

Allegany County Public Schools
2016 – 2017 School Improvement Plan

School: Beall Elementary

Principal: Robert Stevenson

Facilitating the Development of a School Vision

Mission Statement

We believe in our students by empowering them to succeed every day and foster a love for lifelong learning.

Beliefs

- **We believe all children can learn and have the right to a quality education.**
- **We believe learning is fundamental in the pursuit of happiness and the quality of learning today will affect the quality of life tomorrow.**
- **We believe a positive, safe school climate with well-trained teachers and administrators are paramount to the academic success of our students.**
- **We believe knowledge alone is not enough; the development of critical thinking skills are crucial to the educational process.**

Vision

Believe, Empower, Succeed

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

1. What is the process for ensuring that all staff and other stakeholders are able to articulate the vision?

The vision of Beall Elementary School is articulated by the principal or assistant principal daily on the morning announcements. The vision is displayed to all students, staff, and visitors on our main hallway wall in a mural and is also located on our school letterhead. Students and staff wear t-shirts with the vision displayed as well as an anti-bullying message.

2. When did the last periodic, collaborative review of the vision by stakeholders occur?

All staff as well as our FSU and Title I partners reviewed our collaboratively created vision and mission statements in August at a professional development session.

Allegany County Public Schools
2016 – 2017 School Improvement Plan

I. Local Planning Team Members

Use this page to identify the members of the School Improvement Plan's team. Please include their affiliation/title.

Name (Print and Sign)	Affiliation/Title
Robert Stevenson <i>Robert Stevenson</i>	Principal
Misty Dotson <i>Misty D. Dotson</i>	Assistant Principal
Shari Ross <i>Shari Ross</i>	SIT Co-Chair/Fourth Grade Teacher
Carley McGann <i>Carley McGann</i>	SIT Co-Chair/Fourth Grade Teacher
Deborah Kolb <i>Deborah Kolb</i>	Judy Center Coordinator
Chanda Fazenbaker <i>Chanda Fazenbaker</i>	ELA Chair/Pre-Kindergarten Teacher
Michelle Saville <i>Michelle Saville</i>	PBIS Chair/Kindergarten Teacher
Jessica Adams <i>Jessica Adams</i>	First Grade Teacher
Janice Lewis <i>Janice Lewis</i>	MATH Chair/Second Grade Teacher
Amy Claneli <i>Amy Claneli</i>	Fifth Grade Teacher
Annette Flanigan <i>Annette Flanigan</i>	Second Grade Teacher
Jodi Welsh <i>Jodi Welsh</i>	Frostburg State University/PLC Facilitator/Parent
Ellen Sause <i>Ellen Sause</i>	Title I
Barbara Amtower <i>Barbara K. Amtower</i>	PBIS Coach/Guidance Counselor
Jennifer Holloway <i>JM Holloway</i>	STEM Chair/Third Grade Teacher

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Part	Table of Contents	Page
	Title Page	1
I	SIP Team Members	3
II	School Demographics	5
III	Culture and Climate Narrative	8
IV	Universal Design for Learning	9
V	Academic Progress	11
VI	Early Learning	26
VII	Attendance	28
VIII	Habitual Truancy	30
X	School Safety Suspensions	31
XI	PBIS or Behavior Management Systems	33
XII	Principal's SLOs	35
XIII	Parent Involvement, Title I	37
XV	MTSS Practice Profile and Priorities	45
XVI	Management Plan	46
XVII	Title I Components (Title I Schools Only) – Separate Document	51
XVIII	Title I Evaluation (Title I Schools Only) – Separate Document	75

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2016-2017 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	0	25	25
Itinerant staff	13	0	13
Paraprofessionals	4	11	15
Support Staff	1	3	4
Other	6	9	15
Total Staff	24	50	74

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2016 – 2017 Official Data	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2014 Official Data
Percentage of faculty who are:	100	100	100	100
• Certified to teach in assigned area(s)				
• Not certified to teach in assigned area(s)	0	0	0	0
For those not certified, list name, grade level course	0	0	0	0
Number of years principal has been in the building	11	10	9	8
Teacher Average Daily Attendance		94.1	94.4	93.5

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

B. Student Demographics

Table 3

SUBGROUP DATA

Data from prior year's SIP

	2016 – 2017	2015 – 2016	2014-2015
	TOTAL	TOTAL	TOTAL
American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	≤10	n/a
African American	≤10	≤10	≤10
White	434	413	404
Asian	≤10	≤10	≤10
Two or More Races	20	20	23
Special Education	73	80	72
LEP	≤10	≤10	≤10
Males	263	248	239
Females	208	207	212
Total Enrollment (Males + Females)	471	455	451

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2015:** 59.47%

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

C. Special Education Data 2016-2017 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	≤10
02 Hard of Hearing	
03 Deaf	
04 Speech/Language Impaired	26
05 Visual Impairment	
06 Emotional Disturbance	
07 Orthopedic Impairment	≤10
08 Other Health Impaired	≤10
09 Specific Learning Disability	17
10 Multiple Disabilities	
12 Deaf-Blindness	
13 Traumatic Brain Injury	
14 Autism	≤10
15 Developmental Delay	20

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

III. CULTURE AND CLIMATE NARRATIVE

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development. School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experiences of school life. School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure.

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland’s public schools, without exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

- A. Safe
- B. Appropriate for academic achievement; and
- C. Free from any form of harassment.

In narrative form, address your school’s climate and culture. Within the narrative, discuss how your school is aligning all aspects of the school’s culture to student and adult learning.

The climate and culture of Beall Elementary can be characterized as supportive, encouraging and proactive. Our staff invests great effort into maintaining positive relationships with students and families in order to foster an environment that is optimal for learning. Our school vision, “Believe, Empower, Succeed,” is our guiding principle in establishing strong, supportive relationships in our school community that will lead to a love for lifelong learning. Our PBIS (Positive Behavior Interventions and Supports) team guides us in problem solving to address discipline issues and encourage positive behavior among the school community. In this climate, students feel safe because they are made aware of expectations and routines that are established for safety. Staff development is ongoing at Beall Elementary in order to provide training for staff to be knowledgeable about helping students reach their highest potential and set the standard for providing a climate and culture that is appropriate for academic achievement. Beall Elementary is focused on establishing a climate that is free from any form of harassment by adopting a school wide research based Bully Prevention program that is implemented with students, staff and families. Staff is provided professional development on bullying prevention strategies, students are taught bully prevention in their guidance lessons, and administration meets with families quarterly about the bully prevention program. Parents are informed, but also allowed the opportunity to ask questions and seek guidance for use in their homes.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

IV. UNIVERSAL DESIGN FOR LEARNING

The purpose of Universal Design for Learning (UDL) principles is to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide schools in the development of curriculum, instructional planning, instructional delivery, material selection and assessments. Complete Table 5.

Table 5

UDL Principle/Mode	Representation – Process
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> Materials and instruction are delivered in a variety of formats to provide more auditory and visual opportunities for all students. Hands-on (lego kits for STEM, math manipulatives), auditory (Treasures CD read alouds for selections), and multimedia presentations (Discovery Ed, Think Through Math, Vocabulary Spelling City, SMARTboard, powerpoints, youtube, etc) occur frequently.
<i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product
	<ul style="list-style-type: none"> Students are exposed to a variety of presentation formats and then choose how they want to deliver the information they learned. Technology is accessible for student use for presenting information through powerpoints, prezis, or SMARTboard activities. Students have options to show what they have learned through these presentations.
<i>Means for Engagement: tap into learners interests,</i>	Multiple Options for Engagement

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

challenge them appropriately, and motivate them to learn.

- Students are exposed to a variety of appropriate presentational formats. Students then choose their preferred format to complete their assignment to practice self-regulation.

- 1. In your analysis of the UDL chart, discuss how school personnel uses the Gradual Release of Responsibility Instructional Framework for planning and instruction and include the principles, guidelines, and checkpoints.**

Teachers develop each lesson to include the Gradual Release of Responsibility Instructional Framework. This GRR model is incorporated in all UDL principles. Teachers will begin by modeling various representations and expressions while meeting the interests of the students. Students will gradually work to independence through other means of instruction such as working with the teacher and working with a partner. Teachers will display content purpose and language purpose for students.

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

V. ACADEMIC PROGRESS

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2016 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegheny County are required to do the same.

In your analysis of students requiring special education services, please address the following special education issues for students in your school:

1. ***Access to the General Education Curriculum.*** How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?
2. ***Collaboration with General Educators.*** How is your school ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?
3. ***Strategies used to address the Achievement Gap.*** When the school agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.
4. ***Interventions, enrichments and supports*** to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general education students?

