

**Allegany County Public Schools  
2023-2024  
Non-Title I School Improvement Plan**

**School: Bel Air Elementary**

**Principal: Autumn Eirich**

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**I. INTEGRATED EDUCATIONAL FRAMEWORK**  
**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**

Bel Air's core values are based on our mission statement and our vision. We believe that 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, interests, and motivators. 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. Parents are also involved in the climate of the school, as they are always available to assist with all programs and activities that nurture a positive, safe climate.

**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. As 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? 17**  
**B. Student Demographics**

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<b>Table 2</b>	
<b>SUBGROUP DATA</b>	<b>2023-2024 COUNT</b>
American Indian/Alaskan Native	N/A
Hawaiian/Pacific Islander	N/A
African American	<10
White	215
Asian	<10
Two or More Races	<10
Special Education	34
LEP	<10
Males	116
Females	113
Gender X	N/A
<b>Total Enrollment</b>	<b>229</b>

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FARMS Rate (2022-2023)	55%
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<b>Table 1</b>			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	1	1
Teachers	0	15	15
Itinerant staff	13	0	13
Paraprofessionals	0	6	6
Support Staff	0	3	3
Other	6	7	13
Total Staff	19	32	51

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**Special Education Data 2023-2024 School Year**

The total of this chart should match the number entered in Table 2.

<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	1	06 Emotional Disturbance	0	12 Deaf-Blindness	0
02 Hard of Hearing	1	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	0
03 Deaf	0	08 Other Health Impaired	4	14 Autism	2
04 Speech/Language Impaired	9	09 Specific Learning Disability	9	15 Developmental Delay	7
05 Visual Impairment	0	10 Multiple Disabilities	1	<b>TOTAL COUNT</b>	34

**III. ATTENDANCE**

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

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Grade 1, 6, or 9	92%
Grade 2, 7, or 10	93%
Grade 3, 8, or 11	96%
Grade 4 or 12	94%
Grade 5	92%

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



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EL	93%
Special Education	93%
Free/Reduced Meals (FARMS)	91%

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

Our attendance rate for all students was 93% and did not meet the AMO of 94%. All grades were also below AMO with the exception of grade 3 which had an attendance rate of 96%. Grade 5 was the farthest from meeting AMO with a rate of 92%. All subgroups were below AMO with the exception of Asian, ELL and Two or More races which are all subgroups of  $\leq 10$ . The ELL subgroup, which is a subgroup of  $\leq 10$ , exceeded our all student attendance rate by .5%. 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 was equal to our all student attendance rate of 93%. The FARMS subgroup was below our all student attendance rate by -1.4%. Since our FARMS population continues to be the largest subgroup, it will be the attendance focus of the 2023-2024 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 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 pupil service team, home visits by pupil personnel worker and/or school service coordinator, and/or referral to mental health specialist or community agency. The Pupil Personnel Worker 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 in an effort to encourage better attendance.

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Daily attendance calls are made by the system's Blackboard Connect and by school personnel when necessary. Each nine week marking period, students are recognized by the principal for perfect attendance with an award. To earn the recognition, students must be present everyday of the nine week period with no tardies and no early dismissals. The names are announced on the school PA system during morning announcements and students receive prizes and a token for their reward chain.

**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>	2019	2022	2023
Not Chronically Absent (percentage)	85%	77%	77%
Not Chronically Absent (student count)			156
Report Card Points Earned	10.5	10.5	10.5

**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
Habitually Truant (percentage)	.52%	.53%

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Habitually Truant (student count)	1	1
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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. The team utilizes the following actions to address the truancy as appropriate to the circumstances: phone calls or letters to the parent, school counseling interventions, outreach by school service coordinator, parent conference with pupil service team, home visits by pupil personnel worker and/or school service coordinator, and/or referral to mental health specialist or community agency. After attempts at intervention, if a student continues to be habitually truant, 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**

**V. SCHOOL SAFETY/ SUSPENSIONS**

1. Complete the table.

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

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Harassment/Bullying Offenses	2	1
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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.

Our total number of referrals (46) for the 2022-2023 school year not only decreased from the 2021-2022 school year (51), but has significantly decreased compared to the years prior to the Covid-19 response (66 referrals in 2016-2017, 76 referrals in 2017-2018, 95 referrals in 2018-2019). Four students contributed to 63% of our total referrals for the 2022-2023 school year and

were monitored weekly as Tier III cases. Three students contributed to 19.57% of our total referrals and received appropriate Tier II interventions to address behaviors. Eight students received only 1 referral and did not repeat the behavior for the remainder of the year which informs us that the response to the behavior was effective. There was also a decline in harassment/bullying incidents and out of school suspensions.

The decreasing trends in total referrals and suspensions indicate the strength in our Tier I interventions. We are in year six 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 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 two of utilizing the Second Step Bullying Prevention program which provides students the skills needed to recognize, report and refuse bullying. We are in year three of 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

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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
Language & Literature	29	58	38
Mathematics	23	14	43
Social Foundations	66	27	48

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Physical Development	83	64	55
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2. Input the data report from maryland.kready.org site to show domain strengths and needs. (*Range Distribution: All Domains*)

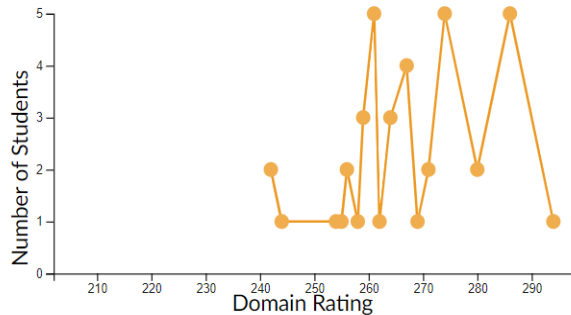
Overall KRA percentages for 2023-2024:

Demonstrating Readiness = 38% (15/40)

Approaching Readiness = 48% (19/40)

Emerging Readiness = 15% (6/40)

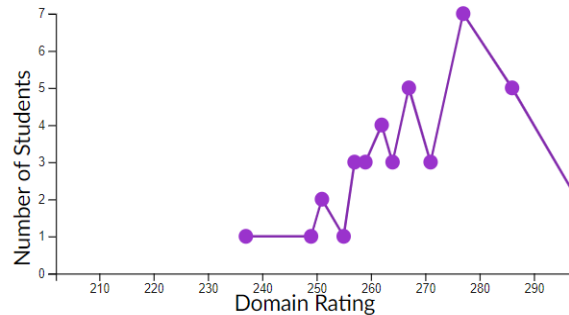
**Language and Literacy**



Range Minimum: **202** Range Maximum: **298**

Whole population

**Mathematics**

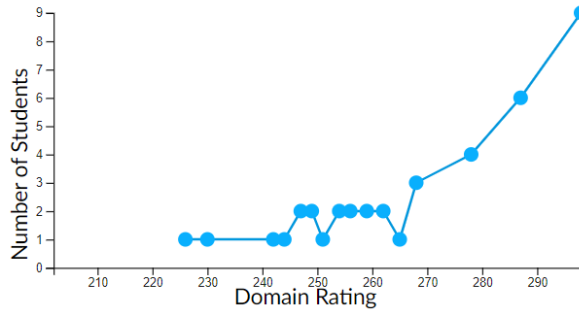


Range Minimum: **202** Range Maximum: **298**

Whole population

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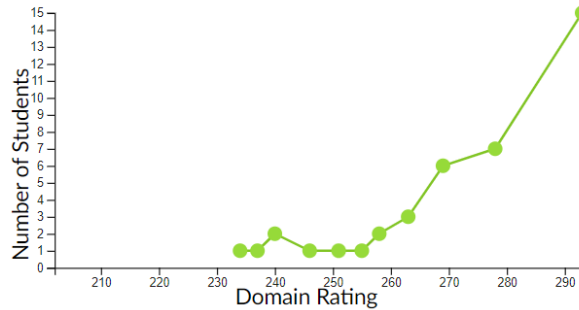
Social Foundations



Range Minimum: 202 Range Maximum: 298

■ Whole population

Physical Development



Range Minimum: 202 Range Maximum: 293

■ Whole population

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”.

Kindergarten, pre-kindergarten, and special education teachers meet in December with administration to discuss our students’ weaknesses and strengths according to KRA. During the annual articulation meetings in May, the pre-kindergarten teacher informs the kindergarten teachers of students entering their classrooms who may need additional support academically, socially, and physically. Not all students entering kindergarten attend our pre-kindergarten program. New students transition in from other preschools or transition without any preschool experience. Therefore, KRA data, along with other system and school assessments are used to assess all students to be sure appropriate interventions can be started in the fall.

