

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

School: Frost Elementary

Principal: Tessa Fairall

Section	Table of Contents	Page
	Title Page	0
I	Integrated Educational Framework	1
II	School Demographics	3
III	Attendance	4
IV	Graduation Rates (high school only)	NA
V	School Safety/ Suspensions	8
VI	Early Learning (elementary only)	9
VII	Academic Progress	11
VIII	MD School Survey Results (student and staff)	32
IX	Multi-tiered System of Support	36
X	Positive Behavioral Intervention & Supports or Behavior Management Systems	40
XI	Family and Community Engagement	42
XII	Professional Community for Teachers and Staff	46
XIII	Management Plan	49

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

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

Mission Statement

- Create a community of learners
- Nourish a growth mindset amongst all students
- Encourage a love of learning through engaging lessons
- Instill mutual respect through positive communication

Vision

To educate all children in a nurturing, safe environment that promotes optimal learning through positive relationships, high-expectations and respectful behavior.

Core Values

- We believe that through setting high expectations, all students can learn and are entitled to a quality education.
- We believe that collaboration and shared responsibility among students, staff, families, and community are an integral part of student success.
- We believe that practicing the Gradual Release of Responsibility promotes self-directed lifelong learners.
- We believe in providing character education to maintain a safe and caring environment that fosters diversity and mutual respect.
- We believe that students should be respectful and responsible to themselves and others.

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

B. SCHOOL CLIMATE AND CULTURE

Climate

Frost Elementary School members cultivate a positive school-wide climate to ensure the success of every student. The educational professionals in our building collaborate with all stakeholders to build educational plans and optimize student learning. We strive to build a school environment where students and families feel welcomed and valued. At Frost Elementary we strive to:

Be Respectful

Be Responsible

Be Safe

Culture

Through the utilization of Positive Behavior Interventions and Supports (PBIS) students and staff are recognized for their achievements and hard work. We focus on relationship building and a growth mindset approach to learning, for students and adults. Lessons are approached through the Gradual Release of Responsibility so students gain confidence to work independently. Encouragement of parental and family involvement, supportive community stakeholders, and a variety of school functions contribute to our positive school culture.

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

**II. SCHOOL DEMOGRAPHICS
A. Staff Demographic**

**Number of years the principal has been in the building? 3
B. Student Demographics**

Table 2	
SUBGROUP DATA	2023-2024 COUNT
American Indian/Alaskan Native	n/a
Hawaiian/Pacific Islander	n/a
African American	≤10
White	217
Asian	≤10
Two or More Races	≤10
Special Education	26
LEP	≤10
Males	119
Females	119

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

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers		16	16
Itinerant staff	4		4
Paraprofessionals	3	7	10
Support Staff		3	3
Other	4	7	11
Total Staff	11	34	45

Gender X	
Total Enrollment	238
FARMS Rate (2022-2023)	51.49%

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

Special Education Data 2023-2024 School Year

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

Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	1	06 Emotional Disturbance	0	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	0
03 Deaf	0	08 Other Health Impaired	3	14 Autism	2
04 Speech/Language Impaired	8	09 Specific Learning Disability	4	15 Developmental Delay	13
05 Visual Impairment	0	10 Multiple Disabilities	0	TOTAL COUNT	31

III. ATTENDANCE

Table 4a	2022-2023
Grade Level – School Level	Attendance Rate
All (Excluding PreK & K)	92.0%

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

Grade 1, 6, or 9	92.4%
Grade 2, 7, or 10	92.2%
Grade 3, 8, or 11	93.4%
Grade 4 or 12	89.0%
Grade 5	91.7%

Table 4b: Subgroup Attendance Rate	2022-2023
All Students	91.7%
Hispanic/Latino of any race	n/a
American Indian or Alaska Native	n/a
Asian	95.6%
Black or African American	79.2%
Native Hawaiian or Other Pacific Islander	n/a
White	91.9%
Two or more races	85.7%
Male	91.0%

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

Female	92.3%
EL	96.4%
Special Education	86.9%
Free/Reduced Meals (FARMS)	88.6%

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.

Attendance has become an issue for all students in the post covid years, with all Frost students and most subgroups below the 94% goal. For the last several years, schools were asked to not put an emphasis on attendance due to covid guidelines. Currently, parents are given health guidelines stating when to keep students home and they are encouraged to adhere to these recommendations. As of the 2022/2023 school year, schools were permitted to resume attendance incentives for students.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.
 - Each classroom is monitored daily for attendance. Those classrooms with perfect attendance hang a 100% banner outside their classroom door.
 - Classrooms are tracked for 94% or above attendance. Those classrooms that have 94% or better attendance are announced on the afternoon announcements and displayed on an Outstanding Attendance bulletin board in the cafeteria. At the end of the month all classrooms that maintain an overall 94% rate for the month get a theme based incentive. (ex. Caramel apples for the month of September)
 - Individuals are recognized for attendance at our Nine Weeks Awards Assembly. Any student over 94% attendance for the nine weeks gets a certificate and prize.
 - At the end of the school year students with perfect attendance get rewarded with a special prize.

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

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.

Table 5	2019	2022	2023
Not Chronically Absent (percentage)	90.3%	69.5%	73.8%
Not Chronically Absent (student count)			169
Report Card Points Earned	12.5	8.5	

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.

Table 6	2022	2023
Habitually Truant (percentage)	1.69%	.51%
Habitually Truant (student count)	3	1

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

**Allegany County Public Schools
2023-2024**

Non-Title I School Improvement Plan

- Students at risk for habitual truancy are monitored by our pupil service team. The team makes contact through phone calls, family letters, parent conferences, and home visits in an attempt to increase the number of students coming to school.
- The social worker makes contact with families at risk to serve as a resource and build supporting relationships to help students get to school.

IV. GRADUATION RATE – High Schools Only

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS		
Subgroup	All Students	
	2021-2022	2022-2023
Total Referrals	26	35
All Suspensions	5	1
In School		
Out of School	5	1
Sexual Harassment Offenses		
Harassment/Bullying Offenses		

**Allegany County Public Schools
2023-2024**

Non-Title I School Improvement Plan

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.