All students at Beall Elementary access the curriculum for their grade level with their classroom teachers. Teachers work with the Special Education teacher to adapt classroom activities to meet the needs of all students within the classroom setting. Each grade level team meets with the Special Education teacher each week and plans instructional activities for the students who need adapted instruction as well as other children within the classroom. Both teachers share practices and work materials to fit the instructional needs. Co-teaching, including the special educator, occurs within the school day for all students. The Special Educator also reviews classroom and testing accommodations that individual students need to be successful.

Intervention are available to students who have an achievement gap within our school. DIBELS, Ortin-Gillingham, and Wilson reading intervention, and county benchmark data are analyzed quarterly with teachers, special educators, specialist, and the administrative team. Strategies to address gaps are addressed.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

A. Reading/ELA Data Overview

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

Short Term Goal: To reduce the gap for ELL, Special Education and lowest performing subgroup students.

Reading – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015 and 2016 PARCC results.

Table 6

ELA Student Group Grade 3	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	44	8	18.2	13	29.5	12	27.3	11	25.0	0	0.0	61	11	18.0	13	21.3	12	19.7	24	39.3	1	1.6
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	42	7	16.7	13	31.0	12	28.6	10	23.8	0	0.0	57	11	19.3	12	21.1	12	21.1	21	36.8	1	1.8	
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	5	1	20.0	3	60.0	1	20.0	0	0.0	0	0.0	13	2	15.4	6	46.2	1	7.7	4	30.8	0	0.0	
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	28	8	28.6	8	28.6	8	28.6	4	14.3	0	0.0	31	9	29.0	9	29.0	4	12.9	9	29.0	0	0.0	
Female	19	2	10.5	5	26.3	6	31.6	6	31.6	0	0.0	29	4	13.8	6	20.7	7	24.1	11	37.9	1	3.4	
Male	25	6	24.0	8	32.0	6	24.0	5	20.0	0	0.0	32	7	21.9	7	21.9	5	15.6	13	40.6	0	0.0	

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Table 7

ELA Student Group Grade 4	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	62	4	6.5	12	19.4	24	38.7	19	30.6	3	4.8	52	0	0.0	7	13.5	15	28.8	23	44.2	7	13.5
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	55	4	7.3	11	20.0	21	38.2	16	29.1	3	5.5	47	0	0.0	6	12.8	13	27.7	21	44.7	7	14.9
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Special Education	15	2	13.3	3	20.0	7	46.7	3	20.0	0	0.0	6	0	0.0	3	50.0	3	50.0	0	0.0	0	0.0
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	35	3	8.6	7	20.0	17	48.6	7	20.0	1	2.9	36	0	0.0	5	13.9	13	36.1	16	44.4	2	5.6
Female	27	1	3.7	4	14.8	11	40.7	9	33.3	2	7.4	23	0	0.0	1	4.3	6	26.1	10	43.5	6	26.1
Male	35	3	8.6	8	22.9	13	37.1	10	28.6	1	2.9	29	0	0.0	6	20.7	9	31.0	13	44.8	1	3.4

Table 8

ELA Student Group	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	68	8	11.8	14	20.6	30	44.1	16	23.5	0	0.0	58	3	5.2	9	15.5	23	39.7	22	37.9	1	1.7
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	59	7	11.9	12	20.3	25	42.4	15	25.4	0	0.0	51	3	5.9	9	17.6	20	39.2	18	35.3	1	2.0	
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	11	3	27.3	6	54.5	2	18.2	0	0.0	0	0.0	11	2	18.2	6	54.5	2	18.2	1	9.1	0	0.0	
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	43	4	9.3	9	20.9	22	51.2	8	18.6	0	0.0	33	2	6.1	7	21.2	15	45.5	9	27.3	0	0.0	
Female	30	3	10.0	3	10.0	14	46.7	10	33.3	0	0.0	24	1	4.2	1	4.2	10	41.7	11	45.8	1	4.2	
Male	38	5	13.2	11	28.9	16	42.1	6	15.8	0	0.0	34	2	5.9	8	23.5	13	38.2	11	32.4	0	0.0	

Allegany County Public Schools 2016 – 2017 School Improvement Plan

Academic Data Review

1. Based on available PARCC data describe the challenges in **English Language Arts/Literacy** for **grades 3-8** and **grades 10 and 11**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.

In 3rd grade, performing at a Level 1 or Level 2, special education students were at a 80% in 2015 and at 61.6% in 2016. Although the percentage shows an improvement, that subgroup still poses a challenge.

The percentage of 3rd grade FARMS students increased from 57.2% in 2015 to 58% in 2016 at a Level 1 or Level 2.

Fourth grade special education students, Level 1 and Level 2, had an increase of 33.3% to 50% from 2015-2016.

Fifth grade special education students, Level 1 and Level 2, decreased from 81.8% to 72.7% but still poses a challenge.

Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.
 - Reading specialist will work with identified classrooms weekly to develop meaningful lessons plans that include small group instruction.
 - Each grade level will collaborate during weekly team planning to develop a lesson study based on analyzing the lower scoring standards from the 2016 PARCC results.
 - Special Education staffing is providing small group instructional support daily along with collaborating weekly for lesson planning.
 - The restructuring and implementation of Orton Gillingham in ELA intervention groups in order to meet the needs of identified students.
 - Teachers will have professional development using the Trait Crate Plus with the Reading Specialist in the fall.
 - DIBELS assessments will be completed by the Reading Intervention teacher school wide in order to have consistent results.

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

B. Mathematics Data Overview

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

Short Term Goal: To reduce the gap for ELL, Special Education and lowest performing subgroup students.

Reading – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015 and 2016 PARCC results.

Table 9

Math Student Group Grade 3	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	44	7	15.9	11	25.0	12	27.3	13	29.5	1	2.3	61	12	19.7	11	18.0	8	13.1	24	39.3	6	9.8
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	0	0.0	0	0.0	0	0.0	0	0.0	1	100.
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	42	6	14.3	11	26.2	12	28.6	12	28.6	1	2.4	57	12	21.1	10	17.5	8	14.0	23	40.4	4	7.0	
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	28	5	17.9	10	35.7	8	28.6	5	17.9	0	0.0	31	9	29.0	6	19.4	5	16.1	9	29.0	2	6.5	
Female	19	2	10.5	4	21.1	7	36.8	6	31.6	0	0.0	29	5	17.2	2	6.9	6	20.7	12	41.4	4	13.8	
Male	25	5	20.0	7	28.0	5	50.0	7	28.0	1	4.0	32	7	21.9	9	28.1	2	6.3	12	37.5	2	6.3	

Table 10

Math Student Group	2015						2016					
	#	Level 1	Level 2	Level 3	Level 4	Level 5	#	Level 1	Level 2	Level 3	Level 4	Level 5

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Grade 4, 7 or Geometry	Tested											Tested											
	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof		% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	62	2	3.2	20	32.3	21	33.9	18	29.0	1	1.6	52	1	1.9	8	15.4	15	28.8	27	51.9	1	1.9	
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Hispanic/Latin o of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
White	55	2	3.6	19	34.5	17	30.9	16	29.1	1	1.8	47	0	0.0	8	17.0	13	27.7	25	53.2	1	2.1	
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Special Education	15	1	6.7	8	53.3	4	26.7	2	13.3	0	0.0	6	1	16.7	3	50.0	0	0.0	2	33.3	0	0.0	
Limited English	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

Proficient (LEP)																						
Free/Reduced Meals (FARMS)	35	2	5.7	15	42.9	11	31.4	7	20.0	0	0.0	36	1	2.8	6	16.7	14	38.9	15	41.7	0	0.0
Female	27	0	0.0	7	25.9	11	40.7	8	29.6	1	3.7	23	0	0.0	2	8.7	9	39.1	12	52.2	0	0.0
Male	35	2	5.7	13	37.1	10	28.6	10	28.6	0	0.0	29	1	3.4	6	20.7	6	20.7	15	51.7	1	3.4

Table 11

Math Student Group	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
Grade 5																						
All Students	68	15	22.1	23	33.8	21	30.9	9	13.2	0	0.0	58	5	8.6	11	19.0	18	31.0	23	39.7	1	1.7
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

American																							
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	59	13	22.0	21	35.6	18	30.5	7	11.9	0	0.0	51	4	7.8	11	21.6	14	27.5	21	41.2	1	2.0	
Two or more races	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	11	2	18.2	7	63.6	1	9.1	1	9.1	0	0.0	11	3	27.3	4	36.4	3	27.3	1	9.1	0	0.0	
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	43	12	27.9	13	30.2	14	32.6	4	9.3	0	0.0	33	5	15.2	8	24.2	12	36.4	8	24.2	0	0.0	
Female	30	6	20.0	11	36.7	12	40.0	1	3.3	0	0.0	24	1	4.2	3	12.5	10	41.7	9	37.5	1	4.2	
Male	38	9	23.7	12	31.6	9	23.7	8	21.1	0	0.0	34	4	11.8	8	23.5	84	23.5	14	41.2	0	0.0	

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Table 12

Academic Data Review

1. Based on available PARCC data, describe the challenges in **Mathematics for grades 3-8, Algebra I, Algebra II and Geometry**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards.