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Bel Air's pre-kindergarten teacher meets annually with our in-house Head Start staff to discuss students who will be entering our public school program the next academic year. The Head Start staff also meets with the principal and special education staff periodically through the school year as they arise for discussions on future students and families and incoming IEP's. The Head Start staff also shares strategies and insights with the pre-kindergarten teacher relating to incoming students. In addition, school therapy partners are involved with assessing students informally and formally to give suggestions related to occupational, physical, and speech therapy.

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.

\*Bel Air's percentage of students demonstrating readiness entering kindergarten has changed between 2021-2023 as seen in the chart above (table 9). Language arts, mathematics, and social foundations fluctuate up and down since 2021. When analyzing 2022 and 2023 data, there was a decrease of 20% in language arts; 29% increase in mathematics, and a 21% increase in social foundations from last year to this year. However, physical development shows a decreasing trend since 2021 with a 19% decrease in demonstrating readiness from 2021 to 2022 and a 9% decrease from 2022-2023.

\*Kindergarten and pre-kindergarten teachers are addressing achievement gaps utilizing a variety of strategies, tiered interventions, and targeted supports. The pre-kindergarten teacher remains pro-active as she plans her instruction to include the necessary readiness skills for kindergarten. Some of the **overall** strategies for addressing all domains in both pre-kindergarten and kindergarten teachers include the following:

GRRUDL, learning through art, music, and movement, using a variety of manipulatives to match learning styles, technology interactive activities, reteaching, flexible groups based on foundation skills, small groups based on student interests and



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strengths, and tier I, II, III instruction. The instructional assistant and FSU interns are utilized in ways that allow the teachers to focus on individual student needs. Parents are encouraged to participate in school-based activities. They are given opportunities to learn about pre-kindergarten and kindergarten expectations during scheduled orientation, RAR events, and parent meetings and conferences. Parents are given the opportunity to sign their child up for tutoring with a staff member.

\*Data from teacher observations, formative and summative assessments, benchmarks, and classwork are analyzed on a regular basis to monitor student progress. The literacy and math coaches give opportunities to meet weekly to help implement strategies to address needs according to data results. Special education staff have scheduled co-planning meetings weekly to review data and plan for addressing individual student needs and SDI goals. The SRSS and PBIS data is used to implement tier II or III interventions to students in need. The SRSS is conducted 3 times a year and the PBIS team meets monthly. Referrals are made to PST for those students who are considered having extensive academic, behavioral, and attendance concerns.

\*Students are entering pre-kindergarten and kindergarten with more mental, physical behavioral, and emotional challenges. Pre-kindergarten and kindergarten teachers need adequate training to address these needs.

Specific strategies in addition to what is listed above to help close the gaps in each domain:

Language and Literacy

Phonemic awareness curriculum resources

SLO writing focus on conventions and written expression

Appropriate reading intervention

Practice with 3 step directions

ELA vocabulary on rings and placed in student centers

Exposure to more informational text

Centers to practice rhyming and letter sounds

Focus lessons on high quality texts

Employ questions and tasks, both oral and written, that are text specific and address analytical thinking

Opportunities for students to do the majority of the work in the lesson

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Practice target skills in the context of decodable text

#### Mathematics

Math vocabulary on rings and placed in student centers

Math for morning work focusing on rote counting, number identification, and one to one correspondence

Number Talks - verbalizing the thinking process

Modeling of math problem solving

Breaking the mathematical problems into smaller chunks

#### Social Foundations

Pretend play opportunities

Roly playing

Following multi-step directions

Asking appropriate questions when needing help

Taking turns

Controlling impulses

Encourage expression of feelings

PBIS initiatives of staying safe, owning their own behavior, actively learning, and respecting all.

Classwide social expectations and individualized behavior plans

Special education staff and behavior specialists used to help implement coping and social skills as well as behavior plans

Mental health workers and counselors available for referrals of students in need.

Supporting IEP students or any student who intensely struggles with social skills by utilizing additional staff to do social skill one on one with those students

#### Physical Development

Incorporate movement and physical activity into the other content areas

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Additional experiences for outside or gymnasium activities using specific equipment and suggestions from PE teacher and physical therapist

Specific movement activities while transitioning between content or lessons

Practice proper writing, coloring, and cutting techniques

## **VII. ACADEMIC PROGRESS**

### **A. ENGLISH LANGUAGE ART graduation**

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

to reduce the 2017 non-pass rate by 50% by the year 2030

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

#### **1. Complete data charts using 2022 and 2023 data results.**

\* indicates no students or fewer than 10 students in category

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TABLE 10a ELA Grade 3	2022				2023				2022 to 2023
	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>Maryland Results</b>	62843	12	43	45	63702	9	43	<b>48</b>	<b>+3</b>
<b>ACPS Results</b>	563	13	46	41	597	5	46	<b>49</b>	<b>+8</b>
All school students	37	11	35	54	29	4	41	<b>55</b>	<b>+1</b>
American Indian or Alaska Native	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
Asian	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
Black or African American	<10				0	0	0	<b>0</b>	<b>0</b>
Hispanic/Latino of any race	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
White	35	12	34	54	29	4	41	<b>55</b>	<b>+1</b>
Two or more races	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
Special Education	<10				<10				
Limited English Proficient (LEP)	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
Free/Reduced Meals (FARMS)	20	20	40	40	10	10	50	<b>40</b>	<b>+0</b>
Female	18	17	16	67	18	5	39	<b>56</b>	<b>-11</b>
Male	19	5	53	42	11	0	45	<b>55</b>	<b>+13</b>

\* indicates no students or fewer than 10 students in category

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TABLE 10b ELA Grade 4	2022				2023				2022 to 2023
	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>Maryland Results</b>	63284	13	41	46	63938	11	40	<b>49</b>	<b>+3</b>
<b>ACPS Results</b>	603	9	41	50	567	10	41	<b>49</b>	<b>-1</b>
All school students	27	4	44	52	36	14	25	<b>61</b>	<b>+25</b>
American Indian or Alaska Native	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
Asian	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
Black or African American	0	0	0	0	<10				
Hispanic/Latino of any race	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
White	27	4	44	52	35	14	23	<b>63</b>	<b>+11</b>
Two or more races	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
Special Education	<10				10	30	50	<b>20</b>	
Limited English Proficient (LEP)	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
Free/Reduced Meals (FARMS)	11	9	46	45	21	19	33	<b>48</b>	<b>+3</b>
Female	16	0	38	62	17	18	12	<b>70</b>	<b>+8</b>
Male	11	9	55	36	19	11	37	<b>52</b>	<b>+16</b>

\* indicates no students or fewer than 10 students in category

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TABLE 10c ELA Grade 5	2022				2023				2022 to 2023
	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>Maryland Results</b>	64583	15	44	41	64144	14	44	<b>42</b>	<b>+1</b>
<b>ACPS Results</b>	592	10	37	53	611	8	49	<b>43</b>	<b>-10</b>
All school students	30	7	27	66	26	4	46	<b>50</b>	<b>-16</b>
American Indian or Alaska Native	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
Asian	<10				0	0	0	<b>0</b>	<b>0</b>
Black or African American	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
Hispanic/Latino of any race	<10				0	0	0	<b>0</b>	<b>0</b>
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
White	29	7	28	65	26	4	46	<b>50</b>	<b>-15</b>
Two or more races	<10	0	0	0	0	0	0	<b>0</b>	<b>0</b>
Special Education	<10				<10				
Limited English Proficient (LEP)	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
Free/Reduced Meals (FARMS)	<10				10	10	40	<b>50</b>	
Female	19	0	26	74	14	7	21	<b>72</b>	<b>-2</b>
Male	11	18	27	55	12	0	75	<b>25</b>	<b>-30</b>

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Table 11a: Cohort Growth (Elementary Cohort 2031)			
ELA Percent Proficient	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
All Students	54	61	+7
Economically Disadvantaged	40	48	+8
Special Education	N/A <10	N/A <10	N/A
Male	42	52	+10
Female	67	70	+3
Other subgroup - White	54	63	+9

Table 11b: Cohort Growth (Elementary Cohort 2030)			
ELA Percent Proficient	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
All Students	52	50	-2
Economically Disadvantaged	45	N/A <10	N/A
Special Education	N/A <10	N/A <10	N/A
Male	36	25	-11
Female	62	72	+10
Other subgroup - White	52	50	-2