School Year	Enrollment	0 or 1 Referrals	2-5 Referrals	6+ Referrals	% for 0 or 1	% for 2-5	% 6+
2021-2022	193	189	2	2	98	1	1
2022-2023	239	232	7	0	97	3	0
2023-2024	242	241	1	0	100	0	0

Over the last three years the enrollment at Frost Elementary has increased by approximately fifty students which may contribute to the slight increase in referrals. At Frost, we will continue to be proactive in our approach toward discipline. Our Tier I PBIS strategies include utilizing Lion Loot combined with class dojo to praise positive behavior. The above chart indicates that 97 - 100% of our student population is successful with Frost's Tier I system. In addition, Tier II and Tier III strategies are in place and delivered when needed. Tier II strategies include check in/check out, social skills groups, and study skills groups. Tier III strategies include individualized plans to help students succeed and individualized counseling with the county provided mental health counselor. The goal is to provide the necessary tools and resources to students so they can be successful.

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
	Percent Demonstrated	Percent Demonstrated
Language & Literature	61.11%	45.45%
Mathematics	61.11%	30.30%
Social Foundations	69.44%	33.33%

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

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.**

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

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 - %
Maryland Results	62843	12	43	45	63702	9	43	48	+3
ACPS Results	563	13	46	41	597	5	46	49	+8
All school students	21	5	43	52	36	3	8	89	+37
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	20	0	45	55	35	3	9	88	+33
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	*	*	*	*	14	7	7	86	
Female	*	*	*	*	20	0	10	90	
Male	14	7	36	57	16	6	6	88	+31

* indicates no students or fewer than 10 students in category

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

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 - %
Maryland Results	63284	13	41	46	63938	11	40	49	+3
ACPS Results	603	9	41	50	567	10	41	49	-1
All school students	33	0	33	67	22	0	41	59	-8
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	32	0	34	66	20	0	40	60	-6
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	11	0	64	36	11	0	64	36	+/-0
Female	15	0	13	87	11	0	46	54	-33
Male	18	0	50	50	11	0	36	64	+14

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

* indicates no students or fewer than 10 students in category

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 - %
		%	%	%		%	%	%	
Maryland Results	64583	15	44	41	64144	14	44	42	+1
ACPS Results	592	10	37	53	611	8	49	43	-10
All school students	32	0	12	88	39	2	41	57	-31
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
White	30	0	13	87	38	3	42	55	-32
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	*	*	*	*	23	4	57	39	

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

Female	20	0	10	90	19	0	32	68	-22
Male	12	0	17	83	20	5	50	45	-38

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	52	59	+7
Economically Disadvantaged	*	26	
Special Education	*	*	
Male	57	64	+7
Female	*	54	
Other subgroup (white)	55	60	+5

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	67	57	-10

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

Economically Disadvantaged	36	39	+3
Special Education	*	*	*
Male	50	45	-5
Female	87	68	-19
Other subgroup (white)	66	55	-11

2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Fourth and Fifth Grade Females
Focus Area Goal	To increase the number of female proficiency by 5% to level 3 or higher in grades 4 and 5 on the MCAP
Root Cause(s):	A large number of females are receiving some sort of reading intervention and support. Students lack stamina for reading and writing for extended periods of time.
Focus Content Standard(s):	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. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Barriers:	Students reading below grade level Greater emphasis on task-specific writing Students need to read, think, create, and type on demand.
Needed Resources:	-Resources including ReadWorks, PebbleGo, Freckle, CommonLit, NewsELA, Discovery Education, Scholastic News -Use of a reading specialist for ELA instruction and professional development.

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

	<ul style="list-style-type: none"> -Leveled texts to ensure adequate access to informational and literary texts at all Lexile levels. -Use of Tier II and Tier III reading interventions
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> -Reading intervention programs based on assessment results such as the multisensory approach, Orton Gillingham, Foundations, and Read Live -Small group instruction based on students' progression, differentiated learning, and multiple means of instructional delivery -After school tutoring for targeted students -Practice MCAP- like tasks
How will it be funded?	School based-district
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> Data meetings with the reading specialist will be held to determine student progress (BOY, MOY, EOY). - Amplify program monitoring reports will be analyzed and used to determine progress for targeted small group instruction. - ELA Leadership team will meet monthly to discuss data.
Monitoring Procedure:	<ul style="list-style-type: none"> -The reading specialist will meet with classroom teachers to analyze data gathered through DIBELS assessments. -Writing samples from grades K-5 are evaluated by reading specialists.

ELA FOCUS AREA 2:	FARMS
Focus Area Goal	To increase the number of FARMS by 5% to level 3 or higher in grade 4 and 5 on the MCAP
Root Cause(s):	Students encounter challenging texts and content.
Focus Content Standard(s):	<ul style="list-style-type: none"> 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. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Barriers:	Students lack background knowledge in the reading curriculum.
Needed Resources:	<ul style="list-style-type: none"> -Resources including ReadWorks, PebbleGo, Freckle, CommonLit, NewsELA, Discovery Education, Scholastic News -Use of reading the specialist for ELA instruction and professional development. -Leveled texts to ensure adequate access to informational and literary texts at all Lexile levels. -Use of Tier II and Tier III reading interventions
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> -Reading intervention programs based on assessment results such as the multisensory approach, Orton Gillingham, Foundations, and Read Live -Opportunities for meaningful writing relating to reading curriculum -Small group instruction based on students' progression, differentiated learning, and multiple means of instructional delivery -After school tutoring for targeted students -Practice MCAP- like tasks
How will it be funded?	School based-district
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> Data meetings with the reading specialist will be held to determine student progress (BOY, MOY, EOY). - Amplify program monitoring reports will be analyzed and used to determine progress for targeted small group instruction. - ELA Leadership team will meet monthly to discuss the progress of the implementations of Ruby Payne strategies to improve student learning.
Monitoring Procedure:	<ul style="list-style-type: none"> -The reading specialist will meet with classroom teachers to analyze data gathered through the DIBELS assessment -Writing samples from grades K-5 are evaluated by reading specialists.

Universal Design for Learning for ELA.

Table 12	
UDL Principle/Mode	Representation – This is how the teacher presents the information.

