

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

**School: Bel Air Elementary**

**Principal: Joshua A. Cook**

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**I. INTEGRATED EDUCATIONAL FRAMEWORK**

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**A. VISION, MISSION, AND CORE VALUE**

**Mission Statement**

Bel Air Elementary School is committed to the belief that all students must experience success in order to develop emotionally, socially, and intellectually. All students are unique individuals who possess a variety of skills and needs, and through successful learning experiences, will develop into productive and responsible citizens.

**Vision**

Staff, students, parents, and the community encourage and support Bel Air School's vision as a school centered on reaching excellence. Students will S.O.A.R. They will stay safe, own their behavior, actively learn, and respect all.

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

**Core Values**

- All students can achieve success and fulfill their greatest potential.
- The staff is committed to providing all students with diverse educational experiences to help them gain knowledge, confidence, and self-awareness.
- Staff members recognize the need to teach the whole student; accepting their diverse learning styles, life experiences, and interests.
- All children can succeed and it is a core value of Bel Air to ensure that all students experience success.
- The educational process includes the fostering of a positive home/school environment, and involves students in a variety of instructional techniques and activities that will ensure academic success.
- Staff members use system-wide, evidence-based programs for instruction, and they participate in job-embedded professional development to gain further insight into the most current and effective educational approaches.
- The staff at Bel Air embraces the value of a college and career readiness education.
- The staff, students, and community and family members seek ways to increase positive experiences which will enhance the students' growth in all aspects of their individuality.

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**B. SCHOOL CLIMATE AND CULTURE**

**Climate**

- The faculty and staff at Bel Air work diligently to maintain a climate of inclusiveness, caring, and motivation.
- All staff members recognize that the focus of the school is the children and they strive to help each child reach his or her greatest potential.
- Students at Bel Air come from a variety of backgrounds and experiences, and the entire staff helps students who have come from challenging situations to find a safe and positive place in school.
- The PTO enhances the climate of the school.

**Culture**

- Bel Air staff works smoothly as a team, striving to maintain positive relationships with each other, with parents, and with stakeholders in the community.
- Safety is a priority at Bel Air, and the school annually practices all safety drills, repeating the drills as needed to ensure the students are comfortable and aware of the expectations during drills.
- The disciplinary environment has always been one of restorative practices whenever possible.
- The principal and counselor work closely to ensure that discipline is restorative rather than punitive.
- The LAP room has helped encourage the restorative nature of discipline at Bel Air. Bel Air's PBIS Initiative has helped streamline the safety expectations and the positive behavioral feedback.
- The staff embraces the PBIS goals, the school is even more focused on positive behavior and positive feedback.

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**II. SCHOOL DEMOGRAPHICS**

**A. Staff Demographic**

**Number of years the principal has been in the building? 1**

**B. Student Demographics**

Table 2	
SUBGROUP DATA	2024-2025 COUNT
American Indian/Alaskan Native	≤10
Hawaiian/Pacific Islander	≤10
African American	≤10
White	209
Asian	≤10
Two or More Races	≤10
Special Education	27
LEP	≤10
Males	116
Females	110
Gender X	≤10

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<b>Table 1</b>			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	1	1
Teachers	0	16	16
Itinerant staff	11	0	11
Paraprofessionals	2	6	8
Support Staff	0	3	3
Other	7	6	13
Total Staff	20	32	52

<b>Total Enrollment</b>	<b>226</b>
FARMS Rate (2022-2023)	60.09%

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

<b>Table 3</b>					
<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	0	06 Emotional Disturbance	0	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	1	13 Traumatic Brain Injury	0
03 Deaf	0	08 Other Health Impaired	3	14 Autism	3
04 Speech/Language Impaired	20	09 Specific Learning Disability	4	15 Developmental Delay	11
05 Visual Impairment	0	10 Multiple Disabilities	1	<b>TOTAL COUNT</b>	<b>43</b>

**III. ATTENDANCE**

<b>Table 4a</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Grade Level – School Level</b>	<b>Attendance Rate</b>	<b>Attendance Rate</b>
All (Excluding PreK & K)	93%	93.9%
Grade 1	92%	93.2%

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Grade 2	93%	93.7%
Grade 3	96%	93.7%
Grade 4	94%	94.8%
Grade 5	92%	94.2%

<b>Table 4b: Subgroup Attendance Rate</b>	<b>2022-2023</b>	<b>2023-2024</b>
All Students	93%	93.6%
Hispanic/Latino of any race	81%	88.2%
American Indian or Alaska Native	N/A	N/A
Asian	93%	93.8%
Black or African American	91%	87.9%
Native Hawaiian or Other Pacific Islander	N/A	N/A
White	93%	94%
Two or more races	95%	87%
Male	93%	92.8%
Female	93%	94.5%
EL	93%	93.8%

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Special Education	93%	95%
Economically Disadvantaged	91%	92.3%

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

Our attendance rate for all students was 93.9% and we just missed the AMO of 94%. Grades 4 and 5 were above the AMO, while Grades 1-3 were below the AMO by less than 1%. Grade 1 was the farthest from meeting AMO with a rate of 93.2%. All subgroups were below AMO with the exception of White, Female, and Special Education. The subgroup farthest from AMO was Hispanic/Latino of any race, which is a subgroup of  $\leq 10$ . The Black or African American subgroup, which is also a subgroup of  $\leq 10$ , was the second farthest from AMO. The Special Education subgroup surpassed our school average. Last year, it was 93% and this year was 95%. The Economically Disadvantaged subgroup was below our all student attendance rate by -1.3%. Since our Economically Disadvantaged population continues to be the largest subgroup, it will be the attendance focus of the 2024-2025 school year.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.

The Pupil Services Team (PST) will continue to meet weekly to monitor student attendance in an effort to raise our attendance rate to meet the AMO of 94% for all subgroups. The team determines a plan to address attendance concerns which may include: phone calls or letters to the parent, school counseling intervention, outreach by school service coordinator, parent conference with PST, home visits by Pupil Personnel Worker (PPW) and/or school service coordinator, referral to mental health specialist or community agency, and an attendance contract. The PPW attends meetings, contacts parents, and sends letters concerning attendance. The system's policy is frequently reviewed with parents of students with attendance issues. The PPW, service coordinator and/or principal make home visits



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in an effort to encourage better attendance. Daily attendance calls are made by the system's Blackboard Connect and by school personnel when necessary.

This year, the PST will focus on identifying students who are missing school frequently and setting up attendance meetings as needed. These meetings will not only be used to reinforce the importance of attending school daily, but also to offer support to parents and guardians. The PST will review an attendance contract, and the student, parent, PPW, and principal will sign. The PST will review student attendance throughout the school year.

There are several strategies that we will be implementing this school year to emphasize the importance of school attendance and recognize students who are attending. Each nine week marking period, students are recognized by the principal for perfect attendance with an award. To earn the perfect attendance award, students must be present everyday of the nine week period with no tardies and no early dismissals. Students will also be recognized for a soaring attendance reward. This award is for students who maintain 95% daily attendance for the marking period. The names of students who earn each of these awards are announced on the school PA system during morning announcements and students receive prizes and a token for their reward keychain. We are also hosting school-wide events on days that traditionally have low attendance, including ½ days prior to holiday breaks, where students will participate in an engaging activity and also will earn a special token for their reward keychain. In months with fewer days of school, students will have the opportunity to earn a prize for maintaining acceptable attendance. Parents are informed of these events through a monthly attendance poster which includes upcoming dates for school closures and reminders of our school-wide goal of reaching 95% attendance. The principal announces our school-wide attendance rate over the PA system daily and an attendance bulletin board is updated daily in the main hallway.

#### **Chronically Absent**

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

MD Report Card reports students NOT chronically absent.

<b>Table 5</b>	2022	2023	2024
Not Chronically Absent (percentage)	77%	77%	77.2%
Not Chronically Absent (student count)	156	177	175

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Report Card Points Earned out of 15	10.5	7.5	7.5
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**Habitually Truant**

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

<b>Table 6</b>	2022	2023	2024
Habitually Truant (percentage)	2.7%	2.7%	3%
Habitually Truant (student count)	6	6	7

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

Students who are habitually truant are monitored weekly by the Pupil Service Team (PST). The team utilizes the following actions to address the truancy as appropriate to the circumstances: phone calls and/ or letters to the parent/ guardian, school counseling interventions, outreach by school service coordinator, parent conference with PST, home visits by Pupil Personnel Worker and/or school service coordinator, and/or referral to mental health specialist or community agency. The PST team will meet with the habitually truant student and his/ her parents or guardians to review attendance. He/ She will be put on an attendance contract. If a student continues to be habitually truant, despite multiple attempts at intervention, the parent or guardian responsible for the student's care may be charged for truancy according to state law.

**IV. GRADUATION RATE – High Schools Only**

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**V. SCHOOL SAFETY/ SUSPENSIONS**

1. Complete the table.

<b>Table 8: SUSPENSIONS</b>			
<b>Subgroup</b>	<b>All Students</b>		
	2021-2022	2022-2023	2023-2024
Total Referrals	51	46	71
All Suspensions	4	2	4
In School	0	0	0
Out of School	4	2	4
Sexual Harassment Offenses	0	2	0
Harassment/Bullying Offenses	2	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.

The total number of referrals in 2023-2024 was 71. That is an increase of 55% when compared to 2022-2023. In reviewing the data, three students accounted for 49% (35) of the referrals. Two of those students are still enrolled for this school year. We will continue to monitor their conduct and discuss weekly at the Pupil Service Team meetings.

We will continue to strengthen our Tier I interventions. We are in year seven of implementing a school-wide PBIS Soar program. The PBIS team meets monthly to review the data and make decisions to address concerns. School-wide expectations

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are taught at the beginning of the school year, are retaught at specific times including after Christmas and spring break and as needed to address concerns, and are reviewed daily on morning announcements. The program allows for increased positive staff and student relationships, consistent school-wide expectations, consistent disciplinary actions, and instruction and intervention related to positive behavior. Along with our PBIS Soar Program, other Tier I interventions include the implementation of social emotional learning curriculums including Second Step Bullying Prevention and the Toolbox Project. We are in year three of utilizing the Second Step Bullying Prevention program which provides students the skills needed to recognize, report and refuse bullying. We will continue utilizing the Toolbox Project which teaches students twelve strategies to increase empathy, self-awareness, communication, resilience and problem solving skills.