3rd grade Special Education students scores improved from 80% to 61.6%, however the percentage still illustrates a challenge. Males' scores in third grade increased from 48% to 50% on Level 1 or Level 2.

4th grade's subgroup of two or more races increased from 25% to 50% on Level 1 or Level 2. Special Education students on Level 1 or Level 2 increased from 65% to 66.7%

Moving Forward

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.
 - Students will be provided an online leveled Math Intervention called Think Through Math for approximately 60 minutes a week.
 - Teachers will implement Math Solutions Literature lesson plans and resources.
 - Teachers will continue to get training using Math Solutions with Michelle Spiers throughout the school year.
 - Box Cars and One Eye Jacks professional Development for teachers in order to incorporate games that reinforce classroom instruction.
 - Number Talks will be utilized weekly to develop a higher level of conceptual understanding for the students.

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

A. Science

Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2016			2015			2014		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	58	50	86.2	68	50	73.5	56	38	67.9
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American									
Native Hawaiian or Other Pacific Islander									
White	51	43	84.3	59	44	74.6	48	33	68.8
Two or more races									
Special Education	*	*	*	11	3	27.3	9	3	33.3
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	33	28	84.8	43	33	76.7	31	19	61.3

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

1. Based on available data, describe the challenges in Science. In your response, identify challenges in terms of subgroups. Address what your school is doing (has done) to address and implement the new Science Standards.

Gains were made in all subgroups. In order to address and implement the new Science Standards, Beall Elementary has partnered with Dr, Seddon at Frostburg State University and the University of Maryland Extension Office to provide hands-on opportunities in Life Science, Chemistry, Physics, Engineering, and Environmental Science.

2. To support student achievement, describe the changes or strategies and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

- The Frostburg State University (FSU) partnership will be utilized to provide hands-on opportunities in Life Science, Chemistry, Physics, and Environmental Science.
- Grade 5 students will use Finish Line Science as an additional resource to reinforce concepts taught in class.
- Students will be exposed to a variety of STEMcentric lessons to meet objectives within science topics and will participate in a STEM day completing hands-on STEM activities.
- Teachers will utilize UDL Principles when planning and delivering instruction.
- Students will participate in online practice test.
- Teachers will target Special Education and FARMS subgroups for improved achievement.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

VI. EARLY LEARNING

Based on the examination of the 2015-2016 R4K Kindergarten Readiness Assessment Data:

- A. Describe the school’s plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. Include a discussion of the best practices your school has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have been effective.
- A 5-week summer camp is held each summer. Newly enrolled K students without prior experience are encouraged to attend. Students rolling out of Pre-K into K are also encouraged to attend. All aspects of the regular curriculum are addressed- reading/language arts, science, math, social studies, and social/emotional development. We also encourage family engagement with field trips, student presentations, and end-of-camp parties.
 - The WIC clinic meets twice/month in our school. WIC staff ask for assistance from the Judy Center staff when they see that a child might have a suspected delay, or the family might have a specific issue with which they need help.
 - We have a multi-age classroom in which we place some 3-year-olds in with 4-year-olds. The purpose of this classroom is to look at 3-yr olds who need a structured setting to address behavior, developmental delays, physical development, etc. We also look to see if the child has a sibling that had poor school performance or a history of family concerns.
 - For certain 4-year-old children in need of additional support, we can place them in both the Pre-K and Multi-age classrooms, giving them full-day services.
 - We refer children ages 0-5 to the Child Find Clinic if we suspect a developmental delay.
 - The Judy Center grant is written to support the KRA data. Areas where the most students are not fully ready are targeted and specific activities and materials are put in place to ensure that students reach full readiness.
 - Our in-school childcare center, Kids Korner, uses an MSDE approved curriculum, performs developmental assessments, and will refer students to the Judy Center and/or the Child Find Clinic as appropriate.

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

- A. Describe how the school is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten “demonstrating readiness”.
- The Judy Center is the main body of the Early Childhood Advisory Council. The Judy Center is located inside Beall Elementary School.
 - The Judy Center provides both educational support and service coordination.
 - Head Start has a classroom inside of Beall, and we currently share 14 three-and-four-year-old students, giving them full-day services.
 - Kids Korner Quality Childcare and Learning Center has a site inside of Beall. There are 74 students, ages 2 – 12, enrolled either full-day, half-day, before school, after school, or another combination of the aforementioned choices. They accept “child care subsidy vouchers” for low-income families. The Judy Center also sets aside funds to assist families with paying for their childcare bill.
 - Kids Korner uses an MSDE approved curriculum for their 2, 3 & 4-yr olds.
 - The administration of Head Start serves on the Judy Center Steering Committee and the Early Childhood Advisory Council.
 - Special Education works with the Judy Center to provide a 5-week summer camp for enrolled 3-yr olds, 4-yr olds and 5-yr olds.
 - Students with a suspected delay are referred to the Child Find Clinic.
 - The Judy Center provides free vision screenings for all Pre-K students.
 - The Judy Center brings special activities and events to the school:
 - a. Monthly Family Literacy Nights
 - b. Infant Massage Classes
 - c. Interact Story Theatre programs
 - d. Field Trips
 - e. Staff Development Opportunities
 - f. Infant & Toddler Playgroups
 - g. Parent support groups
 - h. Parent trainings
 - The Judy Center schedules monthly trainings for the Allegheny County Childcare Professionals Association.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

VII. ATTENDANCE

Table 15: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	94.4	Y
Grade 1	≥95.0	Y
Grade 2	94.9	Y
Grade 3	≥95.0	Y
Grade 4	94.6	Y
Grade 5	94.7	Y

Table 16: Attendance Rate	All Students				
Subgroups – School Level Data	94%	94%	94%	94%	94%
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
All Students	94.0	≥95.0	≥95.0	≥95.0	94.9
Hispanic/Latino of any race					
American Indian or Alaska Native					
Asian					
Black or African American					
Native Hawaiian or Other Pacific Islander					
White	≥95.0	≥95.0	≥95	≥95	94.4
Two or more races					≥95
Special Education	94.3	94.8	≥95		93.1
Limited English Proficient (LEP)					
Free/Reduced Meals (FARMS)	94.6	94.9	≥95		93.4

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

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

Our attendance dropped below 95% in all areas except Two or more races. The Special Education and FARMS subgroups did not meet the targeted AMO.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

- Students attendance will be recognized at quarterly awards ceremonies.
- Classroom competitions for the highest attendance rate occur monthly. Winners will be recognized and awarded. A bulletin board will be used for recognition.

3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

In order to encourage school attendance, we have added extra incentives to promote attendance.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

VIII. HABITUAL TRUANCY

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

1. Based on the Examination of the Habitual Truancy Data, respond to the following:
 - a. How many students were identified as habitual truants? ≤ 10
 - b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.

After looking at the attendance data, our school has implemented a proactive plan to address habitual truant students. A very low number of students have poor attendance due to health reasons. The remaining students will be monitored and discussed during our weekly pupil service team meetings with staff from school and our pupil personnel worker. The school will continue to call home to check on absent children. We will also continue the use of our school resource officer and other staff members for home visits as needed. School personnel will meet with parents to address attendance concerns.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

X. SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

School Safety – Suspension for Sexual Harassment, Harassment, and Bullying

Examine the number of in school and out of school suspensions for the 2014-2015 and 2015-2016 school year. Also look at the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and what you plan to do to reduce that number.

In School and Out of School Suspensions

	2015-2016	2014-2015
In School Suspensions	≤10	≤10
Out of School Suspensions	≤10	≤10

Sexual Harassment, Harassment and Bullying that resulted in Suspension

	2015-2016	2014-2015
Sexual Harassment	0	0
Harassment	≤10	0
Bullying	≤10	0

There are no suspensions in the 2014-2015 school year that relate to sexual harassment, harassment, or bullying and ≤10 harassment and 2 bullying suspensions for the 2015-2016 school year. At Beall Elementary, we are taking a proactive approach to prevent bullying and

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

harassment from happening. Bullying is a pervasive problem in our nation's schools. It has significant consequences for all involved: children who are bullied, children who bully, and children who witness bullying. Teaching social-emotional learning skills has been found to be important in the healthy development of children, and when incorporated into a bullying program has had positive results. Furthermore, these skills are key components in tackling a bullying problem. Teaching social-emotional skills not only promotes a safe and positive climate within schools, it creates healthy children who are ready to learn. At Beall Elementary, teachers are being professionally developed on the county bully policy through inservice training provided by the school guidance counselor. The guidance counselor is also providing anti-bullying lessons during weekly guidance lessons using the "Second Step Bullying Prevention Unit". Administration along with the guidance counselor will meet with parents quarterly to include them in the school wide strategy to both identify and prevent bullying and harassment. During these meetings parents have the opportunity to ask questions while gaining knowledge of the Allegany County Public School's Bully/Harassment Policy. Parents are also informed of the lessons being taught by the guidance counselor in their child's classroom. The goal is to educate staff, parents, and students on the dangers of bullying and harassment along with prevention.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

XI. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

According to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, systems approach method adopted by the State Board to:

- a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
- b. Improve the link between research –validated practices and the environments in which teaching and learning occur.