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

<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> ● Implementing the GRRUDL instructional model daily at all grade levels, teachers will assist students in understanding the objective, the language purpose, and the content purpose related to their learning. Teachers will introduce for auditory learners, post for visual learners, and review the concepts throughout the lessons for multiple exposure. This will allow students to understand what they are learning, why they are learning the information, and how this learning is related to the building of concepts and the real world. ● Provide support for struggling readers during classroom instruction by assessing and activating prior knowledge (appropriate graphic organizers), previewing vocabulary, providing visual diagrams, and charts. Provide options for perception. Offer ways to customize the display of information (adapted text, visual task schedules). Offer alternatives for auditory information, such as text to speech options offered on web-based programs. Offer alternatives for visual information, such as choral reading and read alouds. ● When comparing two or more texts, students will identify key points as they read . This comprehension strategy will be modeled and taught during explicit instruction and guided practice. A variety of graphic organizers will be used to allow students to organize this information so that key ideas and relationships between texts can be emphasized. ● Providing students with texts that include text features to assist students with gaining a deeper understanding of the subject matter. This will involve a variety of text features that students will need to be familiar with in real life independent reading. Identification of information learned by the text features will give students the opportunity to construct meaning to better understand the text.
<p><i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p style="background-color: #d9d9d9;">Expression/Action- This is how the student will demonstrate their knowledge.</p> <ul style="list-style-type: none"> ● Students will use their choice of presentation of the objectives, content purpose, and language purpose to help them better understand concepts that are being taught. This will help students effectively communicate what they have learned through discussions and assessments. ● Students will adopt reading strategies that best fit their learning style. Students will also have an understanding of additional strategies to demonstrate their knowledge and skills. These strategies can also help students scaffold the process of response to reading. ● Students will demonstrate their knowledge of word meaning by using the critical vocabulary in their daily language and writing assignments. Students can use this vocabulary knowledge to be active learners as well as support comprehension of reading materials. Knowledge of this critical vocabulary allows students to express and communicate both orally and in writing.

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

<p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p style="text-align: center;">Multiple Options for Engagement</p> <ul style="list-style-type: none">● Sharing the learning goal, language purpose, content purpose, and social purpose allows students to realize the relevance and value of the reading concepts being taught and optimizes motivation and engagement. This creates a learning environment in which students feel comfortable in using a variety of strategies to demonstrate what they have learned.● Provide a variety of activities designed to build engagement and to support student choice and learning styles. Use of graphic organizers, pictures, illustrations, short writing pieces, peer writing, and teacher modeling which will be implemented to promote students in becoming active learners. This will provide struggling students with a safe setting in which they can demonstrate and apply what they have learned.● Collaborative work such as whole group work and peer work along with individual assignments will provide all students with vocabulary experiences to enhance student understanding of challenging vocabulary. Providing students with varying opportunities to use critical vocabulary will foster oral and written vocabulary so that students can communicate effectively at all levels.● Provide opportunities with authentic materials and texts across all content areas to increase student interest and participation. This will give students a sense of purpose and will provide students with opportunities to connect this information to their background knowledge and experience.
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**Allegany County Public Schools
2023-2024
Non-Title I School Improvement Plan**

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 - %
Maryland Results	63262	28	35	37	64274	26	34	40	+3
ACPS Results	563	26	41	33	596	20	39	41	+8
All school students	21	9	38	52	36	0	20	80	+28
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	
Black or African American	*	*	*	*	*	*	*	*	
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	
White	20	5	40	55	35	0	20	80	+25

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

Two or more races	*	*	*	*	*	*	*	*	
Special Education	*	*	*	*	*	*	*	*	
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	*	*	*	*	14	0	29	71	
Female	*	*	*	*	20	0	20	80	
Male	14	7	43	50	16	0	19	81	+31

* 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	32	13	31	56	22	32	32	36	-20
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	
Black or African American	*	*	*	*	*	*	*	*	
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	

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

White	31	13	32	55	20	30	35	35	-20
Two or more races	*	*	*	*	*	*	*	*	
Special Education	*	*	*	*	*	*	*	*	
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	11	27	55	18	11	55	27	18	0
Female	14	7	29	64	11	36	18	46	-18
Male	18	17	33	50	11	27	46	27	-23

* 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	32	3	28	69	39	15	38	47	-22
American Indian or Alaska Native	*	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	
Black or African American	*	*	*	*	*	*	*	*	

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

Hispanic/Latino of any race	*	*	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	
White	30	3	27	70	38	16	39	45	-25
Two or more races	*	*	*	*	*	*	*	*	
Special Education	*	*	*	*	*	*	*	*	
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	*	*	*	*	23	26	39	35	
Female	20	5	25	70	19	5	53	42	-28
Male	12	0	33	67	20	25	25	50	-17

Table 14a: Cohort Growth (Elementary Cohort 2027)			
	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
MATH Percent Proficient			
All Students	52	36	-16
Economically Disadvantaged	*	18	
Special Education	*	*	
Male	50	27	-23

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

Female	*	46	
Other subgroup (white)	55	35	-20

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	56	47	-9
Economically Disadvantaged	18	35	+17
Special Education	*	*	
Male	50	50	0
Female	64	42	-22
Other subgroup (white)	55	45	-10

2. MATH FOCUS AREAS

MATH FOCUS AREA 1:	FARMS Subgroup
Focus Area Goal	The math goal is to increase FARM student MCAP proficiency rate by at least 5% through the use of research-based strategies that focus on comprehension, vocabulary, modeling and reasoning.
Root Cause(s):	-Time and resources for implementing research-based Tier 2 interventions are inadequate. -There are students that have not developed reading skills necessary to closely read and understand/analyze word problems.
Focus Content Standard(s):	Modeling and Reasoning: Solving multi-step word problems using various strategies (3.NF, 5.NF-Fractions and Number; 4.OA-Operations and Algebraic Thinking).

