the plan including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the extent feasible, tribes and tribal organizations present in the community and if appropriate, specialized instructional support personnel, technical assistance providers, and school staff.

(Reference the sign-off sheet at the end of this plan.)

- How were parents, families, and community members involved in developing the School Improvement Plan?

A Title I Spring meeting was held on Friday May 24, 2024 during which parents and community members participated in providing input towards the development of the next year's plan. In addition, a Title I Parent Interest Survey was given, and 105 parents completed and returned the survey providing feedback and input. Also, on Friday, August 23, 2024, during the school's Back to School Bash, parents were provided the opportunity to review and make comments on the School-Parent Compact, the school-level parent and family engagement plan, and the spending of the 1% reservation for parent and family engagement. 105 adults completed meeting evaluations which included making comments/suggestions for the plan.

- How were teachers, principals, and other school staff involved in developing the School Improvement Plan?

Teachers, principals, SIT and PBIS members, Title I support specialist, and ELA/Math Coaches work collaboratively to develop the School Improvement Plan. ACPS, Math, ELA and Title I specialists work with the administration to compile data and teachers and administrators on the School Improvement Team analyze the data to determine strategies and activities to be included in the plan to best meet the needs of the students. This also helps with the administration to create the Title I budget. The principal and assistant principal oversee the creation and implementation of the plan by scheduling and facilitating decision-making meetings and by collaboration with district-level staff such as ACPS ELA and math coaches, Title I school support specialist, grade level teams, Community School Coordinator, and the Title I Family Engagement Coordinator.

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TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Title I Funded Strategies to Increase Parent and Family Engagement	Date
Title I Annual Meeting/Back to School Night- Family Engagement portion of the Title I plan was reviewed and opportunities for parent feedback given.	August 23rd, 2024
Title I Mid-Year Monitoring Meeting with Parents	January 17, 2025
Title I Spring Meeting with Parents	May 2025
Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families.	Weekly
Title I Family Engagement Coordinator works with classroom teachers to translate key Title I documents and invitations to parent events for parents who speak English as a second language.	Ongoing
Parent Communication Take Home Folders are provided to all students.	Weekly
Materials are provided to all parents who attend the literacy and/or math events.	TBD
Books and math manipulatives are provided to students and parents who attend the MCAP night.	TBD
Title I Family Engagement Coordinator collaborates with the Community School Coordinator, and the PTO to improve parent and family engagement activities.	Weekly
Parent and Family Engagement Activities sponsored by the Concentration of Poverty Grant	Oct 7, 2024, Nov 19, 2024 , Jan 16, 2025,
Weekly Volunteer Workshops with the Title I Family Coordinator	Weekly (Thursdays & Fridays)

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Raising a Reader	Weekly Home Reading Program for Early Childhood Students, A kick-off, Mid-year and End of the year events
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COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL SERVICES AND PROGRAMS

If appropriate and applicable, this School Improvement Plan has been developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and CSI and/or TSI activities.

The school and the community provide many additional services for students who are experiencing difficulties. These may include Head Start, nutrition programs, housing programs, violence prevention, adult education programs, career and technical education programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities as well as other safety nets for students as listed in the chart below. 111(d), 1114(b)(5).

Service	Provider	Explanation of Services
Raising a Reader	PreK3, PreK 4 and Kindergarten teachers, Dr. Cheri Helmstetter, Early Elementary Program Specialist	The Raising a Reader Program is a reading at home program that provides students and families with bags of books that are rotated each week to promote a love of literacy.
Community Schools	Concentration of Poverty Grant, Shelby McGregor, Community Schools Coordinator	Community Schools promote positive, equitable outcomes by providing students and families with physical and mental health, academic, and extracurricular

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		support needed to thrive.
ACPS Summer School Program	ACPS teachers and administrators	3 week half day summer learning programs for regular education and special education students has occurred 2021-2024. In addition, students qualifying for extended school year services can attend 4 more weeks of summer learning.
Friday Friends (Weekend backpack program)	Western Maryland Food Bank	The food bank, Frostburg Methodist Church, and Concentration of Poverty Grant provides food and fresh fruit each Friday for students in need.
Outdoor School	Windy Price, Assistant Principal, grade 5 teachers and parent volunteers	5th grade students participate in 5 full days and 4 nights of environmental education and experiential learning opportunities at the Western Maryland 4-H Center.
PTO	Parents, teachers, school staff and school administration	Supports the school and its students to achieve goals. Support includes fundraising and volunteerism.
Lego Robotics Team	ACPS along with advisors/teachers Lydia Mulcaster and Katie Everly	Students are taught coding and teamwork to compete in the local qualifier competition.
Snap-Ed	University of Maryland Extension	Monthly health lessons for grades K, 1, 2, and 3
Library Reader	Allegany County Library System	Monthly readings by a county librarian for

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		Pre-K4, Kindergarten, and 1st grades.
ATSI Grant	Title I Supervisor and support specialist, Pupil Support Team, all Beall staff	Attendance incentives, daily phone calls, postcards, attendance conferences with parents

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 programs also completes the Annual Comparability Report.