In addition to Tier I supports, students displaying major behaviors in all grade levels are given support from instructional assistants, the school counselor, the administrator, and/or special education staff. Our behavior specialist works with staff to create formal and informal behavior plans to be consistently followed, reviewed, and changed as necessary. Additionally, parent communication is made a priority. The implementation of the SRSS helps staff to identify students needing Tier II and Tier III interventions. Tier II interventions may include small group counseling, Check-In Check Out, mentoring, restorative practices, calm down corners and think sheets. Tier III interventions include the development of a BIP or Tier III support plan or referrals to the mental health specialist or outside agencies. The Pupil Service Team monitors all Tier III students weekly and will follow up with reviewing students who have multiple discipline referrals and continue a plan of action to support those students.

Bel Air School is not on the watch list or fully disproportionate.

**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

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Language & Literature	29	58	Not Available
Mathematics	23	14	Not Available
Social Foundations	66	27	Not Available
Physical Development	83	64	Not Available

2. Input the data report from maryland.kready.org site to show domain strengths and needs. (*Range Distribution: All Domains*)  
Not Applicable for 2023-2024
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”.
  - Collaborate and support Head Start and PreK in regards to curriculum (Frogstreet)
  - Parent Meetings at the beginning of the year to discuss student needs and concerns
  - Collaborate with School Therapy Services to work on early identification of students for PT, OT, and Speech
  - Articulation Meetings with PreK at the end of the school year
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.
  - For ELA, use Dibels screener to place students in small groups. Progress monitoring occurs throughout the school year.

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- For Math, student progress is tracked using benchmarks.
- Meet with ELA and Math Coaches to collaborate
- Develop classroom Centers to meet the needs of students, while promoting problem solving skills.
- Improve physical development by adding activities that incorporate movement to improve fine gross motor skills.

**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 =3.17

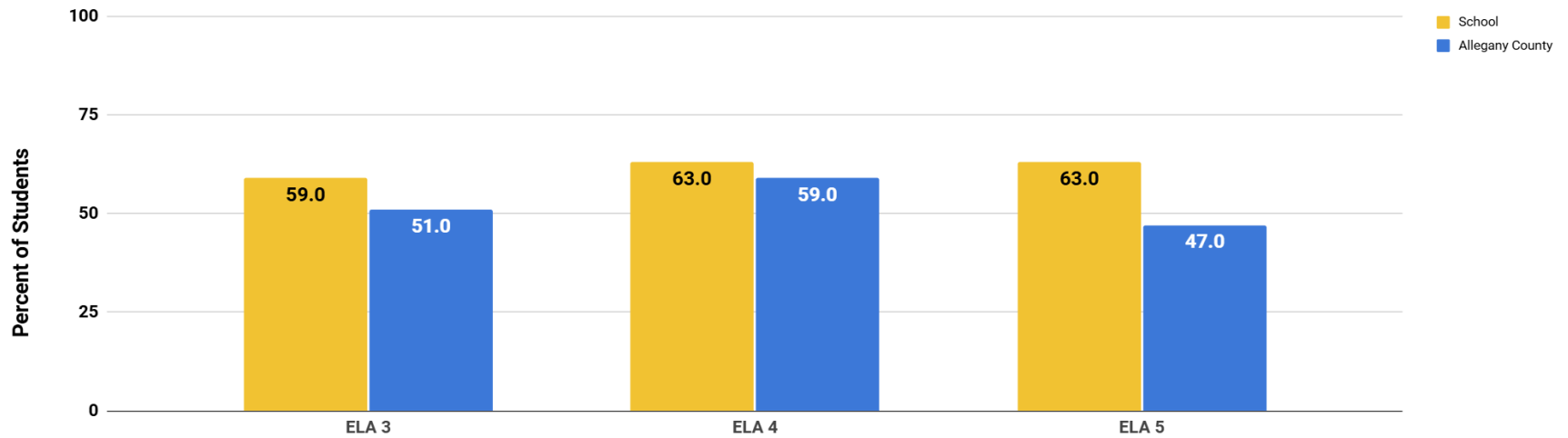
Points for ELA average levels out of 5 =3.27

Points for ELA Growth out of 12.5 = 7

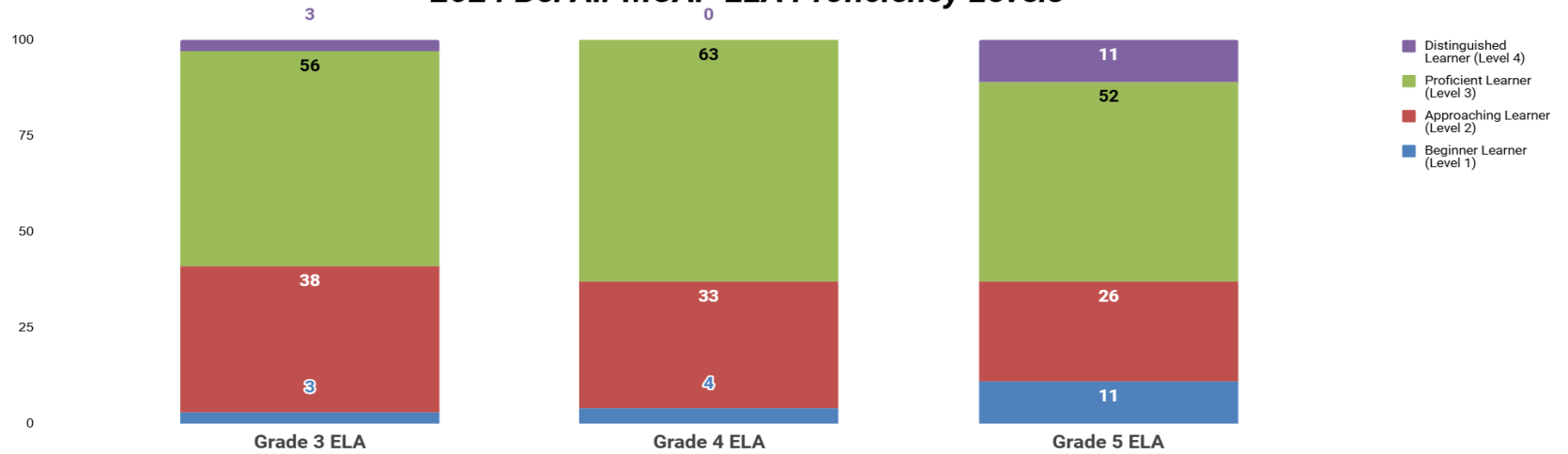
**Data charts:** Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

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***2024 Bel Air Elementary ELA Proficiency Rates***

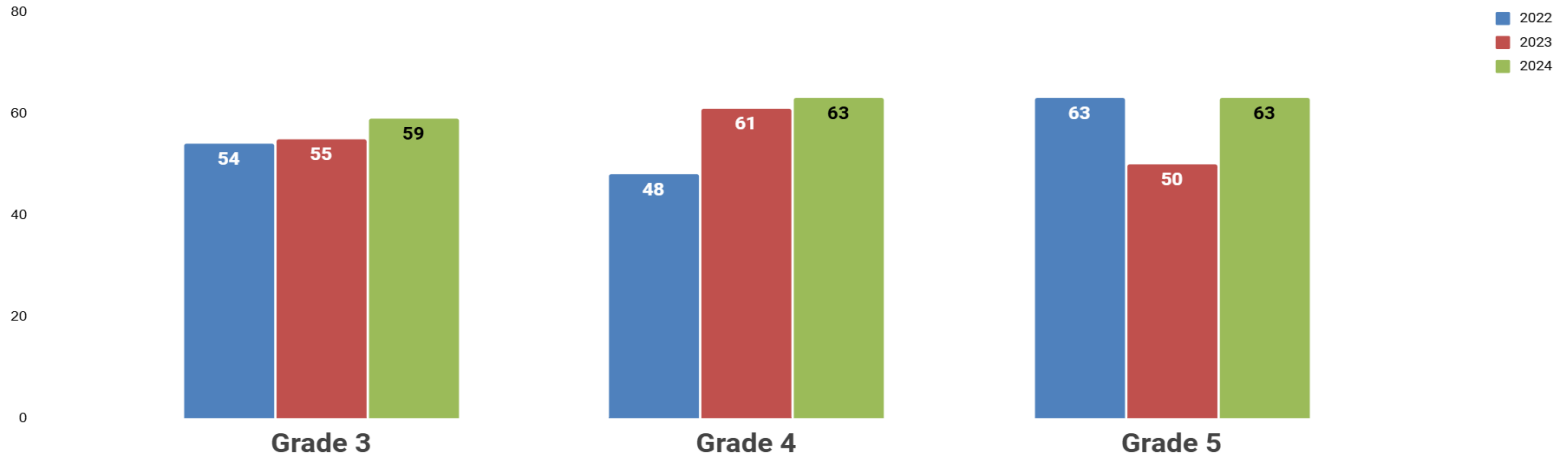


***2024 Bel Air MCAP ELA Proficiency Levels***

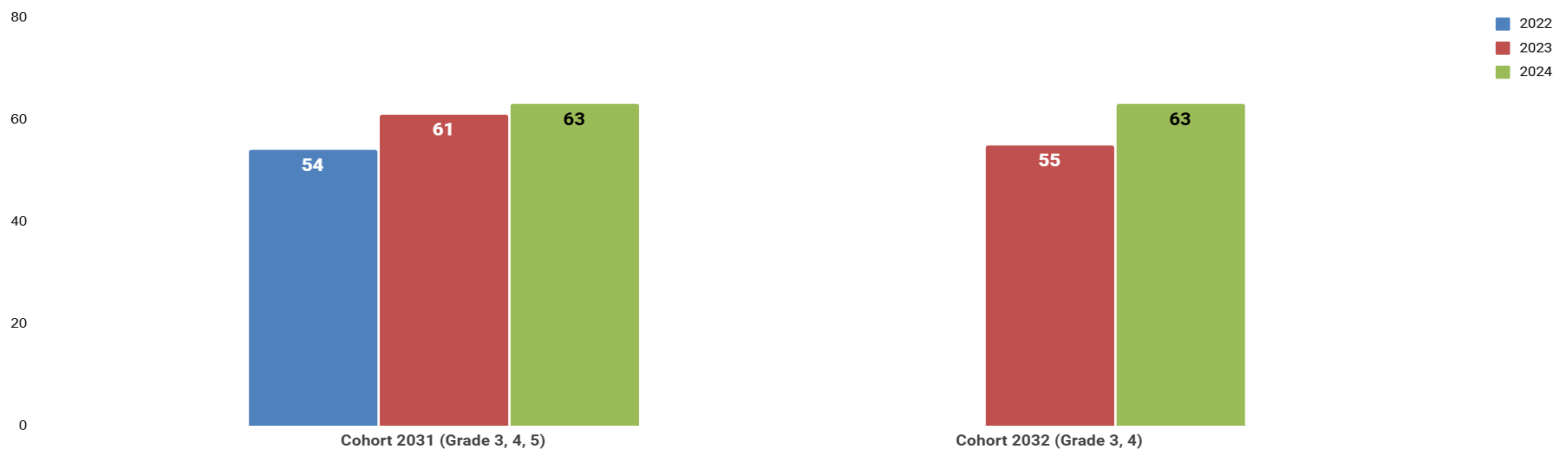


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***Bel Air ELA Proficiency Rate***