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

Barriers:	<ul style="list-style-type: none"> -Time and resources for implementing research-based Tier 2 interventions are inadequate. -No research-based interventions are available at the school or district levels. -The severity of some students' needs preclude their access to the general curriculum without levels of modification and support.
Needed Resources:	<ul style="list-style-type: none"> -Availability of problem solving tasks that are rigorous and scaffolds for struggling learners. -Strategic planning for teachers to implement GRRUDL and Specifically Designed Instruction (SDI) strategies within lessons.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> -Provide opportunities for students to engage in modeling and reasoning tasks throughout the year. -Teachers will incorporate strategies from Ruby Payne Professional Development during daily instruction. -Continue the use of iReady comprehension checks for formative assessments. -Continue action plan for providing intervention support through small group re-teaching practices. -Explicit and spiraling instruction of math vocabulary through a combination of journaling, math talks, focus wall displays, and graphic organizers.
How will it be funded?	-School-based, district
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> - Data meetings with the math specialist will be held to determine student progress (BOY, MOY, EOY). - Web-based program monitoring reports will be analyzed and used to determine progress for targeted small group instruction. - Math Leadership team will meet monthly to discuss the progress of the implementations of Ruby Payne strategies to improve student learning.
Monitoring Procedure:	-The teachers and the math specialist will meet to analyze data gathered through iReady assessments. (diagnostics, comprehension checks, pathways)

MATH FOCUS AREA 2:	Male Subgroups
Focus Area Goal	The goal is to increase the proficiency rate of the Male Subgroup in grades 4 and 5 by 7%.
Root Cause(s):	<ul style="list-style-type: none"> -Time and resources for implementing research-based Tier 2 interventions are inadequate. -Students have not developed the reading skills necessary to closely read and understand/analyze word problems. -Lack of gross motor activities and use of manipulatives incorporated into daily instruction.

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

	-Students are not proficient in choosing the correct manipulatives to use to aid in solving mathematical problems.
Focus Content Standard(s):	Modeling and Reasoning: Solving multi-step word problems using various strategies (3.NF, 5.NF-Fractions and Number; 4.OA-Operations and Algebraic Thinking).
Barriers:	-Time and resources for implementing gross motor activities are inadequate. -No research-based math interventions are available at the school or district levels. -The severity of some students' needs preclude their access to the general curriculum without levels of modification and support. -Increase of mental health and behavior problems that significantly impact the learning environment.
Needed Resources:	-Availability of problem solving tasks that are rigorous and scaffolds for struggling learners. -Strategic planning for teachers to implement GRRUDL and Specifically Designed Instruction (SDI) strategies that incorporate gross motor activities. -Support from mental health counselors, special education teachers and guidance counselors in the classroom during instruction.
Strategies and/or evidence-based interventions:	-Provide opportunities for students to use a variety of manipulatives and graphic organizers during daily instruction. -Teachers will utilize scientifically based strategies for teaching boys. -Continue action plan for providing intervention support through small group re-teaching practices.
How will it be funded?	-School-based, district, and/or special education funding
Steps towards full implementation with timeline:	- Data meetings with the math specialist will be held to determine student progress (BOY, MOY, EOY). - Web-based program monitoring reports will be analyzed and used to determine progress for targeted small group instruction. - Math Leadership team will meet monthly to monitor progress of males using iReady data.
Monitoring Procedure:	-The math specialist will meet with classroom teachers to analyze data gathered through iReady assessments. (diagnostics, comprehension checks, pathways)

Universal Design for Learning for MATH.

Table 15	
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Allegany County Public Schools
2023-2024
Non-Title I School Improvement Plan

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<ul style="list-style-type: none"> ● School wide math instruction will include implementing the GRRUDL instructional model daily at all grade levels. Teachers will assist students in understanding the objectives, the language purpose with an emphasis on math vocabulary and the content purpose related to their learning. Teachers will provide mathematical concepts symbolically, linguistically, and in physical representations. ● Provide students with the understanding that math concepts are not isolated and can be applied to a variety of situations in order to problem solve. Students will be provided with a variety of math situations so that they can transfer the application to new situations. Through the use of good questioning, teachers will encourage students to interpret situations, and stimulate thinking and reasoning. ● Build background knowledge for students lacking exposure to real world skills by embedding new opportunities of engagement in foundational math skills. Teachers will use multiple examples and representations to help students continuously practice in order to develop an understanding of grade level concepts. ● Teachers will provide support to students that struggle in the area of mathematics by activating their prior knowledge and encouraging students to connect prior learning to new learning. Strategies will be provided that will help students connect this learning to everyday situations relevant to real world applications. ● Teachers will incorporate explicit opportunities for spiral review and practice in addition to providing opportunities for students to revisit key ideas. This will allow students to master math concepts and skills aligned to Common Core standards.
<p><i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p style="background-color: #d9d9d9;">Expression/Action- This is how the student will demonstrate their knowledge.</p> <ul style="list-style-type: none"> ● Provide students with a variety of ways to demonstrate what they have learned. Math classrooms will address multiple learning styles by including small group collaboration with finished products, oral presentations and discussions providing an understanding of math processes, and student displays of manipulatives to express math processes. ● Students will be provided varied levels of tasks that are challenging to meet the needs of individual students. Tasks will be adjusted not to overwhelm but rather to challenge students so that students are able to perform at their optimal level. ● Math Talks and discussions of how math problems are solved will provide students with the opportunity to demonstrate their understanding of math vocabulary and concepts by connecting big ideas and relationships.

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

	<ul style="list-style-type: none"> Grades k-5 will use computer assisted instruction through the I-Ready computer program. Students will work on individual pathways as determined on beginning and middle of the year diagnostics to support differentiated instruction. This program is highly structured, provides systematic tutorials, and incorporates independent practice with immediate feedback. Teachers will monitor pathway and individual learning progress to determine differentiated small group instruction.
<p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p style="text-align: center;">Multiple Options for Engagement</p>
	<ul style="list-style-type: none"> Sharing the objective, language purpose, and content purpose will allow students to determine the relevance of what is being taught. This will provide students with a learning environment that is comfortable and motivational. Students will be referred to the focus wall to engage in math activities during classroom instruction. Teachers will assure that students are active participants to increase engagement to promote high expectations and encourage self regulation. Teachers will provide written and oral feedback to support students in understanding their progress toward the learning goal. To promote student motivation and attention in constructive learning situations, classrooms will offer options and opportunities for engagement such as manipulatives, SmartBoard activities and other methods of technology, along with writing opportunities. Teachers will provide collaborative structures based on student strengths to minimize learning barriers. Teachers will consider assessment data, student learning levels, and differentiated instructional needs so that specific needs can be addressed to ensure maximized learning.