1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

	15-16	14-15	13-14	12-13	11-12	10-11	09-10	08-09
Total Referrals	76	87	54	52	59	41	66	106

Referral Behaviors	15-16	14-15	13-14	12-13	11-12	10-11	09-10	08-09
Fighting/Physical Aggression	43%	37%	43%	15%	17%	24%	29%	46%
Defiance/Disrespect	20%	34%	26%	44%	29%	19%	11%	11%

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

Theft	4%	4%	0%	2%	3%	2%	0%	3%
Disruption	25%	11%	17%	27%	14%	17%	39%	20%
Inappropriate Language	0%	0%	0%	8%	0%	0%	2%	8%

2. Discuss the research-based strategic/group interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

Beall Elementary School has had a renewed school-wide emphasis on the Positive Behavior Interventions and Supports (PBIS) approach to discipline. We have a commitment to nurturing a learning environment where every individual feels safe and respected, and where all students learn. As a result of our efforts, Beall Elementary was designated a statewide PBIS Exemplar School for nine consecutive years (2007-2016).

Students are recognized for meeting positive behavior expectations on a daily, monthly, and quarterly basis. They work toward earning Classroom Dojo Points from their classroom teacher when positive behavior expectations are met. These points are then exchanged for tokens to be used with the Treasure Tower in the main office. Data is analyzed and Booster Weeks are held according to periods of time throughout the school year with higher numbers of office referrals. School-wide PEACE sign incentives are also implemented to reward students for having weeks with zero office referrals.

At Beall, we attribute our success to our PBIS program. The school administration and school counselor provide support for all grade levels.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

XII. PRINCIPAL'S SLOs

PRINCIPAL SLO 1

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

Students in Grade 2 will increase the level of writing competency and written expression in opinion writing. In order for students to be college and career ready by graduation, the rigor of the writing program and student performance on written tasks must increase. All 68 second grade students at Beall Elementary will participate in this SLO. There are 38 males and 30 female students. Of the 12 students who have individualized education programs, 5 receive academic special education services and 7 receive speech therapy services. 39/68 second grade students are in the FARMS subgroup.

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

The lowest student performing question on the 2015-2016 End of the Year First Grade ELA Benchmark was Question 10 which is a writing on demand in opinion format prompt. These students are now our second grade students. 61% of second grade students (now third grade students) met expectations on the 2015-2016 End of the Year Second Grade ELA Benchmark Question 8 which is a writing on demand in opinion format prompt. Disaggregated 2015-2016 PARCC data shows that third grade students scored below district, state, and cross-state averages on Literary Analysis which is opinion writing. Students in second grade will be given an opinion writing prompt that is scored using the 6 + 1 Writing Traits Rubric for Voice to determine pre-assessment baseline data for this SLO.

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

Using the Gradual Release of Responsibility teachers will focus instruction on modeling opinion writing while allowing students to think aloud for brainstorming ideas. Guided instruction will take place as teachers and students work together to express opinions clearly in written form. Students will work collaboratively to develop opinion writing while gaining perspective from their peers during the peer editing phase of writing. Students will independently produce a writing piece that clearly expresses their opinion by providing support. Routine writing, journals, and writing on demand will provide opportunities for students to build writing stamina, and receive corrective feedback through written teacher comments and conferencing.

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

The 6+1 Writing Traits Rubric focusing on Voice will be used to score student opinion writing in grade 2. The rubric scores on a 6 point scale. All students will improve their writing by two points from the pre-assessment writing to the post-assessment writing. Students scoring 5/6 on the pre-assessment writing will improve to 6/6 on the post-assessment writing. Students scoring 6/6 on the pre-assessment writing will maintain that score on the post-assessment writing.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

PRINCIPAL SLO 2

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

Grade 4 students will increase math proficiency and performance in the domain of Number and Operations - Fractions. There are 26 females and 33 male students in fourth grade. Eleven students have individualized education plans and there is one student with a 504 plan.

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

Based on the 2015-2016 PARCC data, Grade 3 students (now our Grade 4 students) scored below county and state averages on standard 3.NF.A.3b (*Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.*) and 3.MD.B.4 (*Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters.*). Grade 4 students scored below county and state averages on standard 4.NF.B.3a (*Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.*), standard 4.NF.B.3b (*Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition as an equation. Justify decompositions, e.g., by using a visual fraction.*), standard 4.NF.B.3c (*Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of questions and the relationship between addition and subtraction.*), standard 4.NF.B.4a (*Understand a fraction a/b as a multiple of $1/b$.*), and standard 4.NF.B.4b (*Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.*)

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

The math leadership team will meet monthly to create goals for each grade level, create monthly assessments, and plan for future monthly meetings and goals. The principal and AP will meet with the math specialist to disaggregate PARCC and benchmark data, then will schedule, plan and meet with grade level teachers to review strategies and plan future instruction based on the needs of students. The math specialist will model fractions lessons in fourth grade classrooms based on the MCCRS evidence statements that students scored below county and state PARCC averages on the 2015-2016 assessment. The math specialist will guide teachers through the curriculum mapping process to better plan for teaching the major math clusters.

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

After analyzing and monitoring student growth using the fourth grade county math benchmark and individual student growth calculators, the number of students achieving sufficient growth will be used to determine student progress.
Insufficient growth: 0 - 59% (35 or less) of the students selected for this SLO will make full attainment.
Partial Attainment: 60-74% (36-44) of the students selected for this SLO will make full attainment.
Full Attainment: 75% (45-59) or more of the students selected for this SLO will make full attainment.

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

XIII. TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

- **Describe in a narrative your school’s parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation from sign in sheets, type and number of parent activities, etc.). Title I schools must analyze information from the Title I Parent Interest Survey.**

Beall Elementary School strives to enhance family and community partnerships. We have seen an increase in our parent and community participation in the past 2 years. We have 3-5 parents attend bi-weekly parent workshop. Volunteer workshops facilitated by our Parent Involvement Coordinator, Delsie Fazenbaker, are held every other Monday. We have a parent who volunteers in the media center 2 days every week on a consistent basis. We have homeroom parents who help with bulletin boards, reading and math groups, and making and organizing classroom materials.

Community partnerships are important to the success of our students at Beall Elementary. We have a strong partnership with The University of Maryland Extension Office with programs on healthy living as well as STEM activities. Frostburg State University is an ever present partnership that allows our students to benefit from walking field trips, visits from students from the Children’s Literature Center, physical activity with PE students at FSU, and student interns in the classrooms. The Frostburg Lions partner with us to provide vision screenings for our primary students and peacebuilding activities with our intermediate students.

According to sign-in sheets at our parent involvement events, we had the following attendance at events:

- **431 Total Parent Workshop Hours**
- **73% of families attended PK-K Back to School Conferences**
- **52% of families attended Meet the Teacher Night**
- **42% of families participated in Family Reading Day**
- **40% of families attended Fall Parent Conference Day**
- **31% of families attended Spring Parent Conference Day**
- **7% of families participated in Family Literacy Nights (monthly)**
- **61% of families participated in Math Day**
- **48% of families participated in STEM Day**

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Parent Advisory/ Title I Parent Committee 2016 – 2017

Name	Grade Level Representation	Position
Lynn and Jesse Ketterman	5	PAC Representative
Misty Lewis	3	PAC Alternate
Nikki Clark	2	Parent
Cassie Linder	K	Parent
Katie Everly	1	Parent/Teacher
Robin Sweitzer	4	Parent
Gina Fox	PK	Parent
Delsie Fazenbaker		Parent Involvement Coordinator

Under the “Grade Level Representation” column, identify the grade level being represented by this parent. Under the “Position” column, identify the school’s representative and alternate for the county Parent Advisory Council with “PAC.” Identify the other members as Parent, Teacher, Community Member, and so forth. **The parent committee must represent a cross section of the school community. Title I schools must have representations from all grade levels.**

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

BEALL ELEMENTARY PARENT INVOLVEMENT PLAN

Expectations

As a schoolwide Title I school, Beall Elementary School's Parent Involvement Plan meets and exceeds the requirements of the Title I, Part A Section 1118 No Child Left Behind Act of 2001 (NCLB).