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**2. ELA FOCUS AREAS**

<b>ELA FOCUS AREA 1:</b>	All grade 3-5 students
<b>Focus Area Goal</b>	The focus area goal is to increase the number of students in each grade level 3-5 scoring proficient by 10%. Taking into consideration the student count for each evidence statement, Bel Air scored above the county and state in almost all standards. To help reach our focus, we can increase the number of students scoring above county and state on 2 additional specific standards while maintaining their previous exceeding standards according to the evidence statement analysis for each grade level.
<b>Root Cause(s):</b>	<ul style="list-style-type: none"> <li>• Lack of deeper analysis of individual student data across ELA standards.</li> <li>• Lack of foundational skills to read text</li> </ul>
<b>Focus Content Standard(s):</b>	<ul style="list-style-type: none"> <li>• RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> <li>• RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</li> <li>• RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> <li>• RI. 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> <li>• R.L. 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> </ul>
<b>Barriers:</b>	<ul style="list-style-type: none"> <li>• Not all students are given access to answer questions to the same standard on MCAP</li> <li>• The same standards may not be addressed from year to year on MCAP</li> </ul>
<b>Needed Resources:</b>	<ul style="list-style-type: none"> <li>• Additional MCAP like practice questions/tasks (prep materials)</li> </ul>
<b>Strategies and/or evidence-based interventions:</b>	<ul style="list-style-type: none"> <li>• Co-planning/Co-teaching for small group instruction directed at specific standards</li> <li>• Tutoring offered for students to enhance their specific needed skills</li> <li>• Integration of online resources: Readworks, NewsELA, Scholastic News, and Amplify to provide additional support in literary reading and reading for information</li> <li>• Practice responding verbally and in writing using complete sentences to summarize a text and extend their thinking process.</li> <li>• Utilize journals to show student knowledge of themes and messages in a text</li> <li>• MCAP practice questions</li> <li>• Utilize tools such as Tcharts, role playing, venn diagram, and anchor charts for comparing and</li> </ul>



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	<p>contrasting.</p> <ul style="list-style-type: none"> <li>● Highlighting the key components in a text relating to the above standards</li> <li>● Increase use of structures that help students internalize reading strategies and apply them to grade level text</li> <li>● Utilize powerful visual, verbal, and writing supports relating to the above standards</li> <li>● Small groups to accommodate the learning differences on the specific standards</li> <li>● Close reading strategies and structures to make students accountable for going back to the text and finding the evidence</li> <li>● Increase focus on use of complex text</li> <li>● Provide collaborative reading and independent reading of various literary and informational texts</li> <li>● Provide multiple opportunities to analyze text structures and author's purpose as well as identify the main idea and key details</li> <li>● Utilize modeling and close reading strategies to ask and answer questions that are text dependent and inference based</li> <li>● Incorporate additional practices for student accountability to go back in the text for evidence that support responses</li> <li>● Geodes - literary practice for beginning readers; are information-rich books that provide emerging readers with an opportunity to build knowledge while practicing foundational reading skills.</li> <li>● ELA Coach models strategies specific to the above standards and provides teacher support as well as small group student instruction</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>● Readworks, NewsELA, Scholastic News, and Amplify - system funds</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 (ELA coach, classroom teachers, special education teachers) - monthly grade level team meetings</li> <li>● Ensure students receive timely feedback relating to the intention of the standard - ongoing</li> <li>● Students will be given self-reflecting opportunities to assure strategies are effective and learning is occurring - ongoing after formal and summative assessments</li> <li>● MCAP practice - ongoing</li> <li>● Interventions - daily</li> <li>● Readworks, NewsELA, Scholastic News, Amplify - weekly</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>● Teachers monitor progress through the following: <ul style="list-style-type: none"> <li>○ Classwork</li> <li>○ CKLA unit assessments</li> <li>○ Benchmarks</li> <li>○ Interventions</li> <li>○ Progress monitoring assessments.</li> </ul> </li> <li>● Data meetings will occur quarterly with the ELA coach, intervention teacher, administrator, classroom</li> </ul>

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	<p>teachers, and special education teachers</p> <ul style="list-style-type: none"> <li>• Administrator walkthroughs/learning walks</li> <li>• The Leadership Team will meet monthly to review the SIP in order to make necessary changes</li> </ul>
<b>ELA FOCUS AREA 2:</b>	Writing Grades 3-5
Focus Area Goal	<p>All three grade levels (3-5) at Bel Air scored above the state in county as proficient learners in both written expression and written conventions.  The focus area goal is to decrease the percentage of students scoring as beginning learners by 10%.</p> <p>Written Expression:</p> <p>Grade 3: Beginning Learner - State 28%, County 23%, Bel Air 17%  Developing Learner - State 24% County 27%, Bel Air 17%  Distinguished/Proficient Learner - State 48%, County 50%, Bel Air 66%</p> <p>Grade 4: Beginning Learner - State 25%, County 26%, Bel Air 22%  Developing Learner - State 24% County 23%, Bel Air 25%  Distinguished/Proficient Learner - State 51%, County 51%, Bel Air 53%</p> <p>Grade 5: Beginning Learner - State 23%, County 17%, Bel Air 19%  Developing Learner - State 36% County 39%, Bel Air 31%  Distinguished/Proficient Learner - State 41%, County 44%, Bel Air 50%</p> <p>Written Conventions:</p> <p>Grade 3: Beginning Learner - State 22%, County 12%, Bel Air 14%  Developing Learner - State 23% County 24%, Bel Air 17%  Distinguished/Proficient Learner - State 55%, County 64%, Bel Air 69%</p> <p>Grade 4: Beginning Learner - State 21%, County 16%, Bel Air 20%  Developing Learner - State 28% County 30%, Bel Air 19%  Distinguished/Proficient Learner - State 51%, County 54%, Bel Air 61%</p> <p>Grade 5: Beginning Learner - State 25%, County 19%, Bel Air 11%  Developing Learner - State 34% County 35%, Bel Air 27%  Distinguished/Proficient Learner - State 41%, County 46%, Bel Air 62%</p>
Root Cause(s):	<ul style="list-style-type: none"> <li>• Lack of emphasis is needed on the school-wide conventions writing charts for K-5</li> <li>• Lack of consistency/fidelity with completing CKLA writing assignments</li> <li>• Lack of foundational writing skills</li> <li>• Lack of emphasis on informative/explanatory writing</li> </ul>
Focus Content Standard(s):	<p><b>W.3.2, W.4.2, W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b></p> <ul style="list-style-type: none"> <li>• W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aid</li> </ul>