***Bel Air ELA Cohort Proficiency Growth***





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<b>ELA FOCUS AREA 1:</b>	
Focus Area Goal	There is a 20% achievement gap in grades 3 and 5 between economic disadvantaged versus non-economic disadvantaged. Our goal is to close this gap by 5% during the 2024-2025 school year.
Root Cause(s):	<ul style="list-style-type: none"> <li>• Access to resources and exposure to background building experiences</li> <li>• Gap in vocabulary usage and exposure</li> <li>• Limited educational prioritization</li> <li>• Historical attendance issues, tardiness</li> <li>• 5% Increase of student population in the economically disadvantaged category</li> </ul> <p>While many of these reasons are out of our control, we can however provide more opportunity for robust vocabulary, exposure to a variety of background knowledge using CKLA, and provide a school environment that welcomes and encourages students and families to come to the school building.</p>
Focus Content Standard(s):	<ul style="list-style-type: none"> <li>• RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> <li>• RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</li> <li>• RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> <li>• RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>• RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> </ul>

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	<ul style="list-style-type: none"> <li>● RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</li> <li>● RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</li> </ul>
Barriers:	<ul style="list-style-type: none"> <li>● CKLA is written at grade level readability and 46% of students are reading below grade level according to the DIBEL screener.</li> <li>● Limited exposure to formal literature.</li> <li>● Instructional materials differ from primary to intermediate grade levels.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>● High quality exposure to literature</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>● Teacher explanations/models of assignment expectations (clarity)</li> <li>● Small group setting to assist student understanding of tasks</li> <li>● Targeted interventions and ReadLive for Literacy Lab (30 min 5x week)</li> <li>● Utilization of strategies aligned with the Science of Reading</li> <li>● Planning and execution of lessons utilizing the Gradual Release of Responsibility</li> <li>● A growth mindset approach that ensures that all students have the opportunity to learn.</li> <li>● Use of grade level materials during Tier1 instruction</li> <li>● Partnership with school media specialist to incorporate high quality literature in the library and her lessons.</li> </ul>
How will it be funded?	School-based or District funding.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>● Professional development from ELA Supervisor <ul style="list-style-type: none"> <li>○ August 2024</li> <li>○ November 2024</li> <li>○ February 2025</li> </ul> </li> <li>● Monthly Literacy Meetings with ELA Coach <ul style="list-style-type: none"> <li>○ Minimum of 1x per month</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ Anchored in data, curriculum, and planning</li> <li>● Administration of county edCite (CKLA Unit) assessments <ul style="list-style-type: none"> <li>○ In pacing guide and announced in Google Classrooms</li> </ul> </li> <li>● Daily reading intervention and enrichment during Literacy Lab</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>● Progress Monitoring of students <ul style="list-style-type: none"> <li>○ Well Below (red) <ul style="list-style-type: none"> <li>■ October 14-18</li> <li>■ November 4-8</li> <li>■ November 25-December 6</li> <li>■ February 3-7</li> <li>■ February 24-28</li> <li>■ March 17-21</li> <li>■ April 7-11</li> </ul> </li> <li>○ Below (yellow) <ul style="list-style-type: none"> <li>■ October 21-25</li> <li>■ November 11-15</li> <li>■ February 10-14</li> <li>■ March 4-7</li> <li>■ March 24-28</li> <li>■ April 22-25</li> </ul> </li> </ul> </li> <li>● DIBEL Screener for all students three times per year <ul style="list-style-type: none"> <li>○ BOY September 16-27</li> <li>○ MOY January 13-24</li> <li>○ EOY May 5-16</li> </ul> </li> <li>● Data meetings with administration, interventionist, coach, teachers, and special education</li> </ul>

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<b>ELA FOCUS AREA 2:</b>	
Focus Area Goal	There are little to no Distinguished Learner students in Grades 3 (3%), 4 (0%), and 5 (11%). Our goal is to increase at each grade level during the 2024-2025 school year.
Root Cause(s):	<ul style="list-style-type: none"> <li>• 42% of students in grades 3-5 are indicated as well below or below on the DIBELs screener, which requires remediation during Literacy Lab time.</li> <li>• MCAP does not provide samples of high quality responses for teachers and students to analyze, therefore we do not know exactly how things are scored.</li> </ul> <p>Students have not shown adequate growth in this focus area because there have not been opportunities for enrichment beyond the grade level materials. After providing professional development to staff, teachers will be able to provide more opportunities for students to extend their learning through writing and classroom work.</p>
Focus Content Standard(s):	<ul style="list-style-type: none"> <li>• RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</li> <li>• RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>• RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</li> <li>• RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</li> <li>• RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>

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	<ul style="list-style-type: none"> <li>● RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</li> <li>● W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</li> <li>● W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</li> <li>● W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</li> </ul>
Barriers:	<ul style="list-style-type: none"> <li>● 42% of grade 3-5 students are well below/below on the DIBEL screener</li> <li>● Students who are economically disadvantaged increased by approximately 5%.</li> <li>● Lack of teacher knowledge on MCAP expectation for using rubrics for writing.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>● Collaborative planning with a literacy coach to practice and apply high expectation grading using MCAP aligned rubrics.</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>● Utilization of strategies aligned with the Science of Reading</li> <li>● High expectations for all learners</li> <li>● Gradual Release of Responsibility for students to work independently</li> <li>● Literacy Lab intervention/enrichment 5x week 30 minutes a day</li> <li>● Teacher clarity of expectations for student responses.</li> </ul>
How will it be funded?	School-based or District funding.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>● Professional development from ELA Supervisor <ul style="list-style-type: none"> <li>○ August 2024</li> <li>○ November 2024</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>○ February 2025</li> <li>● Monthly Literacy Meetings with ELA Coach <ul style="list-style-type: none"> <li>○ Minimum of 1x per month</li> <li>○ Anchored in data, curriculum, and planning</li> </ul> </li> <li>● Administration of county edCite (CKLA Unit) assessments <ul style="list-style-type: none"> <li>○ In pacing guide and announced in Google Classrooms</li> </ul> </li> <li>● Enrichment during Literacy Lab</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>● DIBEL Screener for all students three times per year <ul style="list-style-type: none"> <li>○ BOY September 16-27</li> <li>○ MOY January 13-24</li> <li>○ EOY May 5-16</li> </ul> </li> <li>● Data meetings with administration, interventionist, coach, teachers, and special education</li> </ul>

<b>FOCUS AREA 3:</b>	
Focus Area Goal	The focus area goal is to decrease the number of students scoring at Level 1: Beginner Learner on the Spring 2025 MCAP assessment. On the Spring 2024 MCAP assessment 18 students scored at Level 1: Beginner Learner.
Root Cause(s):	<ul style="list-style-type: none"> <li>● Grades 3-5 teachers have not received the same intense Science of Reading training that the teachers of grades K-2 have received.</li> <li>● Teachers are utilizing materials that are not the county purchased curriculum and are not as rigorous.</li> <li>● 42% of grade 3-5 students in the building are well below or below according to the DIBELs screener, which impacts their ability to accurately read and comprehend grade level, complex text.</li> </ul>

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	<ul style="list-style-type: none"> <li>Literature standards are assessed and are not heavily studied in CKLA.</li> </ul> <p>Due to the growing understanding of the MCAP assessment, teachers will need to consciously and continuously participate in professional learning on the rigors and intensity of the state test.</p>
Focus Content Standard(s):	<ul style="list-style-type: none"> <li>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> <li>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</li> <li>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</li> </ul>
Barriers:	<ul style="list-style-type: none"> <li>All questions are not included on all assessment forms.</li> <li>Standards assessed vary from year to year</li> <li>18% of current 3rd-5th grades are reading well below benchmark according to the DIBELs screener</li> <li>24% of current 3rd-5th graders are reading below benchmark according to the DIBELs screener</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>Time to analyze DIBEL screeners and progress monitoring results</li> <li>Time to analyze unit assessments on edCite</li> </ul>

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Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Analysis of edCite (CKLA) unit assessments to monitor growth towards mastery</li> <li>• Progress monitoring on DIBELS of well below and below students to monitor growth towards mastery.</li> </ul>
How will it be funded?	School-based or District funding.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• Monthly Literacy Meetings with ELA Coach <ul style="list-style-type: none"> <li>○ Minimum of 1x per month</li> <li>○ Anchored in data, curriculum, and planning</li> </ul> </li> <li>• Administration of county edCite (CKLA Unit) assessments <ul style="list-style-type: none"> <li>○ In pacing guide and announced in Google Classrooms</li> </ul> </li> <li>• Discussion and analysis of writing sample indicated in county pacing guide to ensure students are working towards mastery of skills in grades k-2</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• Normalizing conversation on all school based teams to be data based</li> <li>• Including special education, administration, coaches/specialists, teachers, and instructional assistants in the conversation about rigor, complex text, and high quality responses (oral or written)</li> </ul>

**Universal Design for Learning for ELA.**

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<b><i>Means of Representation:</i></b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<b>UDLR.L&amp;S.1 -- Clarify vocabulary and symbols</b> <ul style="list-style-type: none"> <li>• <b>Pre-teach vocabulary and symbols, especially in ways that promote connection to the learner’s experience and prior knowledge</b></li> <li>• <b>Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, translations)</b></li> </ul> <b>UDLR.C.1 -- Activate or supply background knowledge</b>