Beall Elementary School recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the staff at Beall Elementary School welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

I - Shared decision-making opportunities

II - Annual meeting to explain the schoolwide Title I program

III - Opportunities to build and increase understanding, communication, and support between home and school

IV - Formal and informal evaluation of the effectiveness of parent involvement activities

V - Opportunities to increase awareness of the available resources offered by Mid Atlantic Equity Consortium, Inc. (MAEC)

VI – Activities that promote a positive environment of high expectations shared by home and school

Beall Elementary School accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent Involvement Plan with the district's Parent Involvement Plan.

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 all targets on the PARCC for 2016-2017.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Action Plan

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
<p>I. Shared Decision Making</p> <ul style="list-style-type: none"> ➤ The School Improvement Plan (SIP) is developed with input from parents ➤ The SIP is available for parent review and input at any time ➤ The Parent Involvement Plan is developed with input from parents. ➤ The Parent Involvement Plan is distributed to all parents. 	<p>Parent representatives on SIT and other decision-making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.</p> <p>A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.</p> <p>A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parent of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.</p> <p>A summary of the Parent Involvement Plan is distributed to all families after the Central Office has approved the SIP.</p>	<p>September 2016</p> <p>November 2016</p> <p>April/May 2017</p> <p>January 2017</p>	<p>Bob Stevenson, Principal Misty Dotson, Assistant Principal</p> <p>Bob Stevenson, Principal Misty Dotson, Assistant Principal</p> <p>Bob Stevenson, Principal Misty Dotson, Assistant Principal</p> <p>Bob Stevenson, Principal Misty Dotson, Assistant Principal</p>

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

<p>➤ With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.</p>	<p>A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year’s Home-School Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval.</p>	<p>April/May 2017</p>	<p>Bob Stevenson, Principal Misty Dotson, Assistant Principal</p>
<p>II. Annual Meeting</p> <p>➤ Schools hold parent meetings at least annually to inform parents of the school’s role in implementing Title I, the parent’s rights, and ways he school will provide for parental involvement.</p>	<p>At parent meetings, the Parent Involvement Plan, Title 1 Components, and the Title 1 Proposed Budget are presented. Parent input and feedback is gathered for possible revisions.</p>	<p>August 18, 2016 (Back to School Night)</p>	<p>Bob Stevenson, Principal Misty Dotson, Assistant Principal</p>
<p>III. Building Parental Capacity</p> <p>➤ Provide assistance to parent in understanding the State’s academic content standards and student academic achievement standards, State and local academic assessments.</p> <p>➤ Provide materials and parent</p>	<ul style="list-style-type: none"> ● Maryland’s College and Career Ready Standards are discussed and reviewed with parents. Information is sent home in Tuesday Folders. ● Home/School Compact: The Home/School Compact is a reinforcement of the school mission to ensure success for all students. It is a communication tool used to outline the roles and responsibilities of each person participating in the development of 	<p>August 18, 2016</p> <p>September 2016</p>	<p>Teachers</p> <p>Teachers</p>

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

<p>trainings/workshops to help parent improve their children’s academic achievement.</p> <ul style="list-style-type: none"> ➤ Educate school personnel on how to work with parents as equal partners in their child’s education. ➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century Afterschool Program, Head Start, etc. ➤ Ensure information is presented in a format and/or language parents can understand. ➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent involvement opportunities. 	<p>personal, social, and intellectual student growth. Students, parents, and staff members each sign the agreement, affirming to uphold their part in helping students to be successful.</p> <ul style="list-style-type: none"> ● Parent Conference Day: These days are designed to communicate student progress, both academically and socially, and to collaborate ways to reach the student’s highest potential. ● Math Day: Teachers will utilize Math Literature from Math Solutions to teach a lesson and incorporate activities to reinforce the skill in the literature. Title I Funds: \$1,108.37 ● Family Reading Night: Families and staff will work with the Frostburg Community Library to complete activities for Dr. Seuss: Read Across America Day. The activities will incorporate reading skills addressed in the classroom. Title I Funds: \$758.40 ● STEM Day: Families and Staff will use LEGO WeDo kits to build robots and program them to move using LEGO software. Title I Funds: \$758.39 ● Anti-Bullying Parent Meetings: Family members participate in discussion with the assistant principal and school counselor about the county policy and on bullying and harassment. ● The Parent Advisory Council representative will present to the staff at faculty meetings and committee meetings about topics and 	<p>September 29, 2016</p> <p>February 27, 2017</p> <p>November 18, 2016</p> <p>February 27, 2017</p> <p>May 2017</p> <p>Quarterly 2016-2017</p> <p>November 2016-May 2017</p>	<p>Teachers</p> <p>Math Team Teachers</p> <p>ELA Team Teachers</p> <p>STEM Team Teachers</p> <p>Misty Dotson, Assistant Principal Barb Amtower, Guidance Counselor</p> <p>Misty Dotson, Assistant Principal PAC Representative</p>
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**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

	<p>issues relevant to students learning.</p> <ul style="list-style-type: none"> ● Title 1 Parent Interest Survey will be distributed to all parents; results will be tabulated; and concerns will be addressed at SIP meetings. ● Family Literacy Nights, coordinated through the Judy Center, provides opportunities to interact with their child by learning a different literacy topic each month. <ul style="list-style-type: none"> ● The Judy Center provides programs to increase parent involvement(examples:Infant Massage classes, YMCA Infant and Toddler programs, Parent and Child Take-Home Activities, Family Newsletter, Head Start, Child Care Providers, Parents Workshops, etc.) ● Allegheny Health Department provides various services to support families (examples:WIC, Health Screenings, Nutritional Information, Dental and Vision Screenings, Mental Health Resources, etc.) ● School Messenger is used to communicate with parents via email and phone. Purchases of Spanish math and reading materials are available to parents to provide translations for any information sent home. ● Contact is made with limited English parents to assist during school meetings to provide support information via the Pupil Personnel 	<p>January 2017 and May 2017</p> <p>Monthly</p> <p>September 2016-June 2017</p>	<p>Ellen Sause, Title 1 Support Specialist</p> <p>Deb Kolb, Judy Center Coordinator, Terri Monahan, Media Specialist, Michelle Saville, Kindergarten Teacher, LuAnne Kesecker, PreK Teacher</p> <p>Deb Kolb, Judy Center Coordinator, Sheila Navalaney, Judy Center Service Coordinator, PreK and Kindergarten Teachers</p> <p>Health Department Judy Center</p> <p>Bob Stevenson, Principal, Misty Dotson, Assistant Principal, Delsie Fazenbaker, PIC</p> <p>Tracey-Dunn Court, PPW Delsie Fazenbaker, PIC</p>
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**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

	worker. Translated documents are provided when needed. The Parent Involvement Coordinator is available to assist.		
IV. Review the Effectiveness ➤ The effectiveness of the school's parental involvement activities will be reviewed.	Following every parent involvement event, surveys will be distributed to evaluate each activity. The Title 1 Parent Interest Survey will be distributed to parents and the results will be summarized to be used to adjust future planning.	September 2016- June 2017	Misty Dotson, Assistant Principal Ellen Sause, Title 1 Support Specialist
V. Mid Atlantic Equity Consortium, (MAEC) ➤ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org	The information from the organization will be on display for all parents to view in our parent information station located in the main lobby. Additionally, information will be sent home in the Tuesday folder.	September 2016- June 2017	Bob Stevenson, Principal Misty Dotson, Assistant Principal Barbara Amtower, School Counselor
IV. Joyce Epstein's Third Type of Parent Involvement ➤ Volunteering	<ul style="list-style-type: none"> ● Parent Volunteer Training (equipment use) ● Confidentiality (reporting abuse/neglect) ● Teacher Request Workshops ● Chaperones ● Day of Caring and Sharing ● PBIS Incentives ● School Events (Example: Field Day) ● Book Fair 	September 2016-June 2017	Bob Stevenson, Principal Misty Dotson, Assistant Principal Delsie Fazenbaker, PIC Barbara Amtower, School Counselor Terri Monahan, Media Specialist

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Section XV. MTSS PRACTICE PROFILE AND PRIORITIES

Please include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan.

1. Based upon the results of the MTSS Practice Profile, what are the priorities that the MTSS team selected?

Priority #1: Behavior Screening and Progress Monitoring

Priority #2: Collaborative Team Planning Meetings and Data Based Decision Making

2. How will these priorities be addressed?

Priority #1: Use a reliable and valid universal screening tool to identify students with at-risk social behavior.

Priority #2: Grade level and special educators collaborative planning to monitor progress and plan tiered instruction and interventions.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Section XVI. MANAGEMENT PLAN

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

Teachers have reviewed the proposed activities in grade level teams and made recommendations concerning needed materials for implementing the activities. The final document will be discussed with the faculty prior to the review of the plan by the Central Office Team. This document will be placed on both the school website and the Allegany County Public Schools website for staff, parents, and community access and examination.