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	<p>comprehension. • W.3.2.b Develop the topic with facts, definitions, and details. • W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. • W.3.2.d Provide a concluding statement or section.</p> <ul style="list-style-type: none"> <li>• W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. • W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. • W.4.2.e Provide a concluding statement or section related to the information or explanation presented.</li> <li>• W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. • W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). • W.5.2.d Use precise language and domain specific vocabulary to inform about or explain the topic. • W.5.2.e Provide a concluding statement or section related to the information or explanation presented.</li> </ul> <p><b>Knowledge of Language. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <ul style="list-style-type: none"> <li>• L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. • L.3.3.a Choose words and phrases for effect. * • L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.</li> <li>• L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. • L.4.3.a Choose words and phrases to convey ideas precisely. * • L.4.3.b Choose punctuation for effect. * • L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> <li>• L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. • L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. • L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul> <p><b>Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <ul style="list-style-type: none"> <li>• L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • L.3.1.b Form and use regular and irregular plural nouns. •</li> </ul>
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	<p>L.3.1.c Use abstract nouns(e.g., childhood). • L.3.1.d Form and use regular and irregular verbs. • L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. • L.3.1.f Ensure subject-verb and pronoun antecedent agreement. * • L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. • L.3.1.h Use coordinating and subordinating conjunctions. • L.3.1.i Produce simple, compound, and complex sentences.</p> <ul style="list-style-type: none"> <li>• L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.3.2.a Capitalize appropriate words in titles. • L.3.2.b Use commas in addresses. • L.3.2.c Use commas and quotation marks in dialogue. • L.3.2.d Form and use possessives. • L.3.2.e Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiling, crying, happiness). • L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. • L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>• L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). • L.4.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. • L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions. • L.4.1.d Order adjectives within sentences according to conventional patterns(e.g., a small red bag rather than a red small bag). • L.4.1.e Form and use prepositional phrases. • L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. * • L.4.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).*</li> <li>• L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.4.2.a Use correct capitalization. • L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text. • L.4.2.c Use a comma before a coordinating conjunction in a compound sentence. • L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.</li> <li>• L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • L.5.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. • L.5.1.c Use verb tense to convey various times, sequences, states, and conditions. • L.5.1.d Recognize and correct inappropriate shifts in verb tense. * • L.5.1.e Use correlative conjunctions(e.g., either/or, neither/nor).</li> <li>• L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • L.5.2.a Use punctuation to separate items in a series. * • L.5.2.b Use a comma to separate an introductory element from the rest of the sentence. • L.5.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). • L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works. • L.5.2.e Spell grade-appropriate words correctly,</li> </ul>
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	consulting references as needed.
Barriers:	<ul style="list-style-type: none"> <li>• Lack of exposure to multiple MCAP like writing practice</li> <li>• Lack of teacher knowledge on MCAP expectations for using the rubrics to score writing</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Additional MCAP like practice questions/tasks (prep materials)</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Specially Designed Instruction is adapted to suit the specific writing goals from each individual's IEP</li> <li>• MCAP practice tasks.</li> <li>• Graphic organizers</li> <li>• Utilize Superkids and CKLA writing opportunities with fidelity across the units</li> <li>• Focus on writing opportunities that will help with comparing texts while providing supportive details</li> <li>• Extensive emphasis on revisiting the text to find information for informative/explanatory writing.</li> <li>• Intentional writing activities related to written expression and conventions.</li> <li>• Multiple opportunities for students to meaningfully engage in writing extending past the core program and writing across content areas.</li> <li>• Consistent use of our school-wide conventions chart</li> <li>• Give students self-reflecting and self-assessment opportunities to assure the strategies being taught for writing are effective</li> <li>• Utilize a mystery science for writing activities (newly developed this year)</li> <li>• Increase focus on evidence based writing</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• Extensive emphasis on a deeper analysis of individual student writing (ELA coach, classroom teachers, special education teachers) - monthly grade level team meetings</li> <li>• Writing range finding PD utilizing MCAP rubrics - staff PD by the Literacy Coach - January 5, 2024</li> <li>• Ensure students receive timely feedback relating to their writing products - ongoing</li> <li>• Pre and post writing assessments will determine progress - December, May</li> <li>• Analyzing data to provide targeted support and practice - after each CKLA unit involving writing as well as primary grade writing assignments</li> <li>• Utilize consistent and appropriate writing rubrics - MCAP rubrics for SLO's, CKLA rubrics for students use, Superkids rubrics - ongoing</li> <li>• Share student writing samples during Leadership Team meetings for effective feedback from team members - 3 times a year.</li> <li>• Regularly scheduled co-planning with regular education teachers, special education staff, and administration, allows for the opportunity to recognize students' greatest needs and adjust lessons to match those needs - Weekly on Wednesday</li> </ul>

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Monitoring Procedure:	<ul style="list-style-type: none"> <li>• SLO pre-conferencing, mid-conferences, and post conferences relating to written expression and conventions</li> <li>• Teachers monitor progress through Superkids and CKLA writing assignments in planned units as well as in writing assignments across other content areas</li> <li>• Administrator walkthroughs/learning walks</li> </ul>
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<b>FOCUS AREA 3:</b>	Grade 5 Males
Focus Area Goal	Grade 5 males displayed a significant decrease in their percentage of proficient from 2022 to 2023. In addition, the males displayed a decrease from cohort grade 4 2022 to grade 5 2023. The focus area goal is to increase the percentage of males in grade 5 scoring proficient in ELA by 20%.
Root Cause(s):	<ul style="list-style-type: none"> <li>• Lack of deeper analysis of individual male data across ELA standards.</li> <li>• Lack of foundational skills to read text</li> </ul>
Focus Content Standard(s):	<ul style="list-style-type: none"> <li>• FS.3: Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• FS.4: Read with sufficient accuracy and fluency to support comprehension.</li> <li>• L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>• L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• L.6: Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</li> <li>• RI.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• RI.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• RI.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>• RI.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>• RI.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>• RI.6: Assess how point of view or purpose shapes the content and style of a text.</li> <li>• RI.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</li> </ul>

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	<ul style="list-style-type: none"> <li>• RI.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li> <li>• RI.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li>• RI.10: Read and comprehend complex literary and informational texts independently and proficiently.</li> <li>• RL.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>• RL.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• RL.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>• RL.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>• RL.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>• RL.6: Assess how point of view or purpose shapes the content and style of a text.</li> <li>• RL.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</li> <li>• RL.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li> <li>• RL.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li>• RL. 10: Read and comprehend complex literary and informational texts independently and proficiently.</li> </ul>
<b>Barriers:</b>	<ul style="list-style-type: none"> <li>• Males reading below grade level (research proven overall males struggle in ELA more than females)</li> <li>• Lack of exposure to multiple MCAP like tasks, and activities</li> </ul>
<b>Needed Resources:</b>	<ul style="list-style-type: none"> <li>• Additional MCAP like practice questions/tasks (prep materials)</li> </ul>
<b>Strategies and/or evidence-based interventions:</b>	<ul style="list-style-type: none"> <li>• Small groups based on explicit learning goals for males</li> <li>• Provide scaffolding support to provide temporary assistance to males so they can successfully complete tasks that they cannot yet do independently and with a high rate of success</li> <li>• Provide additional male independent reading opportunities</li> <li>• Break reading strategies into chunks</li> <li>• Graphic organizers to help struggling male students organize information from a text and assess its deeper meaning ( for such things as: vocabulary instruction, reading comprehension, comparing and contrasting)</li> <li>• Pre-teach vocabulary and symbols, especially in ways that promote connection to the learner's experience and prior knowledge</li> <li>• Identify males for early intervention to teach foundational skills</li> </ul>

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How will it be funded?	N/A
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• Extensive emphasis on a deeper analysis of male data (ELA coach, classroom teachers, special education teachers) - monthly grade level team meetings</li> <li>• Ensure students receive timely feedback relating to the intention of the standard - ongoing</li> <li>• Students will be given self-reflecting opportunities to assure strategies are effective and learning is occurring - ongoing after formal and summative assessments</li> <li>• MCAP practice - ongoing</li> <li>• Interventions - daily</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• Monitor and sustain male performance through positive feedback.</li> <li>• Analyze data from those Tier II and Tier II reading interventions for identified males to differentiate instruction</li> <li>• Teachers monitor male progress through the following: <ul style="list-style-type: none"> <li>○ Classwork</li> <li>○ CKLA unit assessments</li> <li>○ Benchmarks</li> <li>○ Interventions</li> <li>○ Progress monitoring assessments.</li> </ul> </li> <li>• Data meetings will occur quarterly with the ELA coach, intervention teacher, administrator, classroom teachers, and special education teachers</li> <li>• Administrator walkthroughs/learning walks</li> <li>• The Leadership Team will meet monthly to review the SIP in order to make necessary changes</li> </ul>

**Universal Design for Learning for ELA.**

<b>Table 12</b>	
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<i>Means of Representation: 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>



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	<p><b>UDLR.C.1 -- Activate or supply background knowledge</b></p> <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 ideals, 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>
<p><b>Means for Expressions:</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>● 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>
	<p><b>Multiple Options for Engagement</b></p>

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

**1. Complete data charts using 2022 and 2023 data results.**

\* indicates no students or fewer than 10 students in category

TABLE 13a Math Grade 3	2022				2023				2022 to 2023
	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>Maryland Results</b>	63262	28	35	37	64274	26	34	<b>40</b>	<b>+3</b>
<b>ACPS Results</b>	563	26	41	33	596	20	39	<b>41</b>	<b>+8</b>
<b>All school students</b>	37	24	30	46	29	7	41	<b>52</b>	<b>+6</b>
<b>American Indian or Alaska Native</b>	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
<b>Asian</b>	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
<b>Black or African American</b>	<10								

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Hispanic/Latino of any race	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
White	35	23	31	46	29	7	41	52	+6
Two or more races	0	0	0	0	0	0	0	0	0
Special Education	<10								
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	20	35	35	30	10	20	60	20	-10
Female	18	17	28	55	18	6	44	50	-5
Male	19	32	31	37	11	9	36	55	+18

\* indicates no students or fewer than 10 students in category

TABLE 13b Math Grade 4	2022				2023				2022 to 2023
	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 - %
Maryland Results	63749	27	45	28	64520	25	43	32	+4
ACPS Results	602	18	47	35	566	17	47	36	+1
All school students	27	11	44	45	36	19	31	50	+5
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0