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	<ul style="list-style-type: none"> <li>● Use advanced organizers</li> <li>● Make explicit cross curricular connections (e.g., teaching literacy strategies in the science classroom)</li> </ul> <p><b>UDLR.C.2 -- Highlight patterns, critical features, big ideas, and relationships</b></p> <ul style="list-style-type: none"> <li>● Highlight or emphasize key elements in text, graphics, diagrams, formulas</li> <li>● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships</li> <li>● Use multiple examples and non-examples to emphasize critical features</li> <li>● Use cues and prompts to draw attention to critical features</li> </ul>
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>
	<p><b>UDLA &amp;E.E&amp;C.1 -- Use multiple media for communication</b></p> <ul style="list-style-type: none"> <li>● Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video</li> </ul> <p><b>UDLA &amp;E.E&amp;C.3 -- Build fluencies with graduated levels of support for practice and performance</b></p> <ul style="list-style-type: none"> <li>● Provide differentiated mentors (i.e., teachers/tutors who use different approaches to motivate, guide feedback or inform)</li> </ul> <p><b>UDLA &amp;E.EF.2 -- Support planning and strategy development</b></p> <ul style="list-style-type: none"> <li>● Embed prompts to “stop and think” before acting as well as adequate space</li> <li>● Embed prompts to “show and explain your work”</li> </ul>
	<b>Multiple Options for Engagement</b>

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<p><b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p><b>UDLE.RI.1 -- Optimize individual choice and autonomy</b></p> <ul style="list-style-type: none"> <li>● <b>Provide learners with as much discretion and autonomy as possible by providing choices in such things as:</b> <ul style="list-style-type: none"> <li><b>The type of rewards and recognition available</b></li> <li><b>The tools for information gathering or production</b></li> </ul> </li> </ul> <p><b>UDLE.RI.2 -- Optimize relevance, value and authenticity</b></p> <ul style="list-style-type: none"> <li>● <b>Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants</b></li> <li>● <b>Invite personal response, evaluation and self-reflection to content and activities (journals)</b></li> </ul> <p><b>UDLE.SE&amp;P.3 -- Foster collaboration and community</b></p> <ul style="list-style-type: none"> <li>● <b>Create cooperative learning groups with clear goals, roles, and responsibilities</b></li> <li>● <b>Create school-wide programs of positive behavior support with differentiated objectives and supports</b></li> <li>● <b>Provide prompts that guide learners in when and how to ask peers and/or teachers for help</b></li> </ul>
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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)

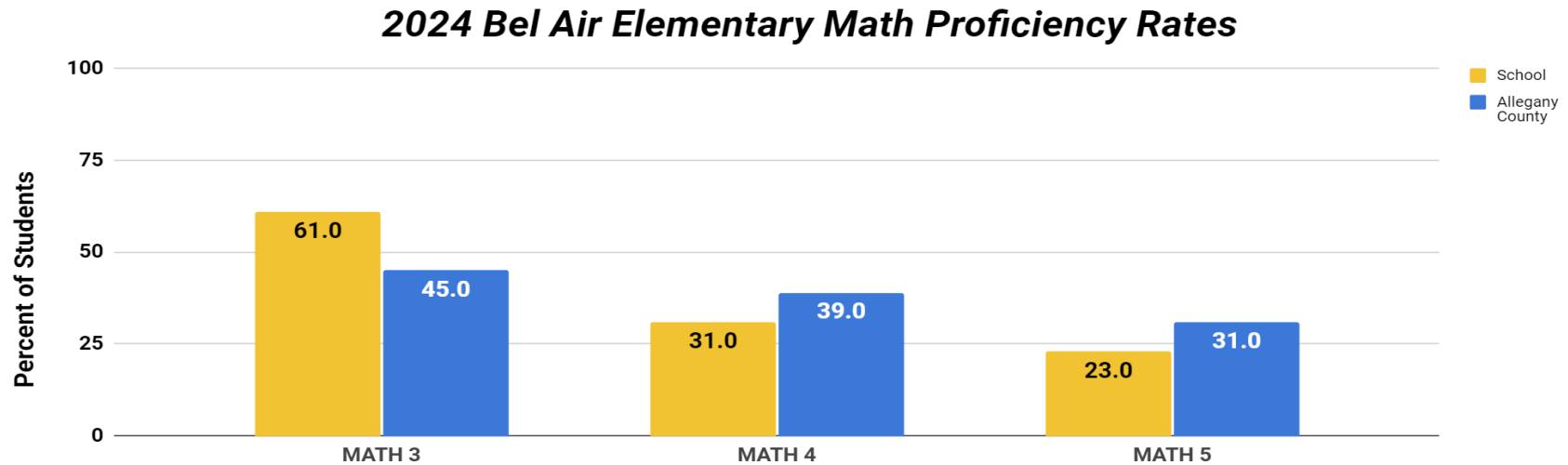
Points for Math Proficiency out of 5 =2.05

Points for Math average levels out of 5 =3

Points for Math Growth out of 12.5 = 6.5

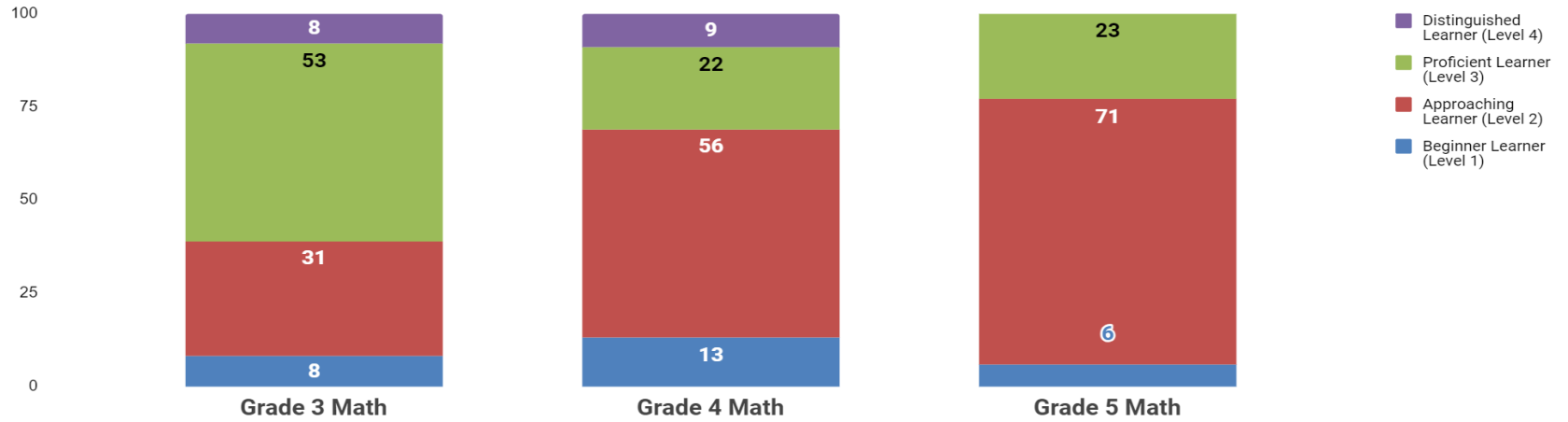
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1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

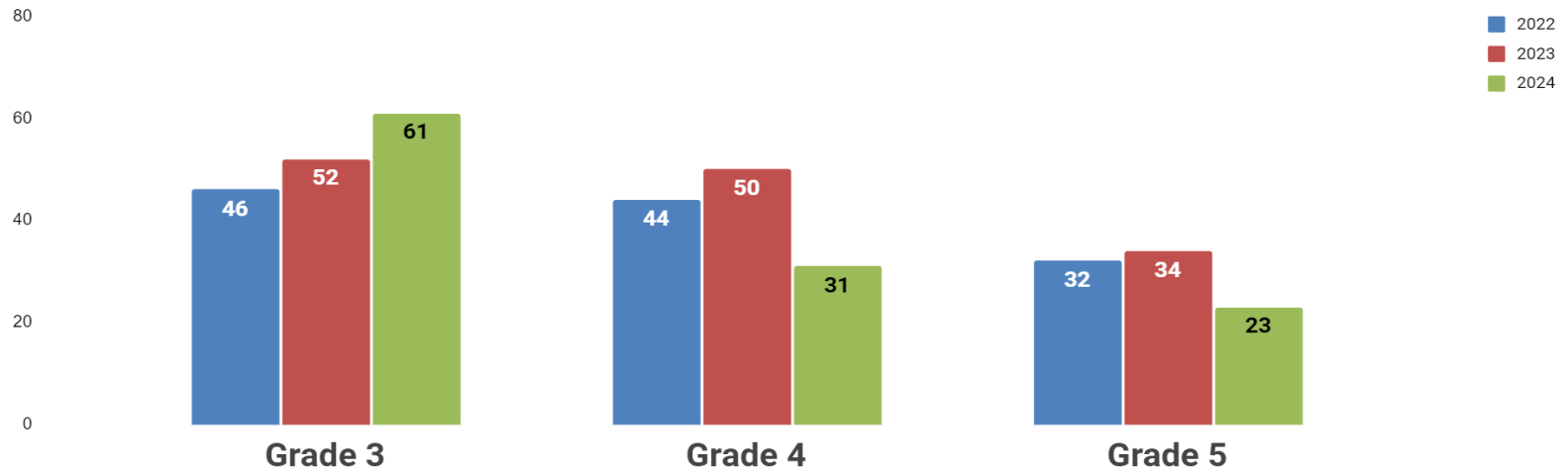


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***2024 Bel Air MCAP MATH Proficiency Levels***