Additionally, supervisors hold monthly 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, Titles I, II, and IV, and Raising a Reader funding is utilized to supplement the local funding.

XII. Professional Community for Teachers and Staff- Standard 7

When it comes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a critical feature of the school improvement effort. What school based professional learning will be/has been coordinated this year to address your school's achievement gaps? (Please include Title I funded professional development activities.)

Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
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1. Co-Teaching Models	<ul style="list-style-type: none"> 1/17/25 AM Principal's Staff Development Media Center 	<ul style="list-style-type: none"> All Teachers and IAs 	<ul style="list-style-type: none"> Utilizing co-teaching models when a special education teacher is in the classroom 	<ul style="list-style-type: none"> More effective instruction 	<ul style="list-style-type: none"> Walkthroughs Student assessments
Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
2. Learning Intentions and Success Criteria	<ul style="list-style-type: none"> 1/17/25 and ongoing AM Principal's Staff Development Media Center 	<ul style="list-style-type: none"> All Teachers and IAs 	<ul style="list-style-type: none"> More intentional planning with clarity for a unit, goals Posting of learning intentions and success criteria in the classrooms for student reference 	<ul style="list-style-type: none"> Teachers and IAs will have a clear understanding of learning intentions and success criteria being able to identify best practices 	<ul style="list-style-type: none"> Walkthroughs Student assessments

XIII. Management Plan

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1. How will the plan be shared with the faculty and staff? Please include approximate dates.
The plan will be shared with faculty and staff at SIT team meetings during the creation and implementation of the plan. In addition, the plan components will be shared at leadership meetings, PBIS meetings, Faculty and Collaborative Grade Level meetings during the monitoring of the plan. Faculty and collaborative meetings occur weekly. PBIS and SIT meetings occur monthly.
2. How will the plan be shared with parents and community members? Please include approximate dates.
The plan will be shared with parents and the community members by being posted on the school's web page, on the Title I bulletin board, and a paper copy of the plan in its entirety will be available in the school office. The plan will be reviewed at our mid-year Title I meeting in January.
3. What role will classroom teachers and/or departments have in implementing the plan?
Classroom teachers and/or grade level teams will be responsible for scheduling and planning activities during team meetings and implementing the activities as scheduled. They will also have the responsibility of adjusting groupings and instruction as needed based on the students needs as determined by the data analysis.
4. How will student progress data be collected, reported, and evaluated by the SIT?
Student progress will be collected by ELA and Math specialists at the beginning, middle and end of the year. Data will also be reported during the Collaborative Team meetings . Adjustments to groupings and/or instruction will be made as needed. The SIP will be evaluated based on the end of the year data.
5. How will the administration monitor the plan?
The principal and assistant principal will monitor the plan during SIT, PBIS and Collaborative Grade Level Team meetings. Grade level team meetings with ELA and Math Coaches will be held monthly.
6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan? N/A

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School Improvement Plan for Title I School - SIGN OFF SHEET

Name	Signature	Role
Shannon Ralston	Shannon Ralston	Principal
Windy Price	Windy Price	Assistant principal
Jessica Haines	Jessica Haines ^{Counselor}	Other School Leader
Elizabeth Gray-McGuire	Elizabeth Gray-McGuire	Teacher - Pre-K 4
		Teacher
Hope Harris	Hope Harris	Instructional Assistant
Donna Beeman	Donna Beeman	ACPS/School Reading Coach or Specialist
Mandy Schall	Mandy Schall	ACPS/School Math Coach or Specialist
Serena McCormick	Serena McCormick	Reading Interventionist
Betsy Green	Betsy Green	Title I School Support Specialist
Laura Biser	Laura Biser	Title I Family Engagement Coordinator
Stephanie Lewis	Stephanie Lewis	Parent/Family Member
Melissa Miller	Melissa Miller	Parent/Family Member
Christine Robertson	Christine Robertson	Community Member

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D. Jennifer Rankin	D. Jennifer Rankin FSU professor	Community Member
Sarah Ellsworth	Sarah Ellsworth	Other School Staff
Nicole Schoenadel	Nicole Schoenadel	Sp. Ed Teacher
Holly Dicken	Holly Dicken	speech-language pathologist
Heather Felker	Heather Felker	Teacher - 3rd
Maria Cotton	Maria Cotton	Teacher - 1st
Cameron Spence	Cameron Spence	Sp. Ed Teacher
Michelle Saville	Michelle Saville	K teacher
Jennifer Holloway	JM Holloway	Gr. 5 Teacher
Shelby McGregor	Shelby McGregor	CSC
Kyrie DeHaven	Kyrie DeHaven	School Counselor
Carrie McCutcheon	CAM	K-teacher
Cydra Malcaster	Cydra Malcaster	Media Specialist
Carley McGinnis	Carley McGinnis	Classroom teacher Gr. 4
Helene Duncan	Helene Duncan	Classroom teacher Gr. 5
Rebecca Lee	Rebecca Lee	Special Education Facilitator

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Kathryn Everly
Jessica Adams

Kathryn Everly
Jessica Adams

2nd gr. classroom teacher
Lit Lab