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Black or African American	0	0	0	0	<10				
Hispanic/Latino of any race	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
White	27	11	44	45	35	17	31	52	+7
Two or more races	0	0	0	0	0	0	0	0	0
Special Education	<10				10	50	30	20	
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	11	18	37	45	21	29	33	38	-7
Female	16	0	56	44	17	12	23	65	+21
Male	11	27	27	46	19	26	37	37	-9

\* indicates no students or fewer than 10 students in category

TABLE 13c Math Grade 5	2022				2023				2022 to 2023
	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 - %
Maryland Results	64989	26	49	25	64666	22	51	27	+2
ACPS Results	590	19	49	32	611	14	54	32	0
All school students	31	7	61	32	26	8	58	34	+2
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0

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Asian	<10				0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino of any race	<10				0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
White	28	7	61	32	26	8	58	34	+2
Two or more races	<10				0	0	0	0	0
Special Education	<10				<10				
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	10	20	70	10	10	10	60	30	+20
Female	20	0	75	25	14	7	64	29	+4
Male	11	18	36	46	12	8	50	42	-4

Table 14a: Cohort Growth (Elementary Cohort 2027)			
MATH Percent Proficient	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
All Students	46	50	+4
Economically Disadvantaged	30	38	+8
Special Education	N/A <10	N/A <10	N/A
Male	37	37	+0

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Female	55	65	+10
Other subgroup - White	46	52	+6

Table 14b: Cohort Growth (Elementary Cohort 2030)			
	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
MATH Percent Proficient			
All Students	45	34	-11
Economically Disadvantaged	45	30	-15
Special Education	N/A <10	N/A <10	N/A
Male	46	42	-4
Female	44	29	-15
Other subgroup - White	45	34	-11

**1. MATH FOCUS AREAS**

<b>MATH FOCUS AREA 1:</b>	All grade 3-5 students
Focus Area Goal	The focus area goal is to increase the number of students in each grade level scoring proficient by 10%. Taking into consideration the student count for each evidence statement, Bel Air scored above the county and state in almost all standards. To help reach our focus, we can increase the number of students scoring above county and state on 2 additional specific standards while maintaining their previous exceeding standards according to the evidence statement analysis for each grade level.
Root Cause(s):	<ul style="list-style-type: none"> <li>Lack of concrete, foundational math skills</li> <li>Lack of deeper analysis of individual student data across all mathematical domains</li> </ul>
Focus Content Standard(s):	<ul style="list-style-type: none"> <li>3.NF.A.3b Explain equivalence of fractions in special cases, and compare fractions by reasoning about</li> </ul>

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	<p>their size. Recognize and generate simple equivalent fractions, e.g., <math>\frac{1}{2} = \frac{2}{4}</math>, <math>\frac{4}{6} = \frac{2}{3}</math>. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <ul style="list-style-type: none"> <li>• 3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even and explain why 4 times a number can be decomposed into two equal addends.</li> <li>• 4.NF.B.4b Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a multiple of <math>\frac{a}{b}</math> as a multiple of <math>\frac{1}{b}</math> and use this understanding to multiply a fraction by a whole number</li> <li>• 4.NBT.B.5-2 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</li> <li>• 5.NF.B.7a Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction. Interpret division of a unit fraction by a non-zero whole number and compute such quotients</li> <li>• 5.MD.C.5a Relate volume to the operations of multiplication and addition, and solve real world and mathematical problems involving volume</li> <li>• Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication</li> </ul>
Barriers:	<ul style="list-style-type: none"> <li>• Not all students are given access to answer questions to the same standard</li> <li>• The same standards may not be addressed from year to year on MCAP</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Additional MCAP like practice questions/tasks (prep materials).</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 the mastery of math standards.</li> <li>• Provide more writing in math to explain their answer.</li> <li>• Utilization of manipulatives such as fraction tiles and multiplication fact activities to generate equivalent fractions.</li> <li>• Provide students with rich high-cognitive tasks for students to make connections among conceptual ideas, form mathematical generalizations, and apply practice procedural skills with fluency.</li> <li>• Consistent planning for small/flex groups with an emphasis on part-part-whole, decomposing, multiplication, and fractions.</li> <li>• Math Specialist models strategies specific to the above standards and provides teacher support as well as small group student instruction.</li> <li>• Sharing of the same terminology and models between grade levels.</li> <li>• Number Talks - a strategy for instruction of metacognition.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Math spiral slips to assist students with long term mastery of standards along with foundational skills practice.</li> <li>• Utilize iReady pathways - online assessment and instruction that helps teachers provide all students a path to proficiency and growth in mathematics.</li> <li>• Utilize IXL pathways - online program that provides personalized learning focused on those standards not being met.</li> <li>• Optimize explicit instruction to an even higher degree by consistently breaking the information into chunks, modeling with clear explanations, verbalizing the thinking process and providing additional opportunities to practice</li> <li>• Individual pathway or small group Tier 2 instruction two times each week.</li> <li>• Scaffold instruction specifically designed for multiplication and fractions.</li> <li>• Teachers will increase their use of visual fraction models to represent the problem as well as use concrete models and drawings.</li> <li>• Tutoring is offered to all students in need of additional math instruction/standard practice.</li> <li>• Co-planning/Co-teaching for small group instruction directed at specific standards.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• IXL Learning online site - school funds</li> <li>• iReady Math Program - system funds</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 (math specialist, classroom teachers, special education teachers) - monthly grade level team meetings</li> <li>• Spiral slips - daily</li> <li>• Students will be given self-reflecting opportunities to assure strategies are effective and learning is occurring - ongoing after formal and summative assessments</li> <li>• MCAP practice - ongoing</li> <li>• iReady - daily</li> <li>• IXL - daily</li> <li>• Number Talks - 3 days a week</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• Administrator walkthroughs (using recommended walkthrough forms)</li> <li>• The Leadership Team will meet monthly to review the SIP in order to make necessary changes</li> <li>• SLO pre-conferencing, mid-conferences, and post conferences relating to teachers' math SLOs focusing on typical growth through iReady</li> <li>• Teachers monitor progress through the following: <ul style="list-style-type: none"> <li>○ Math diagnostics</li> <li>○ Lesson and unit quizzes</li> <li>○ iReady pathways</li> <li>○ IXL pathways</li> <li>○ Classwork</li> </ul> </li> </ul>

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<b>MATH FOCUS AREA 2:</b>	Cohort Growth Grade 4, 2023 to Grade 5, 2024
<b>Focus Area Goal</b>	All subgroups greater than 10 from cohort grade 4 2022 to grade 5 2023 displayed a decrease in their percentage of proficient or above. The focus area goal is to increase the percentage of current Grade 5 students scoring a level 3 or 4 in Math by 10%. Their 2023 Grade 4 score of 50% will increase to at least to 60% in 2024.
<b>Root Cause(s):</b>	<ul style="list-style-type: none"> <li>• Lack of concrete, foundational math skills</li> <li>• Lack of deeper analysis of individual student data across all mathematical domains</li> </ul>
<b>Focus Content Standard(s):</b>	<ul style="list-style-type: none"> <li>• 5.OA.A Operations and Algebraic Thinking -write and interpret numerical expressions, analyze patterns and relationships</li> <li>• 5.NBT Number and operations in Base Ten - understand the place value system, perform operations with multi-digit whole numbers and with decimals to hundredths</li> <li>• 5.ND Number and Operations - Fractions - use equivalent fractions as a strategy to add and subtract fractions, apply and extend previous understandings of multiplication and division to multiply and divide fractions</li> <li>• 5.MD Measurement and Data - convert like measurement units within a given measurement system, represent and interpret data, geometric measurement: understand concepts of volume and relate volume to multiplication and to addition</li> <li>• 5.G Geometry - graph points on the coordinate plane to solve real-world and mathematical problems, classify two-dimensional figures in a hierarchy based on properties</li> </ul>
<b>Barriers:</b>	<ul style="list-style-type: none"> <li>• Lack of evidence-based math interventions to ensure the students have the background knowledge upon which to build math skills</li> <li>• Lack of exposure to multiple MCAP like tasks, and activities</li> </ul>
<b>Needed Resources:</b>	<ul style="list-style-type: none"> <li>• Additional MCAP like practice questions/tasks (prep materials).</li> </ul>
<b>Strategies and/or evidence-based interventions:</b>	<ul style="list-style-type: none"> <li>• Additional focus on the transfer phase when students can independently think through more complex mathematics, and can plan, investigate, and elaborate as they apply what they know to new mathematical situations</li> <li>• Provide more writing in math to explain their answer</li> <li>• Extensive emphasis on a deeper analysis of individual student data to allow for better insight into academic successes and challenges</li> <li>• Provide math activities that spiral back to previous years in order to reacquaint students with prior knowledge.</li> <li>• Math spiral slips to assist students with long term mastery of skills and concepts along with foundational skills practice</li> <li>• MCAP practice questions/tasks</li> <li>• Co-planning/Co-teaching to support individualized and small group instruction</li> <li>• Utilize IXL pathways - online program that provides personalized learning</li> </ul>