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	Level 1	Level 2	Proficient Level 3 or 4	Total Test	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate

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

	Takers	%	%	%	Takers	%	%	%	+ or - %
Maryland Results	64716	20	50	30	64543	18	48	34	+4
ACPS Results	5889	14	55	31	611	13	53	34	+3
All school students	32	3	41	56	39	8	41	51	-5
American Indian or Alaska Native	**	*	*	*	*	*	*	*	
Asian	*	*	*	*	*	*	*	*	
Black or African American	*	*	*	*	*	*	*	*	
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	
White	30	3	40	57	38	8	42	50	-7
Two or more races	*	*	*	*	*	*	*	*	
Special Education	*	*	*	*	*	*	*	*	
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	
Free/Reduced Meals (FARMS)	*	*	*	*	23	13	52	35	
Female	20	5	45	50	19	5	32	63	+13
Male	12	0	33	67	20	10	50	40	-27

2.

FOCUS AREA 1:	FARMS
Focus Area Goal	Increase the proficiency rate in the subgroup of FARM students by at least 5%.

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

Root Cause(s):	Students lack the ability to use data and concepts as evidence to apply, support, and explain science and engineering practices.
Focus Content Standard(s):	Physical Science
Barriers:	Students lack familiarity of the scientific process and vocabulary Students lack exposure to the scientific process format when conducting investigations Students have difficulty drawing conclusions and making inferences from investigations Students have difficulty interpreting models as they relate to scientific concepts. Lack of vetted science materials.
Needed Resources:	Additional science practice tasks
Strategies and/or evidence-based interventions:	Read Works articles based on scientific topics Foss Kits Discovery Education Mystery Science lessons Science journal entries on how illustrations, charts, tables, diagrams, etc. help to support and explain scientific processes, vocabulary, and concepts. Hands on science investigations that include the scientific process and vocabulary
How will it be funded?	School based-district
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Primary grades will utilize ReadWorks, Discovery Education site, content area material resources, FOSS kits, NEXTGEN lessons and pacing • Intermediate grades will use ReadWorks, Discovery Education site, FOSS kits, Mystery Science, and content area material resources on-going throughout the school year. • Classroom teachers will provide modeling of scientific thinking and inquiry as related to lessons taught throughout the school year.
Monitoring Procedure:	Students will be monitored through classroom quizzes, investigations, journals, and assessments.

FOCUS AREA 2:	Male Students
Focus Area Goal	Increase the proficiency rate in the subgroup of male s students by at least 5%.
Root Cause(s):	Students lack the ability to use observations, data, and concepts as evidence to apply, support, and explain

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

	science and engineering practices.
Focus Content Standard(s):	Physical Science
Barriers:	Students lack familiarity of the scientific process and vocabulary Students lack exposure to the scientific process format when conducting investigations Students have difficulty drawing conclusions and making inferences from investigations Students have difficulty interpreting models as they relate to scientific concepts.
Needed Resources:	Additional Science practice tasks
Strategies and/or evidence-based interventions:	Read Works articles based on scientific topics Mystery Science lessons Web resources Discovery Education Foss kits McGraw Hill Science series Activity Resource book for experiment discussions Science journal entries on how illustrations, charts, tables, diagrams, etc. help to support and explain scientific processes, vocabulary, and concepts. Observations of the natural world Hands on science investigations that include the scientific process and vocabulary.
How will it be funded?	School based-district
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Primary grades will utilize content area material resources, FOSS kits, NEXTGEN lessons, and Discovery Education site, content area material resources on-going throughout the school year. • Intermediate grades will use Discovery Education site, FOSS kits, Mystery Science, and content area material resources on-going throughout the school year. • Classroom teachers will provide modeling of scientific thinking and inquiry as related to lessons taught throughout the school year.
Monitoring Procedure:	students will be monitored through classroom quizzes, investigations, journals, and assessments

Universal Design for Learning for SCIENCE.

Table 17

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

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Providing science vocabulary support, highlighting key concepts and embedding grade level questions for text, charts, graphs and additional text features. ● Breaking lengthy instructions into manageable tasks for scientific investigations and experiments. ● Technology, in conjunction with effective supportive teaching, will provide the flexibility needed to assist students with opportunities to learn and succeed along their own pathways and at their own pace. ● Implementing the GRRUDL instructional model daily at all grade levels, teachers will assist students in understanding the objective, the language purpose, and the content purpose related to their learning.
<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge.
	<ul style="list-style-type: none"> ● Introducing scientific vocabulary and definitions, providing examples and pictures and facilitating class discussions allow students to develop a better understanding of scientific concepts of grade level tasks and investigations. Knowledge of scientific vocabulary allows students to express and communicate both orally and in writing. ● Providing students with opportunities to see the connections between what they already know and what they are learning in science. Students should be able to express this knowledge in scientific terms. ● Using collaborative learning, distribute tasks among members of a group providing students the opportunity to share data and findings of science investigations as students complete assigned tasks.
<i>Means for Engagement: tap into learners’ interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<ul style="list-style-type: none"> ● Provide opportunities with authentic science materials and texts to increase student interest and participation. This will give students a sense of purpose and will provide students with opportunities to connect this information to their background knowledge and experience. ● Encourage student engagement in science discussions providing an atmosphere that is conducive for all levels of learners. This will promote a learning environment where there is opportunity for growth and a deeper understanding of science, science concepts and the scientific way of thinking for all students. This will promote an engaging and safe inclusive scientific classroom.