The School Improvement Team (SIT) and each PLC (Math, ELA, STEM, ICT/UDL) will monitor components of the School Improvement Plan (SIP) and communicate progress to all stakeholders. An agenda/minutes form will serve to update the school community of the focus and results of each meeting. The minutes will be emailed to each committee member. Each teams' minutes will be kept in their respective binders.

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

Using the School Improvement Plan as the guide, the SIT will monitor and update its implementation in conjunction with the entire faculty and staff. SIT will ensure that the necessary components are embedded in the plan. Each grade level team will disaggregate milestone data quarterly. Data will be reviewed by faculty, and the SIT will make necessary changes to the SIP to ensure continued student achievement. The principal will be responsible for monitoring the instructional plans of teachers to confirm alignment with the state standards. Routine formal and informal classroom observations will be completed to determine that initiatives are evident at the classroom level. A committee comprised of Central Office Personnel will review the SIP annually. The results of this evaluation will be posted on the school Intranet system.

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

At the end of every quarter, each grade level and the administration will collect and analyze all milestone data. The data will be disaggregated and will be used to evaluate the progress of all subgroups. Each grade level representative will report to the SIT at the first monthly meeting to adjust instruction and curriculum mapping for the next quarter. The SIT grade level representative will then share recommendations at grade level team meetings. This information will also be discussed in faculty meetings. Necessary revisions will be made by the SIT after analyzing the benchmark data from each quarter.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

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

Classroom teachers will enter the data into the Assessment Management System or Engrade and report the data to administration during team meetings and PLCs. Data will be collected by the SIT chairpersons.

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

Components of the School Improvement Plan will be shared with the parents and the community in a variety of ways. These will include presenting the plan at the Back to School Night and Title I Parent Information Meeting, being delivered through the school newsletter, available for viewing in the school handbook, and providing access with various school communications sent home in the Tuesday folder. The plan can also be accessed via the school website and the Allegany County Public Schools website. The SIT encourages a community member and parent representative to be in attendance at regular meetings to assist with the communication of the plan.

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

Staff members will be informed of revisions to the SIP in faculty meetings and through the Intranet and the school webpage. Revisions will be shared with parents and community stakeholders through parent meetings, newsletters, parent conferences, Tuesday Folder communications, and the school webpage.

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

The instructional supervisory staff at the Central Office, who comprises the Technical Support Team, will provide support in the development of the plan as needed. Upon request from the SIT chair, the Central Office staff will attend SIT meetings; provide linkages with MSDE or other educational agencies; assist in analyzing school data; and support in planning professional development opportunities. The SIP will be forwarded to Central Office personnel by November 2016. A review team comprised of Central Office personnel will review the plan using the SIP rubric. The review team will meet with the SIT during November 2016 to discuss the implementation of the plan. The SIT chairperson will submit agendas and minutes from monthly SIT meetings to the appropriate supervisor. In June 2017, the evaluation report will be forwarded to the superintendent.

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

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

Action Teams meet at 8:00 on the dates below:

Dates for SIT - 1st Thursday

<i>Sept.</i>	<i>Oct.</i>	<i>Nov.</i>	<i>Dec.</i>	<i>Jan.</i>	<i>Feb.</i>	<i>March</i>	<i>April</i>	<i>May</i>
1	6	3	1	5	2	2	6	4

Dates for PBIS Meetings - 3rd Tuesday

<i>Sept.</i>	<i>Oct.</i>	<i>Nov.</i>	<i>Dec.</i>	<i>Jan.</i>	<i>Feb.</i>	<i>March</i>	<i>April</i>	<i>May</i>
20	11	19	20	17	21	21	18	16

Dates for MATH – 2nd Wednesday

<i>Sept.</i>	<i>Oct.</i>	<i>Nov.</i>	<i>Dec.</i>	<i>Jan.</i>	<i>Feb.</i>	<i>March</i>	<i>April</i>	<i>May</i>

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

13	11	8	13	10	14	14	11	9
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Dates for STEM Meetings – 4th Wednesday

<i>Sept.</i>	<i>Oct.</i>	<i>Nov.</i>	<i>Dec.</i>	<i>Jan.</i>	<i>Feb.</i>	<i>Mar.</i>	<i>April</i>	<i>May</i>
21	19	16	14	11	8	22	19	17

Dates for ELA Meetings – 2nd Wednesday

<i>Sept.</i>	<i>Oct.</i>	<i>Nov.</i>	<i>Dec.</i>	<i>Jan.</i>	<i>Feb.</i>	<i>Mar.</i>	<i>April</i>	<i>May</i>
28	26	23	21	18	22	29	26	24

Dates for Emergency Team Meetings - Quarterly

<i>Sept.</i>	<i>Nov.</i>	<i>Feb.</i>	<i>April</i>
13	15	14	11

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Dates for ICT/UDL Meetings

First and Third Wednesday at 8:00, unless announced otherwise.

<i>Sept.</i>	<i>Oct.</i>	<i>Nov.</i>	<i>Dec.</i>	<i>Jan.</i>	<i>Feb.</i>	<i>Mar.</i>	<i>Apr.</i>	<i>May</i>
<i>21</i>	<i>5</i>	<i>2</i>	<i>7</i>	<i>4</i>	<i>1</i>	<i>1</i>	<i>5</i>	<i>3</i>
	<i>19</i>	<i>16</i>	<i>21</i>	<i>18</i>	<i>22</i>	<i>22</i>	<i>19</i>	<i>17</i>

PST Meetings – Every Monday at 1:00

Faculty Meetings - Each Thursday 8:00

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

Title I Schools – Nine Components

The Nine Components section is an elaboration of the School Improvement Plan. Please include activities/strategies that you use in your school to support each of the Nine Components. Between the activities and strategies that are identified in the School Improvement Plan and the Nine Components, a snapshot of your efforts to meet the requirements of No Child Left Behind/Every Student Succeeds Act will be evident. These efforts should include new activities/strategies as well as the ones that you have been using to help students, staff, and parents be successful.

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND
ASSESSMENT**

**COMPONENT ONE
COMPREHENSIVE NEEDS**

The Comprehensive Needs Assessment (Data Examination) identifying areas of strength and areas of need may be found on the following pages:

ELA Needs Assessment	pages 12-19
Math Needs Assessment	pages 20-26
Science Needs Assessment	pages 27-28
Attendance Needs Assessment	pages 31-33
MTSS Practice Profile	pages 49

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT TWO
SCHOOLWIDE REFORM STRATEGIES**

ELA

Maryland’s College and Career Ready Standards for ELA is utilized for ELA instruction. In Fall 2010, the 2011 *Treasure Series* from Macmillan McGraw-Hill was implemented as the core reading program during the 120 minute language arts block. Research based strategies and best practices are the foundation of the instructional program. Include reading intervention programs such as ERI, Read Naturally, SRA, Foundations, Wilson Reading, etc. on the chart.

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 12-19. Please complete the chart with additional best practices and strategies that support ELA achievement

Research Based/Best Practice Strategies	Materials/Resources for Implementation
Universal Design for Learning Strategies	Variety of Access to Information Digital Text Paper Text Auditory Text Variety of ways to show what has been learned Variety of project choices
Technology	Smartboards/LightRaise Computer lab and mobile labs MakerSpaces Software/Websites Discovery Education
Reading Interventions	Early Intervention (ERI)

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

	SRA - Corrective Reading Program Foundations Wilson Reading Programs Orton Gillingham
Differentiated Instruction	Content area material Frequent Assessment (DIBELS, Theme Tests, Benchmarks)
Vocabulary Instruction	School Wide Implementation of Critical Verbs and Nouns Spelling City Starfall Scholastic News

MATH

Maryland's College and Career Ready Standards for Math is utilized for math instruction. The 2012 *enVISION* series by Pearson is utilized as the core program and is based on the NCTM Standards. Teachers utilize this math resource to implement the math pacing guide. Math benchmarks are available for use in grades PreK-5 three times during the year. PreK and Kindergarten also administer an end of year benchmark. Please complete the following chart to include the page number of the SIP where the program or practice can be found.

Activities to meet the needs of the targeted subgroups(s) and the identified factors hindering student performance are found on pages 20-26. Please complete the chart with additional best practices and strategies that support math achievement.