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	<ul style="list-style-type: none"> <li>Utilize iReady pathways - online assessment and instruction that helps teachers provide all students a path to proficiency and growth in mathematics.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>IXL Learning online site - school funds</li> <li>iReady Math Program - system funds</li> </ul>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>Grade level team meetings with the Math Specialist and grade 5 teachers to review data and students strengths and weaknesses in order to provide additional support through deeper analysis - monthly</li> <li>Grade 5 students will be given self-reflecting opportunities to assure strategies are effective and learning is occurring - ongoing after formal and summative assessments</li> <li>Spiral slips - daily</li> <li>MCAP practice - ongoing</li> <li>iReady - daily</li> <li>IXL - daily</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>Administrator walkthroughs (using recommended walkthrough forms)</li> <li>The Leadership Team will meet monthly to review the SIP in order to make necessary changes.</li> <li>Grade 5 teacher/administration SLO pre-conferencing, mid-conferences, and post conferences relating to teachers' math SLOs focusing on typical growth through iReady</li> <li>Grade 5 staff monitor progress through the following: <ul style="list-style-type: none"> <li>Math diagnostics</li> <li>Lesson and unit quizzes</li> <li>iReady pathways</li> <li>IXL pathways</li> <li>Classwork</li> </ul> </li> </ul>

**Universal Design for Learning for MATH.**

<b>Table 15</b>	
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<i><b>Means of Representation:</b> providing the learner various ways of acquiring information and knowledge.</i>	<b>UDLR.P.1 -- Offer ways of customizing the display of information</b> <ul style="list-style-type: none"> <li><b>The size of text, images, graphs, tables, or other visual context</b></li> <li><b>The layout of visual or other elements</b></li> </ul> <b>UDLR.P.2.1 — Clarify vocabulary and symbols in math</b>

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	<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>Means for Expressions:</b>  <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p><b>Expression/Action-</b> This is how the student will demonstrate their knowledge.</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>
<p><b>Means for Engagement:</b>  <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p><b>Multiple Options for Engagement</b></p>
	<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**

**1. Complete data charts using 2022 and 2023 data results.**

\* indicates no students or fewer than 10 students in category

TABLE 16 MISA (SCIENCE)	2022				2023				2022 to 2023
	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 - %

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<b>Maryland Results</b>	64716	20	50	30	64543	18	48	<b>34</b>	<b>+4</b>
<b>ACPS Results</b>	588	14	55	31	611	13	53	<b>34</b>	<b>+3</b>
<b>All school students</b>	29	3	59	38	26	4	50	<b>46</b>	<b>+8</b>
<b>American Indian or Alaska Native</b>	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
<b>Asian</b>	<10				0	0	0	<b>0</b>	
<b>Black or African American</b>	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
<b>Hispanic/Latino of any race</b>	<10				0	0	0	<b>0</b>	
<b>Native Hawaiian or Other Pacific Islander</b>	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
<b>White</b>	28	4	57	39	26	4	50	<b>46</b>	<b>+7</b>
<b>Two or more races</b>	<10				0	0	0	<b>0</b>	
<b>Special Education</b>	<10				<10				
<b>Limited English Proficient (LEP)</b>	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>
<b>Free/Reduced Meals (FARMS)</b>	<10				10	10	50	<b>40</b>	
<b>Female</b>	18	00	61	39	14	7	50	<b>43</b>	<b>+4</b>
<b>Male</b>	11	9	55	36	12	0	50	<b>50</b>	<b>+14</b>

2.

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<b>FOCUS AREA 1:</b>	All grade 5 students
<b>Focus Area Goal</b>	The focus area goal is to increase the number of students in Grade 5 scoring level 3 or 4 by 10% on 2024 MISA.
<b>Root Cause(s):</b>	<ul style="list-style-type: none"> <li>• Focus on ELA and MATH new curriculums resulted in less emphasis on Science.</li> <li>• Staff did not spiral instruction sufficiently to include previous grade standards.</li> <li>• Lack of science instruction integrated into other content areas.</li> </ul>
<b>Focus Content Standard(s):</b>	<ul style="list-style-type: none"> <li>• Physical Science/Motion and Stability: Forces and Interaction 3-PS2-1 - Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</li> <li>• Earth and Space Science/Earth's Systems 5-ESS2-1 - Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</li> </ul>
<b>Barriers:</b>	<ul style="list-style-type: none"> <li>• Reading levels of the standardized test do not correspond to the reading levels of the students.</li> <li>• Students participate in specialized therapeutic services, Acceleration and Enrichment Programs, and elective Fine Arts are often out of the classroom during science instruction.</li> <li>• Science is not taught for a full calendar year; time allotted is shared with social studies instruction..</li> <li>• More time is needed to properly teach a Science lesson in one class period.</li> </ul>
<b>Needed Resources:</b>	<ul style="list-style-type: none"> <li>• Additional practice questions that mirror MISA.</li> </ul>
<b>Strategies and/or evidence-based interventions:</b>	<ul style="list-style-type: none"> <li>• Mystery Science, FOSS, Science Literature, Readworks, Discovery Education, and Scholastic News are used to enhance learning and encourage student engagement.</li> <li>• Guest instructors, such as instructors from Maryland Extension Program, Frostburg State University, Maryland Mobile Agriculture and Aquatic Lab, and Heritage Evergreen Science Center, who are experts in their particular field, increase student participation, knowledge and enthusiasm.</li> <li>• The grade 5 class will participate in Outdoor School where all lessons and hikes focus on Next Generation Science Standards.</li> <li>• Grades 3, 4, and 5 teachers will increase the use of science materials in ELA instruction.</li> <li>• Grade 5 teachers will provide increased morning work spiraling content standards from Grade 3 and 4 to increase recollection of this instruction.</li> <li>• Writing about Science will be a focus, to include Informational Writing and Exit tickets after hands-on learning experiences.</li> <li>• Physical and Earth and Space Science will be included in instruction on Reading for Information.</li> <li>• Grade 5 teachers will use on-line MISA practice tests to familiarize students with testing procedures.</li> <li>• Grade 5 teachers will use text dependent questions as evidence to assess student progress in science.</li> <li>• Grade 5 students are given the opportunity to participate on the Robotics team which enhances their science instruction in the area of Robotics.</li> <li>• Teachers will increase their use of visual models, hands-on-activities, and critical vocabulary through all</li> </ul>

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	<p>lessons.</p> <ul style="list-style-type: none"> <li>Teachers will provide constructed experiences where students explore new concepts and make connections to procedural skills and vocabulary that give shape to developing conceptual understandings.</li> <li>Small flexible groups will be used as teachers analyze student needs, challenges, and strengths in science.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>Online science tools - ACPS system funding.</li> <li>Outdoor School - ACPS system funding.</li> <li>Mobile Science Lab - ACPS system funding</li> <li>Robotics - First Lego League Robotics</li> <li>Guest Speakers - No cost</li> </ul>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>Teachers will use pre-developed and teacher created assessments to analyze student learning - ongoing</li> <li>Strategic planning of specific lessons to enhance learning in science and reteach necessary standards - monthly</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>The Leadership Team will review Science standards being taught in order to effectively spiral instruction to meet the academic needs of the students - September 2023, ongoing</li> <li>Teachers will continuously examine their data and self-reflect so that they are sure that their strategies are effective.</li> <li>Grade 3, 4, and 5 teachers will collaborate to ensure that spiraled instruction is most effective for student success.</li> </ul>

<b>FOCUS AREA 2:</b>	Grade 5 females.
Focus Area Goal	The focus area goal is to increase the number of females in Grade 5 scoring Level 3 or 4 by 10% on the 2024 MISA.
Root Cause(s):	<ul style="list-style-type: none"> <li>Lack of spiraling instruction sufficiently to include Grade 3, 4 and 5 standards.</li> <li>Focus on ELA and MATH resulted in less emphasis on Science.</li> <li>Additional integration of science instruction into other content areas is needed.</li> <li>Lack of in depth analysis of female success with science standards throughout daily instruction and assessments</li> <li>The format of the tests may impact the differing results between boys and girls. Research indicates that females perform better with open-ended questions. (The STEM Gender Gap, by Carly Berwick)</li> </ul>
Focus Content Standard(s):	<ul style="list-style-type: none"> <li>Physical Science/Motion and Stability: Forces and Interaction 3-PS2-1 - Plan and conduct an</li> </ul>