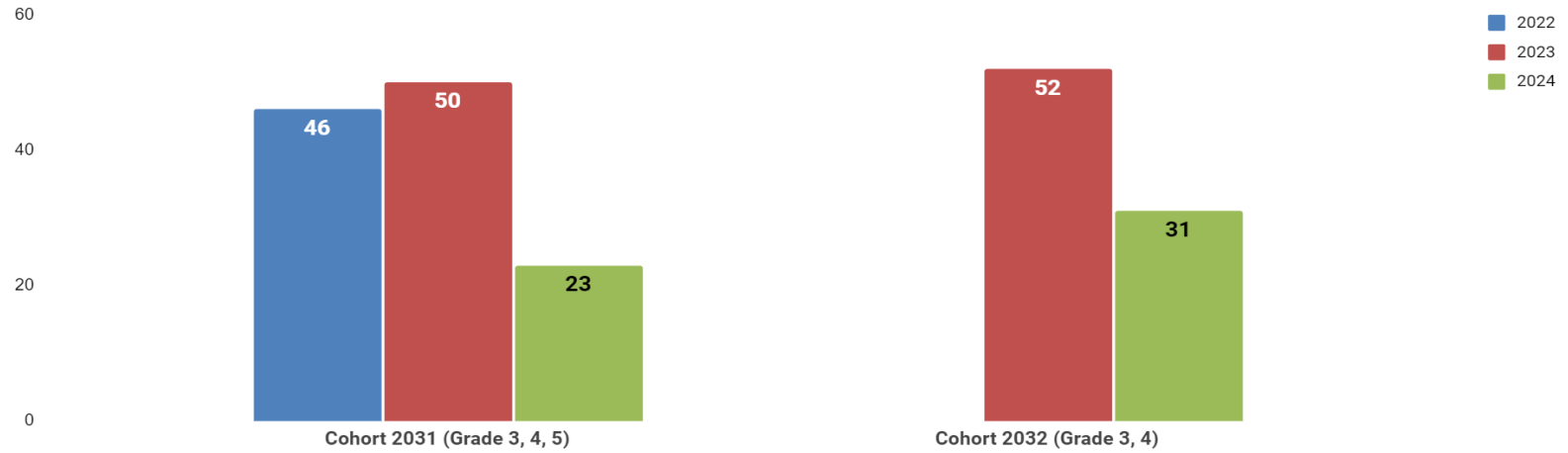


***Bel Air Math Proficiency Rate***



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***Bel Air Math Cohort Proficiency Growth***



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<b>MATH FOCUS AREA 1:</b>	All students Grades 3 - 5
Focus Area Goal	Fractions
Root Cause(s):	<ul style="list-style-type: none"> <li>• Time allotted in instructional pacing is not conducive for student mastery of content</li> <li>• A deficiency in Basic Operational Fact Fluency (Addition, Subtraction, Multiplication, and Division)</li> <li>• Conceptual ideas not being related/connected across grade levels</li> <li>• MCAP motivational activities did not occur prior to testing</li> <li>• Math and ELA MCAP assessment were administered on the same day</li> </ul>
Focus Content Standard(s):	<p><b>3.NF.A.3c</b>            Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form <math>3 = \frac{3}{1}</math> ; recognize that <math>6 = \frac{6}{1}</math> ; locate <math>\frac{4}{4}</math> and 1 at the same point of a number line diagram.</p> <p><b>4.NF.A.2</b>            Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>\frac{1}{2}</math> . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>, and justify the conclusion, e.g., by using a visual fraction model.</p> <p><b>4.NF.B.4c</b>            Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if a person at a party will eat <math>\frac{3}{8}</math> of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p> <p><b>5.NF.A.2</b></p>

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	<p>Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math> by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</p> <p><b>5.NF.B.4a</b>          Interpret the product <math>\frac{a}{b} \times q</math> as a part of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. <i>For example, use a visual fraction model to show <math>\frac{2}{3} \times 4 = \frac{8}{3}</math>, and create a story context for this equation. Do the same with <math>\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}</math>. In general, <math>\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}</math>.</i></p>
Barriers:	<ul style="list-style-type: none"> <li>• Students require more support in the area of the “major” standards (OA/NBT) leaving less time for the “minor” standards.</li> <li>• Due to the fact that fractions are regarded as a “minor” standard, the time allotted in instructional pacing expectations is not conducive for student mastery of content</li> <li>• Learning gaps associated with poor student attendance</li> <li>• Accurately transferring their paper/pencil work and thinking onto the digital response platform of MCAP</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Authentic test preparation opportunities (preferably electronic) in which students would be exposed to MCAP-like questions/tasks requiring them to explain their thinking in words (using a keyboard) while at the same time utilizing available digital tools to further explain their reasoning and thought process.</li> <li>• i-Ready Pathways</li> <li>• Spiral reviews/quizzes of previously taught math content</li> <li>• Common fraction-related manipulatives for teacher modeling/student exploration and</li> </ul>

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	practice across grade levels.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Provide opportunities for students to engage in additional MCAP-like practice questions/tasks (preparation materials)</li> <li>• Extensive emphasis on a deeper analysis of individual student data to allow for better insight into academic successes and challenges relating to their mastery of fraction-related standards</li> <li>• Provide more opportunities during math instructional time for students to explain their thinking/solution processes in writing</li> <li>• Provide students opportunities to engage in rich, high-cognitive tasks which require them to make connections among conceptual ideas, form mathematical generalizations, and practice procedural skills with fluency.</li> <li>• Maintain consistent planning for small/flex groups with an emphasis on offering skill-specific instruction as/where it is needed.</li> <li>• Utilize county math specialist to model strategies specific to the above standards and to provide instructional support for both teachers and students</li> <li>• Consistent usage of mathematics terminology and models across grade levels</li> <li>• Incorporate regular opportunities for “spiraling” activities to assist students with long-term mastery of standards along with foundational skills practice.</li> <li>• Have students regularly access i-Ready pathways for topic-specific personalized instruction and practice at the level at which they need the most support.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• District funding (i-Ready Math Program)</li> <li>• School-based funding</li> </ul>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• Extensive emphasis on a deeper analysis of individual student data (classroom teachers, special education teachers, and math specialist) to allow for better insight into academic successes and challenges relating to the mastery of fraction-related math standards. Findings will be communicated at monthly grade-level team</li> </ul>



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	<p>meetings.</p> <ul style="list-style-type: none"> <li>• Students will access i-Ready pathways on a daily basis for personalized instruction and targeted practice in areas where they need the most support.</li> <li>• Teachers will provide regular opportunities for students to engage in both paper/pencil and computer-based MCAP-like testing situations using practice questions/tasks.</li> <li>• Students will be given regular opportunities to practice previously learned concepts (spiraling) to assist them with the long-term mastery of foundational mathematical skills.</li> <li>• Following formal and summative assessments, students will be provided with opportunities to self-reflect to assure that the strategies they are utilizing are effective and learning is occurring</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• Student progress will be monitored utilizing data collected from the following: <ul style="list-style-type: none"> <li>○ i-Ready Mathematics Diagnostic Assessments <ul style="list-style-type: none"> <li>■ Beginning of Year Testing Window (8/26/24 - 9/27/24)</li> <li>■ Middle of Year Testing Window (1/6/25 - 1/24/25)</li> <li>■ End of Year Testing Window (4/28/25 - 5/23/25)</li> </ul> </li> <li>○ i-Ready Mathematics Growth Reports</li> <li>○ i-Ready Mathematics Historical Reports</li> <li>○ i-Ready Mathematics Personalized Instruction Reports</li> <li>○ i-Ready Lesson/Unit Quizzes and Comprehension Checks (ongoing)</li> <li>○ i-Ready Pathways (daily opportunities for personalized math instruction)</li> <li>○ Classwork</li> </ul> </li> <li>• Administrator walk-throughs (utilizing recommended i-Ready “Look For” checklists)</li> </ul>

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<b>MATH FOCUS AREA 2:</b>	All students Grades 3 - 5
Focus Area Goal	Basic Operational Fact Fluency (Addition, Subtraction, Multiplication, and Division)
Root Cause(s):	<ul style="list-style-type: none"> <li>• i-Ready Mathematics curriculum does not prioritize basic operational fact fluency</li> <li>• Conceptual ideas not being related/connected across grade levels</li> <li>• Students not getting regular opportunities to practice rapidly and accurately recalling basic facts in all four operations.</li> <li>• Time allotted in instructional pacing is not conducive for student mastery of content</li> <li>• MCAP motivational activities did not occur prior to testing</li> <li>• Math and ELA MCAP assessment were administered on the same day</li> </ul>
Focus Content Standard(s):	<p><b>3.NBT.A.2</b>  Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>3.OA.C.7</b>  Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers</p> <p><b>4.NBT.B.4</b>  Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p><b>5.NBT.B.5</b>  Fluently multiply multi-digit whole numbers using the standard algorithm.</p>
Barriers:	<ul style="list-style-type: none"> <li>• Although the above are considered “major” standards within their respective domains (OA/NBT), the i-Ready Mathematics curriculum’s instructional pacing expectations for the presentation of basic operational facts in addition, subtraction, multiplication, and division is not conducive for student mastery of content</li> <li>• Underdeveloped number sense</li> </ul>

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	<ul style="list-style-type: none"> <li>● Prioritizing time to practice (school/home)</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>● Common number sense-related anchor charts/manipulatives for teacher modeling/student exploration and practice across grade levels. (i.e. ten frames, number lines, hundreds charts, dice)</li> <li>● i-Ready Fluency Flight</li> <li>● Xtra Math</li> <li>● 99 Math</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>● Extensive emphasis on a deeper analysis of individual student data to allow for better insight into academic successes and challenges relating to their mastery of the basic operational facts.</li> <li>● Provide regular opportunities during math instructional time for students to practice basic operational facts.</li> <li>● Provide students opportunities to engage in rich, high-cognitive tasks which require them to make connections among conceptual ideas, form mathematical generalizations, and practice procedural skills with fluency.</li> <li>● Maintain consistent planning for small/flex groups with an emphasis on offering skill-specific instruction/remediation as/where it is needed.</li> <li>● Utilize county math specialist to model strategies specific to the above standards and to provide instructional support for both teachers and students</li> <li>● Have students regularly access i-Ready Fluency Flight for personalized instruction and practice at the level at which they need the most support.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>● District funding (i-Ready Math Program which includes Fluency Flight)</li> <li>● School-based funding (teacher/student tools and manipulatives)</li> <li>● Free online programs (XtraMath and 99Math)</li> </ul>

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Steps towards full implementation with timeline:	<ul style="list-style-type: none"><li>• Teachers will provide time for students to practice fact fluency daily through the use of paper/pencil quizzes and the following online programs: i-Ready Fluency Flight, XtraMath, and 99Math.</li><li>• Students will be recognized regularly for their on-going fact fluency achievements, improvements, and advancements.</li><li>• Certificates will be awarded to students reaching various milestones of achievement according to grade-level standards.</li></ul>
Monitoring Procedure:	<ul style="list-style-type: none"><li>• Student/classroom progress will be monitored utilizing data collected from the following online programs:<ul style="list-style-type: none"><li>○ i-Ready Fluency Flight</li><li>○ XtraMath</li><li>○ 99Math</li></ul></li></ul>