Research Based/Best Practice Strategies	Materials/Resources for Implementation
Universal Design for Learning	Variety of Access to Information Digital Text Paper Text

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

	<p>Auditory Text Variety of ways to show what has been learned Variety of project choices</p>
Technology	<p>Smartboards/LightRaise Computer Lab and Mobile Labs Maker Spaces Software/Websites Discovery Education Think Through Math</p>
Differentiated Instruction	<p>Flexible groups, Assignment Choices Center Stage Math Kits Box Cars and One-Eyed Jacks IXL Pearson SuccessNet Number Talks Judy Center Summer Camp-math activities for reteaching over the summer</p>
Explicit Math Vocabulary Instruction	<p>Hands-on Activities - Math Bags Marilyn Burns-Math Classroom Books Mentoring Minds Math Vocabulary Materials Math Center Stage Component in Math Series with Flashcards Math Focus Walls with Vocabulary Displayed Number Talks</p>

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT THREE
HIGH QUALITY PROFESSIONAL DEVELOPMENT**

Staff development is an ongoing commitment. Supervisors provide county staff development related to the state curriculum, best teaching practices, and differentiated instruction. School level teams continue these professional development initiatives at the school level. In addition, specific high quality professional development activities identified in the needs assessment process are included in the School Improvement Plan. ELA and math benchmark assessments, *DIBELS Next*, and unit tests are analyzed to monitor student progress and drive instructional changes. The goal of professional development is to provide teachers with effective instructional strategies that will increase achievement for the identified subgroups.

Please see School Improvement Plan:

- ELA** **pages 12-19**
- Math** **pages 20-26**
- Science** **pages 27-28**

In the table below are additional Professional Development activities that will support the implementation of the plan, but are not listed in the plan due to the narrow focus on subgroup performance.

Professional Development Calendar/Funding Table

Initiative/ Focus	SIP Alignme nt	What/ How (Content/Proce ss)	Date(s)	Evidence of Successful Completion	Presenters/F acilitators Audience	Funding Source	Budget Calculation
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**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Title I District wide Initiative	Strategy: ELA Improve effective writing instruction	Trait Crate Plus Follow up: Participants will use writing strategies and materials to improve writing instruction.	October 2016	Teachers attend pd session and utilize writing strategies from Crate	ELA Specialist, Title I Specialist K-5 Teachers	Title I	Subs @ \$93/day
Title I District wide Initiative	Strategy: Boxcars and One Eyed Jacks	Math games to reinforce curriculum Follow up: Participants will use math strategies and materials to improve instruction	November/December 2016	Students will utilize games and activities	John Felling of Box Cars and One-Eyed Jacks	Title I	Subs @ \$93/day Consultant Fee Kits
Title I District wide Initiative	Strategy: Improve math instruction	Michelle Spiers Math Training Follow up: Participants will discuss the strategies at grade level team meetings	Nov. 22, 2016 Jan. 17, 2017 Feb. 9, 2017 Mar. 23, 2017	Teachers attend pd sessions and utilize math strategies	Michelle Spiers of Math Solutions Carley McGann, Helene Duncan, Cindy Cecil	Title I	Subs @ \$93/day Consultant Fee

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

School Initiative	Strategy: Improve writing instruction	Writing Buddies Follow up: Grade level teachers will partner with another grade level to pair students with a writing buddy to develop peer editing skills.	September 2016- June 2017	PLC for writing instruction and strategies	Dr. Jodi Welsch, FSU Grade level teachers	Other	
District Initiative	Strategy: Improve inclusive instruction	MCIE	August 2016- June 2017	Leadership Team meets with MCIE staff monthly to collect and review data and plan inclusive instruction	MCIE staff Grade Level teacher representatives	Local	Subs @ \$93/day

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT FOUR
ATTRACT CERTIFIED TEACHERS**

- **ACPS**

The recruitment and hiring of teachers is the role of the Human Resources Department of the Allegheny County Public Schools. Human Resources follows a recruiting process. Representatives from ACPS travel to job fairs to interview and share information about the school system and about Allegheny County. Long term substitutes and student interns are observed by principals and supervisors, and recommendations for hiring are made. A team from the Central Office and a principal interviews candidates and forms a pool of applicants. The Supervisors of Elementary Education make recommendations to principals for candidates to be personally interviewed. The principal informs Human Resources of a selection for final approval for hiring.

ACPS and Frostburg State University collaborate closely in the Professional Development School Program. This program places student interns in the schools. Frostburg State responds to the concerns of the ACPS. An added benefit for teachers is that the tuition for college classes is free for a designated number of participants per semester. Professors from Frostburg State University serve as members of School Improvement Teams at various county schools. This provides an opportunity for them to participate in school decision-making and to understand the needs of the schools.

A Mentoring Program for first year teachers has been established. First year teachers are provided the opportunity to participate in professional development sessions to enhance their understanding of the role of a teacher, delineate the expectations of ACPS, and give background information about system initiatives. Another important part of the mentoring program is the pairing of a first year teacher with a more experienced teacher in the school. The teachers meet weekly to share concerns and to offer support.

There are many factors which make ACPS an attractive employer. Elementary schools maintain a low student/teacher ratio. Teachers have many opportunities to participate in school decision-making through membership on the School Improvement Team, Student Achievement Team, Climate Action Team, or Partnership Action Teams. In addition, all teachers newly hired as well as current employees will be given credit for their years of teaching experience.

The quality of life in Allegheny County is good. The county is located in a rural area, yet the metropolitan areas of Baltimore, Pittsburgh, and Washington, D.C. are within a two and one-half hour drive. Lower real estate prices allow young families to purchase homes at more reasonable costs. Traffic congestion is minimal. The crime rate is low. The close proximity of

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Frostburg State University allows minimal disruption to schedules for completion of a Master's degree.

Therefore, attracting and retaining high quality teacher is not a concern at this time

- **School Level**

How are you attracting teachers to your building?

- ❖ Positive relationship with FSU that brings teachers to our building
- ❖ Classroom Materials and Equipment-funded through supervisor, principal, and Title I
- ❖ Building Climate-all staff members are valued, participation at Back to School Bash
- ❖ Parent workshop every other Monday to assist teachers
- ❖ Instructional Leadership-(Team planning times, math and reading specialists)
- ❖ Judy Center
- ❖ Access to Technology
- ❖ Wellness Program
- ❖ PBIS Initiative
- ❖ Strong support and instructional leadership

How are you attempting to retain teachers in your building?

- ❖ Staff Development Opportunities
- ❖ Decision-making Opportunities
- ❖ Building Climate
- ❖ Instructional Leadership-(Team planning times, math and reading specialists)
- ❖ Response to Staff Surveys for Climate
- ❖ Staff Wellness Activities
- ❖ Positive Relationship with FSU
- ❖ Positive building climate
- ❖ Praise Pail for teachers with monthly prize

Please complete the chart counting only those teachers who are responsible for instructing students in the following areas:

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Reading, Math, Writing, Science, Social Studies, Art, or Music. Special Education teachers who teach these subjects must be included.

Years Teaching in School	Number of Teachers	Percentage
First Year Teaching	0	0%
2 -5 Years	5	17%
6 - 10 Years	4	14%
More than 10 Years Teaching	15	52%

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT FIVE
INCREASE PARENTAL INVOLVEMENT**

Educators in the school recognize the importance of the home-school connection. Involving parents in the school is a crucial step toward enhancing student performance. The Allegany County Public Schools' Parent Involvement Policy is published and distributed in August to each family in all Title I schools. Title I schools also post a copy of the policy on their Title I bulletin boards or in their parent resource centers. Each school, in conjunction with the Title I Parent Committee, develops its own parent involvement plan. This plan is posted and also distributed to parents.

A Parent Involvement Coordinator is on-site at Beall Elementary School for 1 day per two weeks. In this position, the Parent Involvement Coordinator reaches out to parents to build positive relationships between the home and school through individual communication, works with school administrators to help build a strong parent program, and builds enthusiasm for parent involvement in the school.

Parents are encouraged to be involved in the education of their child(ren) in a variety of ways. NCLB identifies six requirements designed to build parents' capacity to be involved in school. Strategies designed to ensure the implementation of these requirements are found in the school's Parent Involvement Plan. **Please refer to the Parent Involvement section on pages 41-48 for a description of the implementation of these standards.**

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

ALLEGANY COUNTY PUBLIC SCHOOLS NO CHILD LEFT BEHIND	COMPONENT SIX TRANSITIONING PRESCHOOL CHILDREN
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PROGRAM	DATE/TIMELINE
Meetings with Head Start and PreK Teachers	May 2017
Transition reports provided by Head Start for entering Kindergarten students	May 2017
Pre-K and Kindergarten Parent interviews	August 2016
KRA Screening	August 2016
IEP meetings	Monthly
Pre-K and Kindergarten Orientation Meetings	May 2017
Joint registration with Head Start and Pre-K	March 2017
Transportation between Head Start and Pre-K	Daily within the school
Open House	August 2016
Articulation meetings between Pre-K and K	May 2017
Articulation meetings between K and Grade 1	May 2017
Articulation meetings between Grades 1-5	May 2017
Articulation meetings with middle school staff	May 2017
Data analysis meetings	Bi-weekly Team Meetings
Grade 5 middle school visitation	May 2017
Annual Title I Meeting	August 2016

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT SEVEN
TEACHER INVOLVEMENT IN DECISION MAKING**

Teachers are members of the School Improvement Team and other school committees. Instructional decision-making reflects student assessments and data from the School Climate Survey.