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	<p>investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <ul style="list-style-type: none"> <li>• Earth and Space Science/Earth's Systems 5-ESS2-1 - Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</li> </ul>
Barriers:	<ul style="list-style-type: none"> <li>• Reading levels of the standardized test do not correspond to the reading levels of the students.</li> <li>• Students participate in specialized therapeutic services, Acceleration and Enrichment Programs, and elective Fine Arts are often out of the classroom during science instruction.</li> <li>• Science is not taught for a full calendar year; time allotted is shared with social studies instruction..</li> <li>• More time is needed to properly teach a Science lesson in one class period.</li> <li>• Gender differences in science success may be linked to implicit biases that are both subtle and overt messages that males are more apt to be successful in science.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>• Additional practice questions that mirror MISA.</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>• Female exposure to Mystery Science, FOSS, Science Literature, Readworks, Discovery Education, and Scholastic News are used to enhance learning and encourage student engagement.</li> <li>• Guest instructors, such as instructors from Maryland Extension Program, Frostburg State University, Maryland Mobile Agriculture and Aquatic Lab, and Heritage Evergreen Science Center, who are experts in their particular field, increase student participation, knowledge and enthusiasm.</li> <li>• Females attend Outdoor School where all lessons and hikes focus on Next Generation Science Standards.</li> <li>• Grades 3, 4, and 5 teachers will increase the use of science materials in ELA instruction.</li> <li>• Grade 5 teachers will provide increased morning work spiraling content standards from Grade 3 and 4 to increase recollection of this instruction.</li> <li>• Writing about Science will be a focus, to include Informational Writing and Exit tickets after hands-on learning experiences.</li> <li>• Physical and Earth and Space Science will be included in instruction on Reading for Information.</li> <li>• Grade 5 teachers will use on-line MISA practice tests to familiarize students with testing procedures.</li> <li>• Grade 5 teachers will use text dependent questions as evidence to assess student progress in science.</li> <li>• Grade 5 females are given the opportunity to participate on the Robotics team which enhances their science instruction in the area of Robotics.</li> <li>• Teachers will increase their use of visual models, hands-on-activities, and critical vocabulary through all lessons.</li> <li>• Creating flexible groups for females strategically after in depth analysis of their needs, challenges, and strengths in science.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>• Online science tools - ACPS system funding.</li> <li>• Outdoor School - ACPS system funding.</li> <li>• Mobile Science Lab - ACPS system funding</li> </ul>

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	<ul style="list-style-type: none"> <li>• Robotics - First Lego League Robotics</li> <li>• Guest Speakers - No cost</li> </ul>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>• Teachers will use pre-developed and teacher created assessments to analyze female success in science - ongoing</li> <li>• Strategic planning of specific lessons to enhance learning in science and reteach necessary standards to females in need - monthly</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>• The Leadership Team will review Science standards being taught in order to effectively teach the science standards that prove as a challenge for females - September 2023, ongoing</li> <li>• Discussion of science data from classroom assessments with a focus on females - ongoing during grade level team meetings</li> </ul>

**Universal Design for Learning for SCIENCE.**

<b>Table 17</b>	
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<i><b>Means of Representation:</b> providing the learner various ways of acquiring information and knowledge.</i>	<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>

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<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>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> <p>UDLA&amp;E.E&amp;C.3 -- Build fluencies with graduated levels of support for practice and performance</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> <p>DULA&amp;E.EF.3 -- facilitate managing information and resources.</p> <ul style="list-style-type: none"> <li>● Provide graphic organizers and templates for data collection and organizing information</li> </ul>
<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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<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) = 2.623</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: 5.32
Topic Description:	The substance abuse topic 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..	Fifth grade students will complete the DARE curriculum.  School safety officers will attend a professional development opportunity on current drug trends affecting K-12 schools. The SSO, principal and school counselor will present to staff on topics including: <ul style="list-style-type: none"> <li>• Emergency resources location including AED, Narcan, Bleed Kits location</li> <li>• Community resource guide</li> <li>• Current Tier I programming for drug prevention including D.A.R.E and Red Ribbon Week</li> <li>• Staff trained in CPR and Narcan</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	School resource officer School security officer; principal; school counselor; school nurse
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	The school resource officer will teach 45 minute DARE lessons for 10 days followed by a celebration. The SSO will attend the one day Western Maryland Safety Summit through the school safety grant. One thirty minute period during staff development day.

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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?	DARE graduation after course completion.  Exit ticket for staff following the January professional development.
Timeline: Include dates for implementation of action steps.	The school safety officer will attend the Western Maryland Safety Summit on November 3, 2023. Planning for school-wide professional development will take place in December 2023. Information will be delivered to staff during Professional Development on January 2, 2024. DARE will be completed in spring 2024.
<b>Secondary Area of Need</b> State the Domain, Topic, and Average score out of a possible 10	Domain: Community Topic: Participation and Engagement Average Score: 7.36
Topic Description:	The participation and engagement topic describes the degree to which instructional staff feel students have chances to participate in school leadership, decision-making, and extracurricular activities, and whether administrators involve staff in decision making.
Strategies:: What steps will be taken in order to obtain the desired outcome..	Increasing school leadership opportunities for grade five students by participating in PBIS SOAR recognitions.
Initiative leader and team: Who is responsible and involved in the work?	Grade five teachers; the school counselor; staff on lunch duty
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Grade five students will be offered the opportunity to volunteer for participation in leading monthly SOAR recognitions. Student leaders will be trained on how to lead the recognitions. Student leaders will be scheduled for lunch shifts to lead the recognitions and will prepare the week prior to the recognition. The staff on duty will support the student leaders during the monthly recognitions by helping to gain and maintain student attention. The school counselor will debrief with student leaders following the recognition.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Student leaders will be given the opportunity to provide monthly feedback about the experience during a debriefing session utilizing a community circle and/or exit ticket.

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Timeline: Include dates for implementation of action steps.	Student leaders will be identified and trained beginning in November 2023. Student leaders will meet in late November to plan for the December recognition which is scheduled for December 5th. The school counselor will debrief with student volunteers following the recognition. The student leaders will continue this process for the remainder of the school year.
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<b><i>Student Engagement Action Plan:</i></b> <b><i>2023 MD Report Card Score out of 7 = 3.6</i></b> <b><i>Projected MD Report Card Score (2024) out of 7= 5.4</i></b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Score	Domain: Community Topic: Participation and Engagement Score: 5.11
Topic Description:	The participation and engagement topic describes the degree to which students feel there are chances to participate in class discussions and activities, school-sponsored events, extracurricular activities, and school rule-making.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	Robotics club will be reinstated for grade four and grade five students. Grade five students will be included in planning throughout the school year for input regarding initiatives including Random Acts of Kindness Week and MCAP Testing activities. Grade five students will be offered the opportunity to lead activities for Random Acts of Kindness Week. Students in grades one through five will be surveyed yearly regarding PBIS program initiatives via a PBIS Student Survey.
Initiative leader and team: Who is responsible and involved in the work?	Instructional assistant and multi-coverage personnel (Robotics Club) School Counselor/PBIS Chair; PBIS Team; School Leadership Team; Grade five teachers
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	The Robotics club currently meets one day per week for ninety minutes. Starting in late November, the club will meet two days per week for ninety minutes. Funding is sourced through the First LEGO League Robotics.  The school counselor and grade five teachers will need time to guide planning conversations with students. Grade five students will need supervision for planning and delivering Random Acts of Kindness activities. The school counselor will use one SOAR Time class to complete PBIS surveys with all students.