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

	<ul style="list-style-type: none"> Develop interest and participation by helping students to see the connection between scientific concepts and its applications to real life situations. Building an interest in science will allow students to discover relationships between science and their everyday lives and experiences. This will promote learning and assist students in making sense of science.
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VIII. MD School Survey Results and Plan

Staff Engagement Action Plan: 2023 MD Report Card Score out of 3 = 2.7 Projected MD Report Card Score (2024) = 2.854	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Safety Domain, Substance abuse, 7.6/10
Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance abuse.
Strategies:: What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> Continued participation among staff in red ribbon week activities . Age appropriate lessons and discussions about the consequences and dangers of substance abuse. D.A.R.E education for fifth grade students. Health lessons delivered by physical education teacher Narcan training for staff at the beginning of the school year Narcan placed in the school for easy access SRO officer builds relationships with students through conversations and interactions
Initiative leader and team: Who is responsible and involved in the work?	All staff will be responsible for being involved in the steps taken to achieve the desired outcomes. Community law enforcement, the school nurse and SRO officers will assist.

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

<p>Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?</p>	<ul style="list-style-type: none"> ● Community law enforcement ● School SRO officer ● School nurse for Narcan training ● Staff participation for red ribbon week activities ● Outside agency supports
<p>Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?</p>	<p>Progress shown on 2023-2024 Maryland report card</p>
<p>Timeline: Include dates for implementation of action steps.</p>	<p>2023-2024 school year</p>
<p>Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10</p>	<p>Instructional support, quality of instructional feedback, 8.45/10</p>
<p>Topic Description:</p>	<p>The quality of instructional feedback topic for instructional staff describes the degree to which they receive useful, actionable, adequate feedback from school leadership to improve teaching.</p>
<p>Strategies:: What steps will be taken in order to obtain the desired outcome..</p>	<ul style="list-style-type: none"> ● Principal walk throughs focused on topics and feedback discussed at team planning meetings ● Curriculum associates, CKLA, and Superkids representatives providing feedback after observations ● Team planning
<p>Initiative leader and team: Who is responsible and involved in the work?</p>	<p>Feedback and suggestions will be given during a planning period. Principal will provide feedback on the TPE site after an observation is completed for teachers to review. When curriculum associates,CKLA and Superkids representatives visit and observe teaching, feedback and suggested activities will be shared with teachers in a timely manner. During team planning, the principal will provide feedback on teacher planned lessons, activities and discussions on how student needs are being met and learning progressions are being followed.</p>
<p>Resources: What investments (people, equipment, time, etc) will be needed to</p>	<p>The principal prioritizing time to be in teacher classrooms to observe daily instruction in order to provide feedback.</p>

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

carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Barrier one person performs all administrative duties.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Progress shown on 2024-2025 Maryland report card results
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> • 2023-2024 school year

<i>Student Engagement Action Plan: 2023 MD Report Card Score out of 7 = Projected MD Report Card Score (2024) out of 7=</i>	
Primary Area of Need State the Domain, Topic, and Score	Community, Participation and engagement, 4.77
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 the school rule making.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> • UDL strategies will be used in the classroom • Student choice for completion of activities will be utilized to increase engagement and participation • Collaborative groups and performance tasks implemented • Increase in school wide PBIS incentives/extra curricular activities • Beginning of the year assemblies to review/add to/ school wide expectations. • Teachers planning utilizing multiple means of engagement strategies from the UDL wheel

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

Initiative leader and team: Who is responsible and involved in the work?	Principal, classroom teachers, guidance counselor, 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)?	Classroom teachers will give students opportunities to take charge of their learning through peer and self evaluation and feedback. This will promote engagement among students. Administration/PBIS Team will provide supports and opportunities for school wide activities to involve students in setting and maintaining school wide expectations, Guidance counselor will involve students in school wide PBIS incentives.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Progress shown on Maryland 2023/2024 report card. 5th grade survey at the school level
Timeline: Include dates for implementation of action steps.	2023-2024 school year
Secondary Area of Need State the Domain, Topic, and Score	Relationships, student-student relationships, 4.80
Topic Description:	The student to student relationships topic describes the degree to which students feel other students are friendly with, care about, get along with and respect one another.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> ● Classroom community building techniques. Ex. circles, cooperative groups ● Social groups lead by guidance counselor and mental health counselor
Initiative leader and team: Who is responsible and involved in the work?	Classroom teachers, PBIS Team, Guidance counselor

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

Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> Classroom teachers revisiting and implementing circle strategies to build classroom community Guidance counselor lessons on community building Mentoring program between grade levels
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Survey for 4th and 5th grade students
Timeline: Include dates for implementation of action steps.	2023-2024 school year

IX. MULTI-TIERED SYSTEM OF SUPPORT

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

PRIORITY: An opportunity identified by the team in order to achieve their vision.			
PRACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority.			
LAYING THE FOUNDATION Why/What?	INSTALLATION Where/How?	INITIAL IMPLEMENTATION How are we learning?	FULL IMPLEMENTATION How are we sustaining?

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

Learn Options	Prepare People and Systems	Try Out the Practice	Student and System Outcomes Show the Practice Works
Choose Practice	Train	Reflect and Recommend Improvements in Practice and System	Competent, Organized, Well Led System for Practice

- 1) We know what options (practices) exist for this priority.
- 2) We agree on which practice we want to implement.
- 3) We have people and systems prepared to implement this practice.
- 4) We have well-trained people who will be trying-out this practice.
- 5) We have tried out this practice.
- 6) We have reflected and recommended improvements in the practice and systems that support it.
- 7) We have student and system outcomes that show this practice is working.
- 8) We have a competent, organized, well led system for this practice.

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

IMPLEMENTING			
<ul style="list-style-type: none"> ✓ Grade level classroom teachers and specialized educators will monitor student progress ✓ Grade level classroom teachers and reading interventionist will monitor student progress ✓ Based upon data and instruction, strategies are discussed to provide needed support 	Grade level teachers Sp Ed Teacher Reading Intervention Teachers	Ongoing	<ul style="list-style-type: none"> ● Continued conversation and learning with staff to provide supportive strategies to help with instruction.
SUSTAINING SCHOOL-WIDE IMPLEMENTATION			
<ul style="list-style-type: none"> ✓ Implement collaborative meetings to plan academic instruction and intervention strategies across level of need for targeted students 	Grade level teachers Sp Ed Teacher Reading intervention teacher	Ongoing	<ul style="list-style-type: none"> ● Continued conversation and learning with staff to overcome barriers and celebrate successes
Notes- This is an ongoing goal to be continued into the school year of 2017-2018 with the addition of grade level planning.			