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<b>MATH FOCUS AREA 3:</b>	All students Grades 3 - 5
Focus Area Goal	All students will meet their typical growth target on the i-Ready Diagnostic Assessment by the end of the school year.
Root Cause(s):	<ul style="list-style-type: none"> <li>• The i-Ready mathematics curriculum does not provide enough spiral review practice opportunities within grade-level content materials.</li> <li>• Students not meeting their typical growth on the i-Ready diagnostic assessment were less likely to obtain proficiency on MCAP.</li> <li>• MCAP motivational activities did not occur prior to testing</li> <li>• Math and ELA MCAP assessment were administered on the same day</li> </ul>
Focus Content Standard(s):	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Utilize data generated from the i-Ready diagnostic assessments to understand exactly where and why students need support.</li> <li>• Use manipulatives, models, etc. to teach and reteach concepts.</li> <li>• Reteach the standard (when necessary) until mastery is achieved</li> <li>• Assign a specific i-Ready lesson comprehension check (online), quiz (paper/pencil) or standard mastery assessments (online) to individual students or small groups to focus on any given standard.</li> </ul>
Barriers:	<ul style="list-style-type: none"> <li>• Student participation</li> <li>• Students performing well below grade level</li> <li>• Student attendance and tardiness</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Access to i-Ready supplemental materials (comprehension checks, quizzes, and standards mastery assessments</li> <li>• i-Ready Pathway</li> <li>• Student laptops</li> </ul>

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	<ul style="list-style-type: none"> <li>● School-wide incentives to acknowledge student participation and success</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>● Extensive emphasis on a deeper analysis of individual student data to allow for better insight into academic successes and challenges relating to their mastery of mathematical standards</li> <li>● Incorporate regular opportunities for “spiraling” activities to assist students with long-term mastery of standards along with foundational skills practice.</li> <li>● Maintain consistent planning for small/flex groups with an emphasis on offering skill-specific instruction/remediation as/where it is needed.</li> <li>● Incorporate the usage of common anchor charts/manipulatives for teacher modeling/student exploration and practice across grade levels.</li> <li>● Utilize county math specialist to model strategies specific to the above standards and to provide instructional support for both teachers and and students</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>● District funding (i-Ready Math Program)</li> <li>● School-based funding (teacher/student tools and manipulatives, incentives)</li> </ul>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>● Following the completion of the beginning-of-year i-Ready diagnostic assessment, students will be placed on their differentiated personal pathways based on their performance.</li> <li>● Students will spend 10-15 minutes daily working on their i-Ready pathways</li> <li>● Teachers will maintain consistent planning during small/flex group time with an emphasis on offering skill-specific instruction/remediation as/where it is needed (pathway interventions/adjustments)</li> <li>● Classroom teachers will monitor student progress utilizing data provided by the following: <ul style="list-style-type: none"> <li>○ i-Ready Mathematics Diagnostic Assessments <ul style="list-style-type: none"> <li>■ Beginning of Year Testing Window (8/26/24 - 9/27/24)</li> <li>■ Middle of Year Testing Window (1/6/25 - 1/24/25)</li> </ul> </li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>■ End of Year Testing Window (4/28/25 - 5/23/25)</li> <li>● Students will be recognized regularly for their on-going successes and school-wide incentives will be managed by classroom teachers</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>● Student progress will be monitored utilizing data collected from the following: <ul style="list-style-type: none"> <li>■ i-Ready Mathematics Diagnostic Assessments <ul style="list-style-type: none"> <li>● Beginning of Year Testing Window (8/26/24 - 9/27/24)</li> <li>● Middle of Year Testing Window (1/6/25 - 1/24/25)</li> <li>● End of Year Testing Window (4/28/25 - 5/23/25)</li> </ul> </li> <li>○ i-Ready Mathematics Growth Reports</li> <li>○ i-Ready Mathematics Historical Reports</li> <li>○ i-Ready Mathematics Personalized Instruction Reports</li> <li>■ i-Ready Lesson/Unit Quizzes, Comprehension Checks, Standards Mastery assessments (ongoing)</li> <li>■ i-Ready Pathways (daily opportunities for personalized math instruction) Classroom teachers will maintain consistent planning for small/flex groups with an emphasis on offering skill-specific instruction/remediation as/where it is needed.</li> <li>■ Classwork</li> <li>○ Administrator walk-throughs (utilizing recommended i-Ready “Look For” checklists)</li> </ul> </li> </ul>

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**Universal Design for Learning for MATH.**

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<p><b><i>Means of Representation:</i></b>  <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<p><b>UDLR.P.1 -- Offer ways of customizing the display of information</b></p> <ul style="list-style-type: none"> <li>• The size of text, images, graphs, tables, or other visual context</li> <li>• The layout of visual or other elements</li> </ul> <p><b>UDLR.P.2.1 — Clarify vocabulary and symbols in math</b></p> <ul style="list-style-type: none"> <li>• Pre-teach vocabulary and symbols, especially in ways that promote connection to the learners’ experience and prior knowledge.</li> </ul> <p><b>UDLR.L&amp;S.3 — Supporting decoding of text, mathematical notation, and symbols</b></p> <ul style="list-style-type: none"> <li>• Allow for flexibility and easy access to multiple representations of notation where appropriate (e.g., formulas, word problems, graphs)</li> </ul>
<p><b><i>Means for Expressions:</i></b>  <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p><b>Expression/Action- This is how the student will demonstrate their knowledge.</b></p> <p><b>UDLA&amp;E.E&amp;C.1 — Use multiple media for communication</b></p> <ul style="list-style-type: none"> <li>• Use physical manipulatives (e.g., blocks, 3D media, base-ten blocks)</li> <li>• Solve problems using a variety of strategies.</li> </ul> <p><b>UDLA&amp;E.E&amp;C.2 — Use multiple tools for construction and composition</b></p> <ul style="list-style-type: none"> <li>• Provide calculators, graphing calculators, geometric sketchpads, or pre-formatted graph paper</li> <li>• Provide virtual or concrete mathematics manipulatives (e.g., base-10 blocks, algebra blocks)</li> <li>• Use web applications</li> </ul> <p><b>UDLA&amp;E.E&amp;C.3 — Build fluency with graduated levels of support for practice and performance</b></p> <ul style="list-style-type: none"> <li>• Provide differentiated models to emulate (i.e. models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.)</li> </ul>



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<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	<p><b>UDLE.SE&amp;P.2 — Vary demands and resources to optimize challenge</b></p> <ul style="list-style-type: none"><li>● Differentiate the degree of difficulty or complexity within which core activities can be completed</li></ul> <p><b>UDLE.SE&amp;P.3 — Foster collaboration and community</b></p> <ul style="list-style-type: none"><li>● Encourage and support opportunities for peer interactions and supports</li><li>● Create expectations for group work (e.g., rubrics, norms, etc.)</li></ul> <p><b>UDLE.SE&amp;P.4 — Increase mastery-oriented feedback</b></p> <ul style="list-style-type: none"><li>● Provide feedback that models how to incorporate evaluation, including identifying patterns of errors and wrong answers, into positive strategies for future success.</li></ul>

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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 =2.21

**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 - %
<b>MISA (SCIENCE)</b>													
<b>Maryland Results</b>	64716	20	50	30	64543	18	48	34	65006	29	47	24	<b>-6%</b>
<b>ACPS Results</b>	589	14	55	31	611	13	53	34	569	20	57	23	<b>-8%</b>
<b>All school students</b>	29	3	59	38	26	4	50	46	35	14	43	43	<b>+5%</b>

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<b>FOCUS AREA 1:</b>	
Focus Area Goal	<p>Overall Bel Air fifth graders have performed better than the state and county averages of students meeting or exceeding expectations on the MISA assessment. However, the percentage of students passing the test is a low percentage. In 2022 38% passed, in 2023 46% passed, and in 2024 43% passed.</p> <p>The goal for the 2025 MISA assessment is for at least 48% of students to pass the MISA assessment by scoring either met or exceeded expectations.</p>
Root Cause(s):	<ul style="list-style-type: none"> <li>• Limited time on master schedule for science instruction starting in grade K</li> <li>• Assessment covers concepts taught in previous grades</li> <li>• MISA is essentially a reading test and 46% of school is below grade level according to DIBEL screener</li> <li>• Limited exposure to technical and scientific texts throughout the school year</li> </ul>
Focus Content Standard(s):	<ul style="list-style-type: none"> <li>• 5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.</li> <li>• 5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</li> <li>• 5-PS1-3 Make observations and measurements to identify materials based on their properties.</li> <li>• 5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</li> </ul>
Barriers:	<ul style="list-style-type: none"> <li>• Format of the assessment is a literacy test and not necessarily a science inquiry test</li> <li>• 27% of 2024-2025 Fifth Graders scored well below/below grade level according to DIBEL screener</li> <li>• Reading and writing skills need to be developed for student success</li> <li>• More time for science instruction in all grade levels</li> </ul>

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Needed Resources:	None
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Incorporation of the scientific method</li> <li>• Small group activities and discussion</li> <li>• Hands-on inquiries and experiments</li> <li>• Exposure and practice with scientific text(s)</li> <li>• MISA test prep online</li> <li>• Writing protocols for analysis and feedback with literacy coach</li> <li>• Clarity from teachers about expectations on analysis of texts/tasks</li> </ul>
How will it be funded?	School-based or District funding.
Steps towards full implementation with timeline:	Science pacing guide – not skipping science lessons in all grade levels Sharing of science activities at faculty meetings/shout outs
Monitoring Procedure:	Walk-throughs with administration Co-planning amongst teams

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**Universal Design for Learning for SCIENCE.**