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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?	Student participation in Robotics Club will be maintained throughout the course of the program. The club will participate in the county-wide robotics competition.
Timeline: Include dates for implementation of action steps.	Robotics Club will begin in November 2023 through January 2024. The county-wide robotics club will be held in January 2024.  Fifth grade students will be included in Random Acts of Kindness brainstorming prior to the January PBIS meeting. Fifth grade students will be included in planning for MCAP testing initiatives in late February prior to the science MCAP and again in early April prior to the ELA/math MCAP. PBIS Student Surveys will be conducted in early September 2024.
<b>Secondary Area of Need</b> State the Domain, Topic, and Score	Domain: Relationships Topic: Student-student Relationships Score: 5.43
Topic Description:	The student-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).	The PBIS Team will sponsor Random Acts of Kindness Week. In preparation for the week, the school counselor will deliver classroom lessons to grades Pre-K through five focusing on positive peer relationships and kindness. The school counselor will deliver a follow-up lesson to students Pre-K through five at the conclusion of Random Acts of Kindness.
Initiative leader and team: Who is responsible and involved in the work?	School Counselor/PBIS Chair; PBIS Team
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	The school counselor will need time to develop lessons and activities for grades Pre-K through five. The PBIS Team will need time in the January agenda to discuss plans for Random Acts of Kindness Week. Staff and student buy-in for participation in activities.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the	Students in grades one through five will complete a pre-test and post-test during SOAR Time. Data will be provided to the PBIS Team at the March meeting on March 12, 2024.

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identified goal has been met?	
Timeline: Include dates for implementation of action steps.	Random Acts of Kindness Week will be held February 12 - February 16, 2024. Planning will take place during the January PBIS meeting on January 9, 2024. Classroom lessons will be taught in preparation for the week during SOAR Time on February 8-9, 2024.

**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 Creative scheduling for special education staff to co-plan and deliver SDI. 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</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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end of the year on our collaborative planning model using a survey to lead discussion			
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**X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**

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

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

Bel Air School is in its sixth year of implementing a school-wide PBIS program. Our Bel Air Eagles are taught to “SOAR to Score”: focusing on staying safe, owning behaviors, actively learning and respecting all. Expectations are taught by classroom teachers and by the school counselor during SOAR Time at the start of the school year. Our students recite our Soar Pledge daily on the morning announcements. PBIS matrices, posters, and our eagle mascot are posted throughout the school building to provide visual reminders. PBIS expectations are retaught or reviewed quarterly through school-wide events, after returning from

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extended breaks, and as needed to respond to student behaviors as determined by the PBIS Team or Coach. Our staff incorporates our PBIS initiatives into a common language understood by all (example: referring to our students as Bel Air Eagles, asking students how they soared, etc.). All staff participate in using “Soar Certificates” to recognize students for positive behavior. This data is tracked using a shared spreadsheet that all staff have access to view and update. At the conclusion of each month, there is a celebration during each lunch shift where students who earned Soar Certificates during the month are recognized. Discipline data is provided by our PBIS Coach and analyzed at monthly meetings.

**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
- 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

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- 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

**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 have outstanding parent involvement. The parent volunteer hours for the 2022-23 school year were more than 1,500 hours. PTO membership was more than 60% of the population. Bel Air is proud of the parent/volunteer participation and we will strive to maintain or increase the number of volunteer hours in 2023-2024. 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 Bash. In addition, the B.A.T.C.H. (Bel Air Teacher and Children Helpers) 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

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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, "Gently Loved Toys", "Read Across America Day", and an animal shelter collection. Parents participate in grade 5 Outdoor School. The staff communicates with parents in several formats: assignment notebooks, notes and phone calls to parents, Back-To-School letter, email communication, Parent/Student Handbook, Communicator Folder, 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 academic/instructional activities and processes. Please include a timeline for implementation.

- PTO - Meetings - Administrator reviews the SIP and allows for parent input - December 2023
- Meet Your Teacher Night - Parents and faculty meet to discuss classroom/grade level expectations and possible volunteer opportunities. - August 2023
- 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 2023, May 2024

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- Writing Idea Invite parents in to experience a writing prompt, writing strategies, and writing expectations with their children. - March 2024
- 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 2023 through May 2024.

**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?

Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
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1.Purposeful Co-Teaching utilizing the following resources: Purposeful Co-Teaching: Real Cases and Effective Strategies by Conderman, Bresnahan, and Pedersen 30 days to the Co-Taught Classroom by Kluth and Causton	Grade Level Classroom Areas Monthly Grade Level Team Meetings .	General Education Teachers Special Education Staff	Create powerful teaching partnerships that promote success for every student in inclusive classrooms.	Staff will gain knowledge of effective co-planning that integrates components of interpersonal skills, content knowledge, and instructional design. Staff will develop successful co-teaching relationships that allow teachers to practice proven methods they need to help students make connections, stay engaged, and become independent and successful learners.	Special education teachers will submit samples of their co-planning documents each month to the administrator. The administrator will utilize checklists while conducting walkthroughs/learning walks as well as attend co-planning meetings throughout the school year. Student data and classroom work will be analyzed during quarterly data meetings to see if there is an increase in overall student success.
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..What does PBIS Tier II Look Like? PD by Jennifer Drake, M.Ed. Behavior Specialist	Bel Air Media Center October 27, 2023 Follow up during monthly PBIS Team Meetings.	Administrator Counselor Classroom Teachers Instructional Assistants Special Education Staff	Staff will continuously incorporate Tier II practices and systems to provide targeted support for students who are not successful with Tier I supports alone.	Staff will have access to multiple tools and resources so they can focus on effectively supporting students who are at risk for developing more serious problem behavior before they start. Staff will gain knowledge on what Tier II behaviors look like, what qualifies for Tier II interventions, and the process to support the students.	Documentation on the steps of the Tier II process: -Establishing a Need -Establishing a Plan -Implementing the Plan -10 Week Check-up Decrease in Tier II Behaviors according to our SRSS data and teacher observation.



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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
3 How Scaffolding Works (Webinar by: Nancy Frey and John Almarode)	Bel Air Media Center January 2, 2024	General Education Teachers Instructional Assistants Special Education Staff	Scaffolding student learning will move learning forward in a significant way. Teachers will better support our learners to do hard things (complex learning).	Staff will gain additional knowledge of what scaffolding is, when we scaffold learning, who needs scaffolding, and how long we should scaffold. This webinar breaks-down the latest research on how we support student learning and, most importantly, how scaffolding works.	The administrator will utilize checklists while conducting walkthroughs/learning walks to observe the instructional scaffolding process. Enhanced learning for students will be evident in their mastery of tasks.

**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 on September 22, 2023. The final plan is reviewed with the staff during a faculty meeting in late October, 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 November 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?

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.

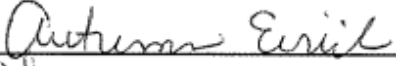
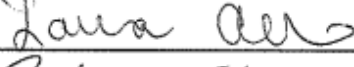
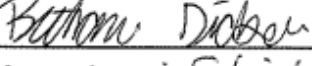
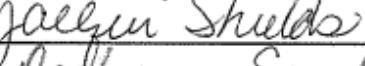
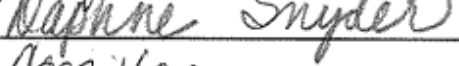
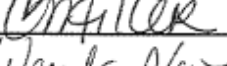
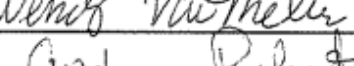
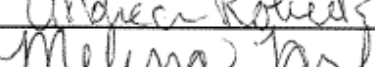
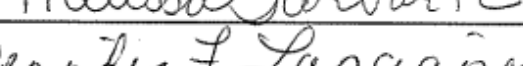
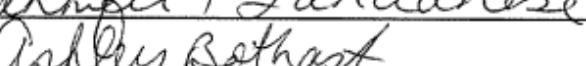
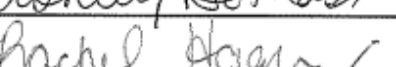
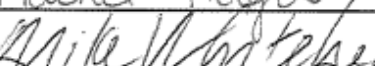
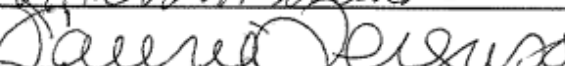



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## Non-Title I School Improvement Plan

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

Name	Signature	Role
Autumn Eirich		Principal
Laura Alkire		School Counselor
Bethanie Dicken		PreK Teacher
Jacqui Shields		K Teacher
Daphne Snyder		Gr. 1 Teacher
Crystal Miller		Gr. 2 Teacher
Wendy VanMeter		Gr. 3 Teacher
Andrea Roberts		Gr. 4 Teacher
Melissa Tarburton		Gr. 5 Teacher
Jennifer Lancianese		Special Education Teacher
Ashley Bothast		Instructional Assistant
Rachel Hager		ACPS/School Reading coach or specialist
Mike Whitehead		ACPS/school Math coach or specialist
Laurie Ferguson		Reading Interventionist
Bethany Donaldson		Parent/Family Member
Paula Summerfield		Community Member