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS
PBIS Tier I
PBIS Tier II
PBIS Tier III

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

Allegany County Public Schools

2023-2024

Non-Title I School Improvement Plan

The PBIS framework is supported through the use of restorative practices, Tier I rewards programs, and Tier II and Tier III behavior supports.

Restorative practices are used to create a more inclusive school climate, rather than punitive. When students engage in arguments or disagreements with peers, they are held accountable for their actions and work with teachers, the counselor, or the principal to repair relationships and make amends. Building healthy relationships is the focus of using restorative practices. Through guidance lessons, students are taught to use problem-solving tools, based on an evidence-based program called the Toolbox Project. Additionally in guidance lessons, the entire school is taught a 5-week bullying prevention unit through the Second Step program.

Tier I rewards are used to reinforce students following the monthly character traits. For demonstrating the character trait of the month, students may be chosen as the Student of the Month for that particular character trait. Students are chosen by a teacher who recognizes the student doing something above and beyond and is consistent with that month's character trait. Students chosen are announced on the morning announcements, their picture is displayed on a bulletin board, and an assembly is held to recognize the student in front of his/her family.

Tier I rewards are also given to students who follow the three school responsibilities, Be Respectful, Be Responsible, and Be Safe. The class who follows the expectations in the cafeteria the best is rewarded daily with a tally. The class with the most tallies at the end of the month is able to choose a board game or extra recess time for their class. Students also have the opportunity to earn Lion Loot for following the school responsibilities. Every 2-3 weeks, students take their Lion Loot to the store and shop for small items or special privileges as a reward for their hard work.

Tier II and Tier III behavior supports are in place for any students needing additional behavioral interventions. Students receiving Tier II support may be involved in either Check-in/Check-out or Social/Academic Intervention Groups. They may also be referred to the mental health specialist for individual counseling. If Tier III support is needed, an individual integrated support plan is created and followed for the student.

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

Allegany County Public Schools

2023-2024

Non-Title I School Improvement Plan

The Tier II PBIS team meets monthly, or more as needed, and looks at data to decide if students need additional Tier II behavior support. Office discipline referrals, SRSS data, attendance, and grades are data used in determining whether or not students need additional Tier support.

Students needing Tier II behavior support may participate in Check-in/Check-out. Through this program, students are given a behavior chart at the beginning of every day when they check-in with a mentor teacher that is different from his/her classroom teacher. The behavior chart supports the three school responsibilities, Be Respectful, Be Responsible, and Be Safe that students learn through the Tier I program. His/her classroom teacher assigns points during each subject, rating the student on how well he/she followed the three school responsibilities during that time period. At the end of the school day, the student checks out with their mentor teacher and has a quick discussion on his/her day. A paper is sent home to the student's parents each night indicating whether or not the student met the goal of earning 80% of the points or higher.

Students needing Tier II behavior support may also be placed in Social/Academic Intervention Groups with Mrs. Clark, the school counselor. Mrs. Clark utilizes the Second Step program and Toolbox Project to support groups, along with other counseling materials, based on the needs of the group. Groups may meet one day a week during recess for 30 minutes.

Additionally, students may be referred to the mental health specialist, Abbey Patterson, for individual counseling, as the team sees necessary for Tier II students. Abbey works with students to teach coping strategies that can be used both at home and at school, and bridges the gap between home and school by communicating with both parents and teachers.

When the Tier II team reconvenes, data regarding students receiving Tier II support are examined and students either continue with the intervention or are dismissed and continue to receive Tier I support as usual.

XI. Family and Community Engagement

Parent/Community Involvement Needs

**Allegany County Public Schools
2023-2024**

Non-Title I School Improvement Plan

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.).

Frost Elementary School has a strong parent/community involvement support system. At Back to School Night in the 2023-2024 school year 138 parents attended at about 58% parent participation. On parent conference day for the 2023-2024 school year, 155 parents for about 66% parent participation on October 2, 2023. Grandparents day math fact activity for the 2023-2024 school year had 341 attendees. For the months of September and October during the 2023-2024 school year, 41 parents attended student of the month ceremonies. On October 31st, 45 parents attended the raising a reader program for students in grades pre-k and Kindergarten. In the spring of 2024, ____ people attended the Volunteer luncheon. In 2024 Career day consisted of ____ speakers. There were ____ National Honor Society Readers from Mountain Ridge High School visit to read to students in November of 2023.

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.

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
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**Allegany County Public Schools
2023-2024
Non-Title I School Improvement Plan**

	<p>MCAP like activities will be shared with parents.</p> <p>Information shared with parents will be shared in a parent friendly manner during parent/teacher conferences and throughout the school year. Educational terms will be simplified and explained when necessary.</p> <p>Initial requests for attendance at programs will be sent to parents. Parents are encouraged to contact the principal if there are any concerns that may prevent them from participating. Reminders will be sent to all parents, phone calls will be made to parents of targeted students, pupil personnel worker will make home visits for repeated attendance problems.</p> <p>Repeated assistance for parents such as English Learning Classes, translators, and materials.</p>	<p>On-Going throughout the year</p> <p>Parent - Teacher Conference Days (October & March) On-Going throughout the year</p> <p>On-Going throughout the year</p> <p>On-Going throughout the year</p>	<p>Classroom teachers</p> <p>Classroom Teachers & Staff</p> <p>Tessa Fairall, Principal Kelli Clark, Counselor Elissa Pancake, PPW</p>
Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?

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

<p>III- Review the Effectiveness</p> <p>The effectiveness of the school's parental involvement activities will be reviewed.</p>	<p>The Frost Elementary Partnership Action Team survey will be utilized to evaluate activities.</p>	<p>Spring 2024</p>	<p>Partnership Action Team Faculty and Staff</p>
<p>IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering</p>	<p>Parents volunteer at holiday activities and the book fair.</p> <p>Local high school National Honor Society students read to classrooms during American Education Week.</p> <p>Parents volunteer to share their profession for Career Day.</p> <p>Parents volunteer and support the annual Color Run.</p> <p>Parents volunteer to assist with Track and Field Day activities.</p> <p>Parents volunteer to help organize robotics team</p>	<p>Fall/Winter/Spring 2023-2024</p> <p>November 2023</p> <p>Spring 2024</p> <p>Spring 2024</p> <p>Spring 2024</p> <p>On-going</p>	<p>Faculty and Staff, Parents, Grandparents</p> <p>Laurie Lohnas</p> <p>Kelli Clark</p> <p>Family engagement te</p> <p>Physical Education Teacher</p> <p>Laurie Lohnas</p>

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.