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<p><b><i>Means of Representation:</i></b>  <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<p>UDLR.C.1 -- Activate or supply background knowledge</p> <ul style="list-style-type: none"> <li>● Anchor instruction by linking to an activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)</li> <li>● Use advanced organizers (e.g., KWL methods, concept maps)</li> <li>● Pre-teach critical prerequisite concepts through demonstration or models</li> <li>● Bridge concepts with relevant analogies and metaphors</li> <li>● Make explicit cross curricular connections (e.g., teaching literacy strategies in the science classroom)</li> </ul> <p>UDLR.C.3 -- Guide information processing, visualization, and manipulation</p> <ul style="list-style-type: none"> <li>● Give explicit prompts for each step in a sequential process</li> <li>● Provide interactive models that guide exploration and new understanding</li> </ul> <p>UDLE.SR.2 -- Facilitate personal coping skills and strategies</p> <ul style="list-style-type: none"> <li>● Appropriately handling subject specific phobias and judgments of “natural” aptitude (e.g., “how can I improve on the areas in which I am struggling” rather than “I am not good at science”)</li> </ul>
<p><b><i>Means for Expressions:</i></b>  <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p><b>Expression/Action- This is how the student will demonstrate their knowledge.</b></p> <p>UDLA&amp;E.E&amp;C.1 -- Use multiple media for communication</p> <ul style="list-style-type: none"> <li>● Solve problems using a variety of strategies</li> <li>● Use physical manipulatives</li> </ul>

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<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	<p>DLE.RI.2 - Optimize relevance, value, and authenticity</p> <ul style="list-style-type: none"><li>● Provide tasks that allow for active participation, exploration, and experimentation</li></ul> <p>UDLE.SE&amp;P.2 -- Vary demands and resources to optimize challenge</p> <ul style="list-style-type: none"><li>● Differentiate the degree of difficulty or complexity within which core activities can be completed</li><li>● Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition</li></ul> <p>UDLE.SE&amp;P.3 -- Foster collaboration and community</p> <ul style="list-style-type: none"><li>● Create cooperative learning groups with clear goals, roles, and responsibilities</li><li>● Encourage and support opportunities for peer interactions and supports</li><li>● Create expectations for group work</li></ul>

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**VIII. MD School Survey Results and Plan**

<b>Staff Engagement Action Plan:</b> <b>2023 MD Report Card Score out of 3 = 2.6</b> <b>Projected MD Report Card Score (2024) = 2.7</b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Average Score out of a possible 10.	Domain: Safety Topic: Substance Abuse Average Score: 7.49
Topic Description:	Substance Abuse - describes the degree to which the school has adequate resources and supports to address and prevent substance use.
Strategies:: What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> <li>• Second Step lessons targeting assertiveness and standing up for self/others</li> <li>• All students participate in Red Ribbon Week activities</li> <li>• Drug-free family movie night</li> <li>• 5th grade students participate in the DARE program</li> <li>• Health Department vaping lessons</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	School counselor, school nurse, Daphne Snyder, SSE, and SRO
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Updated literature/ videos on substance abuse Time for planning and implementation of Red Ribbon Week activities; financial support from PTO and Student Services to purchase supplies; donations of supplies from ACHD PTO and custodial support for drug-free family movie night Time for delivery of Second Step and DARE curriculums

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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?	2024 Maryland Educator Survey
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>● Red Ribbon Week- Fall 2024</li> <li>● Second step lessons on-going throughout the 2024-2025 school year</li> <li>● DARE in 5th Grade- Spring 2025</li> <li>● Drug free family movie night- Spring 2025</li> <li>● Vaping Lessons- Spring 2025</li> </ul>
<b>Secondary Area of Need</b> State the Domain, Topic, and Average score out of a possible 10	Domain: Instructional Support Topic: Instructional Feedback Average Score: 7.86
Topic Description:	The instructional feedback topic describes the feedback that instructional staff is requesting from administrators and supervisors.
Strategies:: What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> <li>● Feedback provided after formal walk-throughs</li> <li>● Feedback provided after informal walk-throughs</li> <li>● Time for instructional staff and administrators to meet and discuss instructional strategies</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	Principals and supervisors
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Time is needed to be able to observe classroom instruction and then to discuss afterward.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	2024-2025 Staff Survey results



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Timeline: Include dates for implementation of action steps.	September 2024- May 2025

<b><i>Student Engagement Action Plan:</i></b> <b><i>2023 MD Report Card Score out of 7 = 5.4</i></b> <b><i>Projected MD Report Card Score (2024) = 4.66</i></b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Score	Domain: Relationships Topic: Student- Student Relationships Average Score: 3.20
Topic Description:	The student to student relationships topic describes the degree to which students feel other students are friendly with, care about, get along with and respect one another.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> <li>● Classroom community building techniques including circles, cooperative groups</li> <li>● Lunch bunch/social groups led by guidance counselor</li> <li>● Monthly Character Education focuses</li> <li>● School-wide engagement activities that all students and staff participate in</li> <li>● Cooperative groups during Tier I SEL instruction</li> <li>● Conflict resolution and bullying prevention units during Tier I SEL instruction</li> <li>● School counseling intervention/mediation as requested by students/staff/parents</li> <li>● Random Acts of Kindness Week</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	Classroom teachers, PBIS Team, Guidance counselor

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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"> <li>• Classroom teachers revisiting and implementing circle strategies to build classroom community</li> <li>• Planning and delivery of weekly Tier I lessons via SOAR Time</li> <li>• Planning and delivery of monthly character education focuses through morning announcements</li> <li>• School counselor availability to provide intervention/mediation in a timely manner</li> <li>• Planning and implementation of school-wide engagement activities</li> <li>• Mentoring program between grade levels</li> </ul>
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	5th Grade Student Survey Attendance data during school-wide engagement activities Student request data for school counseling intervention/mediation
Timeline: Include dates for implementation of action steps.	All initiatives will take place recurrently September 2024- June 2025 Conflict Resolution (September 2024) Bullying Prevention (October 2024) Random Acts of Kindness (February 2025)
<b>Secondary Area of Need</b> State the Domain, Topic, and Score	Safety: Physical Safety Topic: Physical Safety Average Score:4.46
Topic Description:	The physical safety topic describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> <li>• Continuation of Safety Team</li> <li>• School Wide initiative for all staff to be in the hallways</li> <li>• Assign staff to monitor the bathrooms throughout the day</li> <li>• Daily Routine Safety Checks conducted by the School Resource and School Safety Officer (SRO, SSO)</li> <li>• Designated SSO/SRO are in the School Lobby as visitors enter the building</li> </ul>

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	<ul style="list-style-type: none"> <li>• Educate parents/Staff of arrival and dismissal safety. SSO/SRO placement at entrance/exit daily.</li> <li>• Mandatory Restorative Conference for students/parents when return to school from OSS</li> <li>• Weekly Second Step lessons with focus on student relationship building</li> <li>• Staff Development Training on School Safety with Jim Hott, MD Center for School Safety</li> <li>• CPI training for administration, ISI, and one safety team member</li> <li>• Standard Response Protocol Drills- Monthly</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	<p>The School Administration shared the survey results with all staff. A focus group was established with representation across grade levels to analyze the data and develop an action plan.</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Teachers and Instructional Assistants</li> <li>• School Counselor</li> <li>• School Safety Team Members</li> <li>• School Resource Officer</li> <li>• District Level Leaders</li> </ul>
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"> <li>• Materials for posters and quick reference cards and time to create</li> <li>• Planning time for School Safety Team Chairperson to create and implement Student Safety Team</li> </ul>
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"> <li>• Discipline Data</li> <li>• Staff Development Survey</li> </ul>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>• CPI training completed yearly</li> <li>• Weekly Second Step Lesson booklet</li> <li>• Safety Team Meeting Minutes-quarterly</li> <li>• Staff Reflections after SRP Drills</li> </ul>

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**IX. MULTI-TIERED SYSTEM OF SUPPORT**

Priority: Collaborative Team Planning

Practice: Grade level, special educators, specialists, and intervention staff will participate in collaborative planning to monitor progress and plan academic tiered instruction and interventions across levels of need.

<b>Action Step: Laying the Foundation</b>	<b>Who</b>	<b>By When</b>	<b>Status Update/Next Steps</b>
*Create a planning schedule for collaborative planning between general education teachers, support staff, and special education teachers	General Education Teachers Specialists Intervention Teacher Special Education Staff Administrator	Grade level or other teaming structures with both general and specialized educators will meet once a week to monitor progress and plan tiered instruction and interventions. Wednesdays - Co-planning Beginning August 2024. Ongoing	Reflect on barriers to planning and sharing because of implementing a structured schedule for the Special Education teacher to deliver SDI for each student.
<b>Action Step: Installing</b>			

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<p>*Meet with grade level teams monthly to establish routine and facilitate co-planning and data analysis</p> <p>*Building of relationships between general education teachers, support staff, and special education staff to make co-planning more effective.</p> <p>*Encourage joint responsibility for planning instruction, delivery, and data collection</p>	<p>Administrator General Education Teachers Specialists Intervention Teacher Special Education Staff</p>	<p>One Monday a month beginning August 2024 Ongoing</p>	<p>Plan for when meetings are missed</p> <p>Creative scheduling for special education staff to co-plan and deliver SDI.</p> <p>Flexible scheduling for specialists who visit other schools to join for data meetings during co-planning</p>
<b>Action Step: Implementing</b>			

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<p>*Relevant school teams use Tier I, Tier II, Tier III student outcome data in combination with fidelity data to assess/and adapt Tier I, Tier II, and Tier III support practices.</p> <p>*Share student data, SRSS data, student progress, IEP goals, instructional strategies, SDI, and materials to plan accordingly for individual students and small groups..</p> <p>*Adapt teacher plans to meet student needs</p>	<p>Administrator General Education Teachers Specialists Intervention Teacher Special Education Staff Counselor/PBIS Coach</p>	<p>Monthly (Monday's) Ongoing</p>	<p>Monthly meetings with district staff, special education teacher, and special education facilitator to monitor implementation of SDI and IEP goals. Continue to analyze benchmark data, intervention data, and classroom assessments in order to provide the appropriate individualized instruction.</p>
<p><b>Action Step: Sustaining Implementation</b></p> <p>*Continue to gather and examine data to support practice, progress monitoring, and improvement in student achievement.</p> <p>*Consistently schedule for optimal use of school personnel/special education staff..</p> <p>*Evaluate ourselves at the end of the year on our</p>	<p>Administrator General Education Teachers Specialists Intervention Teacher Special Education Staff School Counselor</p>	<p>Ongoing May</p>	<p>Continued conversation with staff to overcome barriers and celebrate success. Identify the data to be examined. Look ahead for the upcoming school year and identify needs, scheduling, and student placement</p>

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collaborative planning model using a survey to lead discussion			
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**X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**

**PBIS Tier I**

All students are taught our school-wide expectations as described above. Other examples of tier I supports and interventions include:

- Second Step Bullying Prevention curriculum taught to K-5 students during SOAR Time
- Toolbox Project curriculum taught to K-5 students during SOAR Time
- We Do Listen curriculum taught to Pre-K students during SOAR Time

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- SRSS data collection completed by classroom teachers for K-5 students
- Focus on positive interactions with staff for all students
- Quarterly school-wide activities for all students
- Restorative circles taught during SOAR Time
- Classroom managed behaviors vs. office managed behaviors differentiated by all staff

**PBIS Tier II**

- Restorative practices utilized as appropriate through the principal or school counselor
- Mediation services as appropriate through the school counselor
- Toolbox Project Think Sheets utilized by school counselor or LAP staff
- LAP intervention as determined by the principal
- Monitoring of SRSS data to assist in determining appropriate interventions or support referrals
- Request of assistance forms completed by classroom teachers as needed
- Check-In, Check-Out intervention monitored by school counselor, classroom teacher and/or special educator
- Small group intervention led by school counselor or mental health specialist
- Classroom observation and strategies provided to classroom teacher by behavior specialist
- Principal, LAP staff and special educator trained in Crisis Prevention Intervention
- Visual schedules developed by special educator and/or behavior specialist
- Referral to school based counseling or community agencies

**PBIS Tier III**

- Development and implementation of Functional Behavior Assessment and Behavior Intervention Plan
- Development and implementation of Tier III support plan
- Collaboration with student's physician or mental health provider
- Mentoring
- Referral to school based counseling or community agency

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



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As we enter year 7 implementing PBIS school-wide, teachers will review and model expected behaviors. Teachers should develop short lessons, demonstrations, and discussions on a weekly/ daily basis. We continue to use weekly SOAR Time to teach SOAR expectations at the start of the school year, after extended breaks and as needed based on PBIS Team feedback. We have begun implementing a reward keychain program. Each student received a keychain at the end of the 1st quarter and tokens are earned by students for attendance, citizenship and academics at the end of each quarter. To help address attendance rates on traditionally low attending days (like ½ days prior to holiday breaks), school-wide events are held during the school day and students can earn special edition brag tags for attending. We have also begun utilizing a character education program via morning announcements. Each morning students are reminded of the character trait of the month through a daily message.

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

For the 2024-2025 school year, students needing Tier II support will also start Check In/ Check Out. Check-In/Check-Out intervention can be customized to reflect behaviors that need additional focus. Teachers provide feedback to the student on these behaviors throughout the day.

Reasons to use CICO in your PBIS implementation:

- Provides structure in a student's day
- Creates accountability
- Provides teacher feedback to student and parents
- Creates internal motivation
- Improves student behavior
- Increases academic success
- Creates a stronger home-school connection

#### **XI. Family and Community Engagement**

##### **Parent/Community Involvement Needs**

**Describe in a narrative** your school's family and community engagement. Support with data (i.e. volunteer hours, percent of family/community participation from sign in sheets, type and number of parent activities, etc.).

Bel Air School continues to thrive in regards to parent involvement. The parent volunteer hours for the 2024-25 school year were more than 1,600 hours. PTO membership has more than 60% of the population. Bel Air is proud of the parent/volunteer participation

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and we will strive to maintain or increase the number of volunteer hours in 2025-2026. Parents contribute in the following ways: assisting with science lessons, assisting with Robotics after school, , assisting in the cafeteria, participating in fundraisers, tutoring, reading aloud, providing healthy snacks for special occasions, providing teacher luncheons, and organizing and attending the Back-to-School Splash at the Bel Air Community Pool. In addition, the Bel Air Teacher and Children Helpers (B.A.T.C.H.) assist with laminating and copying educational materials, copying and collating PBIS tickets, and providing any additional service requested by staff members throughout the year. PTO parents can also be found attending Meet-Your-Teacher Night and Parent Conference Days, coordinating the school yearbook, sitting on school teams and committees, participating in PreK-K Orientation, and creating various school-wide bulletin boards. Grade 5 parents serve as speakers for Career Day. . Parents, staff, and students participate in celebrating a drug-free lifestyle through school-wide activities during Red Ribbon Week. The parents also plan and implement all holiday recognition events, including Fall Festival, Pancakes with Santa, Valentine's treats, Easter Egg Hunt, Field Day, and the Grade 5 Pool Party. In terms of community involvement, the parents assist with a number of events, including, but not limited to, "Santa's Workshop", "Read Across America Day", and an animal shelter collection. Parents participate in grade 5 Outdoor School. The staff communicates with parents using the assignment notebooks, notes and phone calls to parents, Back-To-School letter, email communication, Parent/Student Handbook, Communicator Folders, and the Bel Air School website.

#### **Parent Involvement Plan**

- 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/family engagement 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 their targeted goals.

Identify two or three strategies that you will use this year to increase parent participation and parent awareness in

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academic/instructional activities and processes. Please include a timeline for implementation.

- TO - Meetings - Administrator reviews the SIP and allows for parent input - January 2025
- Meet Your Teacher Night - Parents and faculty meet to discuss classroom/grade level expectations and possible volunteer opportunities. - August 2024
- Raising a Reader Program for PreK and Kindergarten - Helps parents build practice and grow reading routines with their children. Parents are invited 2 times a year to participate in a kick off event and an end of the year event in which parents do activities in order to enhance literacy strategies. They also complete a survey to gain their input about the program. - October 2024, May 2025
- Writing Idea Invite parents in to experience a writing prompt, writing strategies, and writing expectations with their children. - March 2025
- MCAP Practice Test - Parents are invited to “Take the Test” with their students. They participate in samples of MCAP tasks with their children.
- Each month students from each classroom get special recognition for demonstrating one or more of the PBIS goals. The students receive a certificate and are recognized by a community leader, the principal, the counselor, or any other staff member. In addition, the principal gives S.O.A.R certificates to students who receive the Principal's Award every nine weeks and calls each student's parent to inform the parent that their child was recognized and why the student received the S.O.A.R. ticket. - September 2024 through May 2025.

**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?

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1. Collaborative Planning (literacy)	Second Thursday of each month 9/12/2024 10/10/2024 11/07/2024 12/12/2024 01/09/2025 02/13/2025 03/13/2025 04/10/2025 05/08/2025	K-5 teachers (regular and special education)	Internalizing lessons	Incorporation of rigorous teaching strategies	Classroom walkthroughs
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. i-Ready Math Learning Walks	10/28/2024	K-5 teachers, literacy coach, administration, supervisors	Increased student dialogue among peers and in explaining, adding to, and critiquing the reasoning of classmates.	Awareness of strategies, skills, and error finding in student work samples.	Coaching during collaborative team meetings.

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3. TNTP Learning Walks	10/29/2024, Bel Air Elementary	K-5 teachers, literacy coach, administration, supervisors	Targeted collaborative planning goals and positive changes to delivered instruction	Awareness of rigor required during literacy block	Spring learning walk data to show growth

**XIII. Management Plan**

- How will the plan be shared with the faculty and staff? Please include approximate dates.  
All staff provided help in analyzing data for areas of focus, doing a root cause analysis, and goal planning for the Academic Progress sections of the SIP during the month of October 2024. The final plan is reviewed with the staff during a faculty meeting in late December, before the plan is due. Staff is encouraged to give input and feedback. The final document is reviewed with the staff during a faculty meeting after the SIP evaluation from Central Office staff. The continued implementation is discussed monthly during regular scheduled grade level team meetings. A Leadership Team meeting takes place once a month. Leadership Team members are responsible for having grade level discussions related to the areas in the SIP.

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2. How will the plan be shared with parents and community members? Please include approximate dates.  
The principal shares the goals and activities of the different sections of the plan during the December PTO meeting. Parents are encouraged to ask questions and give input on the plan. The final SIP is available to parents and community members on the school website and at the school's information center in the main lobby. This occurs after the plan is approved and finalized.
3. What role will classroom teachers and/or departments have in implementing the plan?  
Classroom teachers and special education staff meet weekly for collaborative planning. Classroom teachers, administration, specialists, and intervention teachers meet quarterly to discuss student data relating to the plan and make changes as needed. Specialists schedule lessons and teacher support relating to our needs in the SIP. Leadership Team members meet monthly to monitor the implementation of the plan.
4. How will student progress data be collected, reported, and evaluated by the SIT?  
At the end of each quarter, the Leadership Team collects, analyzes, and disaggregates reading, math, and science data to review the progress of the target groups that were identified. Formative and summative assessments will be utilized along with other pertinent information from the teachers. Administration discusses and reviews this data and information with teachers during grade level team meetings. The specialists review data and provide staff with specific documentation. They are available for ongoing support to teachers throughout the school year.
5. How will the administration monitor the plan?  
The administrator meets monthly with the Leadership Team to review the components of the SIP in order to keep us on task with our activities as well as get input from team members on the continued implementation process.. Administration meets bi-weekly with teachers during grade level team meetings for feedback on instruction, professional development , and support programs needed to meet the goals of our targeted groups and all students and teachers. Administration attends the three data meetings (beginning, middle, and end) as well as meets individually with the specialists to create and implement school focus goals. Necessary revisions or enhancements are made to the SIP if needed.
6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?

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The administrator of testing provides principals and testing coordinators with training on developing the SIP. She provides support to the Leadership Team as they develop the plan. Central Office Staff assists with planning professional development activities when needed during the school year. The Central Office Staff reviews the SIP. Afterwards, they share information and discuss revisions with the Administrator and Chairperson.

Use this page to identify the members of the School Improvement Plan's team.

Name	Signature	Role
Josh Cook		Principal
Laura Alkire		School Counselor
Melissa Fetchero		PreK Teacher
Bethanie Dicken		Kindergarten Teacher
Daphne Snyder		1st Grade Teacher
Crystal Miller		2nd Grade Teacher
Wendy VanMeter		3rd Grade Teacher
Jacqui Shields		4th Grade Teacher
Melissa Tarburton		5th Grade Teacher
Jennifer Lancianese		Special Education Teacher
Rachel Hager		ACPS School Reading Coach
Mike Whitehead		ACPS School Math Coach

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<b>Laurie Ferguson</b>		<b>Reading Interventionist</b>
<b>Linda Smith</b>		<b>Instructional Assistant</b>
<b>Paula Summerfield</b>		<b>Parent/Family Member</b>
<b>Lareda Wiland</b>		<b>Community Member</b>