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

1.) To increase parental participation/awareness in academic:

-MCAP Day:

Goal - To increase MCAP awareness for families. We will give parents information on the MCAP assessment and then have the families go to classrooms to complete a MCAP activity with their student.

Timeline: Late March

-Math Day:

Goal - To promote parental awareness in current math skills students need for math success, parents will be invited to Frost for math day. Teachers will focus on the 3 Reads strategy in math and the importance of utilizing math vocabulary in order to solve word problems. Students will use the strategy with their parents to engage in think aloud activities in order to accurately solve problems.

Timeline: Late February

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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**Allegany County Public Schools
2023-2024**

Non-Title I School Improvement Plan

<p>1. Ruby Payne book study: A framework for understanding poverty, emotional poverty in all demographics</p>	<p>Monthly action teams meet within the teachers classrooms at 8:00-8:30 am.</p>	<p>Classroom teachers at Frost elementary</p>	<p>Staff members will adjust their teaching methods, using the GRRUDL model, to increase techniques that meet the learning styles of students in poverty and emotional poverty. Staff members will conference more effectively with parents based on a greater understanding of the parents' thought processes and understanding of the educational needs of their children.</p>	<p>Staff members will gain a greater understanding of the thought processes and learning styles of children in poverty and in emotional poverty. Staff members will increase their understanding of how to communicate in the most effective manner with the parents of children in poverty and emotional poverty.</p>	<p>Evaluations given to staff after the professional learning will help us recognize how effective professional development is and in which areas we can improve.</p>
<p align="center">Professional Learning Title</p>	<p align="center">Date(s), Time, and Location</p>	<p align="center">Intended Audience</p>	<p align="center">Changes to occur as a result of Professional Learning</p>	<p align="center">Knowledge and skills the participant will attain</p>	<p align="center">Method to measure implementation of knowledge and skills in the classroom</p>

**Allegany County Public Schools
2023-2024**

Non-Title I School Improvement Plan

2. Ruby Payne workshop	August 2023, Frost elementary school, full morning training	Frost Staff	<p>Staff members will adjust their teaching methods, using the GRRUDL model, to increase techniques that meet the learning styles of students in poverty and emotional poverty.</p> <p>Staff members will conference more effectively with parents based on a greater understanding of the parents' thought processes and understanding of the educational needs of their children.</p>	<p>Staff members will gain a greater understanding of the thought processes and learning styles of children in poverty and in emotional poverty.</p> <p>Staff members will increase their understanding of how to communicate in the most effective manner with the parents of children in poverty and emotional poverty.</p>	Summative test taken after the workshop to evaluate teachers knowledge of content.
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

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

3. Student/teacher relationship PD	Allegheny High school 8:00-11:00 am September 25th, 2023	Frost Staff	Strengthening of student/staff relationships	Strategies for positive relationship building with students suffering or exposed to trauma.	Increase is student survey score for the 2023-2024 Maryland report card.
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XIII. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.
The school improvement plan is written in collaboration with all action team members. All Frost staff is involved and participates on two of the action teams.
 - The plan will be shared with staff after review in December.
 - The plan is located in the Frost 2023-2024 Frost Drive throughout the school year.
 - The plan will be on the Frost Elementary School website upon the approval of the SIP.
 - All action team minutes are shared in the Frost drive folder
 - The plan will be implemented, reviewed and updated in scheduled leadership team meetings throughout the school year.

2. How will the plan be shared with parents and community members? Please include approximate dates.
 - A powerpoint presentation will be presented to the parents at a PTA meeting for the parents. The presentation will be done at the PTA meeting following the approval of the School Improvement Plan. (January/February)
 - The School Improvement Plan will be posted on the school website after the plan is approved.

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

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

- Grade level teachers will be responsible for administering assessments, analyzing data and providing results to the Leadership team . Teachers will also analyze data related to school and individual SLOs.
4. How will student progress data be collected, reported, and evaluated by the SIT?
- Beginning, middle and end of year i-ready data will be collected and analyzed by the teachers, organized by the math specialist and shared with the leadership team for evaluation.
 - Monthly ELA data meetings focusing on DIBELS and progress monitoring with classroom teachers, intervention teacher, administration and specialist
 - Grade level teachers will analyze data in grade level team meetings.
 - Data will be shared in leadership meetings.
5. How will the administration monitor the plan?
- Principal will conduct walk-throughs
 - Principal will facilitate team meetings to discuss student progress in Math, ELA, and Science.
 - The principal will review data collected from all student assessments.
 - The principal will review and analyze MCAP results.
 - The principal will meet with the leadership team to monitor progress and discuss milestones.
 - The principal along with the PST will use monthly reports to monitor student attendance and habitual truancy.
 - The principal along with the PBIS team will address behavior concerns through our PBIS program.
6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?
- The assistant supervisor of testing and accountability 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.

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

- The Central Office Staff reviews the SIP. Afterwards, they share information and discuss revisions with the leadership chair and principal.

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

Name	Signature	Role
Tessa Fairall		Principal
NA		Assistant principal
Colleen Greig		Other School Leader
Jackie Komatz		Teacher
Phyllis Sagal		Teacher
Kristie Spiroff		Instructional Assistant
Donna Beeman		ACPS/School Reading coach or specialist
Leslie Roser		ACPS/school Math coach or specialist
Beth Hotchkiss		Reading Interventionist
NA		Title I School Support specialist
NA		Title I Family Engagement Coordinator
Dan DeWitt		Parent/Family Member
Kasey Stafford		Parent/Family Member

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

Maxine Miller		Community Member
Dr. Sarah O'Neal		Community Member
Alexis Pfeiffer		Other School Staff