School Improvement Team membership at each school is comprised of teachers representing various grade levels and areas of expertise. The School Improvement Team manages the development, implementation, and evaluation of the School Improvement Plan. The team makes site-based decisions regarding school operations and procedures, curriculum, parent involvement activities, and budget items based upon assessment data, survey data, and observations. Serving as required members of the SIT are the chairpersons from each Action Team, school-based professional development teacher, and the Parent Involvement Coordinator.

In addition to the SIT, five other decision making Action Teams operate at Beall Elementary: ELA, Math, STEM, PBIS and ICT/UDL. The Parent Involvement Coordinator may participate in SIT or any team dealing with parent involvement as available according to her schedule. Teacher representation is mandated on each team.

Utilizing Dr. Lawrence Lezotte's Correlates of Effective Schools, the SIT, ELA, Math, STEM, PBIS and ICT/UDL provide the governance structure for shared leadership and decision making. They effectively engage the school community in an ongoing, problem solving, goal setting, and decision making process. However, the SIT is ultimately responsible for providing leadership and for monitoring the school plan.

Correlates of Effective Schools

The School Improvement Team (SIT) focuses on the correlates of:

- Shared Instructional Leadership that is collaborative and promotes clear and focused school improvement efforts as the team works and shares the responsibility necessary for accomplishing their mission.
- Clear and Focused Mission which reduces fragmentation of effort, encourages continued development of commitment to and accountability for improving the agreed upon indicators of success for all.

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

The English/Language Arts Achievement Team (ELA) focuses on the correlates of:

- Increased Opportunities to Learn/Time on Task in the area of English/Language Arts through interdisciplinary integration of subject matter performance based instruction, and real world application of knowledge and problem solving skills.
- Frequent Monitoring of Student Progress and Instructional Approaches and Programs in the area of English/Language Arts ensure effective implementation/accountability and/or the modifications necessary for increasing learner outcomes and indicators of success.
- Authentic family/school/community partnerships through the building of trust and shared involvement between and among all stakeholders in the educational process.

The MATH Action Team (MATH) focuses on the correlate of:

- Increased Opportunities to Learn/Time on Task in the area of English/Language Arts through interdisciplinary integration of subject matter performance based instruction, and real world application of knowledge and problem solving skills.
- Frequent Monitoring of Student Progress and Instructional Approaches and Programs in the area of English/Language Arts ensure effective implementation/accountability and/or the modifications necessary for increasing learner outcomes and indicators of success.
- Authentic family/school/community partnerships through the building of trust and shared involvement between and among all stakeholders in the educational process.

The STEM Action Team (STEM) focuses on the correlates of:

- Increased Opportunities to Learn/Time on Task in the area of English/Language Arts through interdisciplinary integration of subject matter performance based instruction, and real world application of knowledge and problem solving skills.
- Frequent Monitoring of Student Progress and Instructional Approaches and Programs in the area of English/Language Arts ensure effective implementation/accountability and/or the modifications necessary for increasing learner outcomes and indicators of success.
- Authentic family/school/community partnerships through the building of trust and shared involvement between and among all stakeholders in the educational process.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

The PBIS Team focuses on:

- Positive Behavior Intervention Supports for students and staff.
- The social well-being of students and staff.
- The health and wellness of students and staff.

The ICT/UDL Team focuses on:

- Instructional Consultation with students and staff.
- Universal Design for Learning professional development.

If your school has modified this decision making model as a result of site based management, please describe in detail how teachers are involved in decision making. If the description of your Management Plan in your School Improvement Plan is detailed, please cite the pages. If the description is not detailed please describe your Management Plan in detail in this section.

Please see the Management Plan page(s) 50-55 of the SIP.

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

ALLEGANY COUNTY PUBLIC SCHOOLS NO CHILD LEFT BEHIND	COMPONENT EIGHT EFFECTIVE, TIMELY ADDITIONAL ASSISTANCE
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The school provides many additional services for students who are experiencing difficulties. These safety nets include:

Service	Explanation of Service
Health care	School nurse provides health support to students and their families.
Social, personal, or academic support	School counselor provides weekly classroom lessons on character traits and bully prevention. She meets with individual students and social groups to address student needs.
Differentiated instruction	Teachers provide differentiated instruction through small group instruction, technology groups and math strategies.
Small group instruction	Instructional assistants, special education teacher and classroom teacher provide opportunities for small group instruction to reinforce skills as identified by student performance.
Inclusion in general education classes	Instructional assistants and the special education teacher support the regular education teacher through inclusion of all students. They provide accommodations and modifications when needed.
Extended learning time for identified special education students	Summer school program is offered to students through the Judy Center and IEP requirements.
Assistance to families based on identified needs	Pupil Service Team meets weekly to identify needs of families and offers support for attendance issues and family needs.
Dental screening	Allegheny County Health Department screens students for cavities and also provides dental sealants.
Vision screening	Lion's Club offers vision screenings to PreK students.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Social and emotional support	Mental health counselors are provided by the Health Department on a weekly basis for students with mental health needs.
Behavior and academic support	Learning Assistance Program (LAP) supports students with academic and behavior goals. ICT meets bimonthly to discuss student needs and develop a learning assistance program for individual students.
Behavior support	PBIS Program promotes positive behavior by having a uniform program that focuses on school goals. SEFEL promotes positive behavior for early learners. ACHD KIDS Program provides therapeutic counseling for students with social/emotional behavior issues on an as needed basis.
Nutrition support	Weekend Backpack Program provides students with supplemental food. Summer Lunch Box Program is offered by community groups to supply children with supplemental food throughout the summer months.
Clothing	Safe and Snug Program by Allegany County Social Services provides coats, gloves and scarves to identified students.
School supplies	Schools, through local funding, provide basic school supplies to students. Stuff the Bus Program also provides school supplies and backpacks to identified students. Faith-based partners provide school supplies.
Opportunities to discuss progress of child	Parent conferences occur twice through the school year, as well as on request basis to discuss student progress.
Reading intervention programs	Foundations, Wilson and Orton Gillingham are used to support students who are performing below benchmark in the area of reading. These interventions help to close the achievement gap.
Identification of student areas of need	KRA is used in kindergarten to assess student achievement in early

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

	learning.
Opportunity to address student educational needs	ICT and data analysis meetings occur monthly.
Drug awareness	D.A.R.E. Program is offered to Grade 5 students to help keep kids off drugs.
Math intervention program	Think Through Math, a computer based math program, evaluates student concept attainment and plans a pathway for each child. This program is only provided in Title I schoolwide schools for students in grades 3-5.
Assistance to families of young children	Judy Center and the Infants and Toddlers Programs provide assistance through many local agencies for all families with children ages 0-5.
Resources to support homeless students	Title I funding provides homeless students with financial assistance to enable students to remain in the home school, educational programs, acceptable “social-school” activities as well as Title I-like academic services.
Transportation for foster care students	Title I funding can be utilized to supplement transportation costs in order to help a child placed in foster care to remain in the home school if it is in the child’s best interest to do so.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**

**COMPONENT NINE
COORDINATION OF FEDERAL, STATE, AND LOCAL PROGRAMS**

The Supervisor of Federal and State Programs meets regularly with the instructional supervisory staff to ensure the coordination and integration of funding. During these staff meetings, personnel assignments, professional development opportunities, budget expenditures, and student assessment are discussed. The Supervisor of Federal and State Programs also completes the Annual Comparability Report.

Additionally, the Elementary Supervisors hold monthly Elementary Council Meetings. The Supervisor of Federal Programs attends these meetings. During these meetings, principals are given an opportunity to express concerns, clarify questions, and are provided with program and budget updates as well as professional development activities.

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 17.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

FY 17 Coordination of Funding Sources - BE

Activity	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center	Other Funding Source
Professional Development	\$1,687					
Extended Day/School Year						
Materials of Instruction	\$2,143.96			\$26,627	\$15,567	
Salaries	\$78,621.74				\$200,181	
Parent Involvement	\$3,343.36					
Equipment	\$16,173.03			\$3,000		
Contracted Expenses					\$24,629	
Consumable				\$7,098		
Office				\$3,373		

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Title I Budget 2016 – 2017

Instructional Program: \$18,316.99 (includes PIC)

Materials

\$871.46

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Instructional Materials to support ELA and Math instruction		\$871.46	FARMS/Special Education

Equipment

\$16,173.00

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Lenova Yoga Multi-Touch (Windows 8/10)	20 x \$743	\$14,860	FARMS/Special Education
ELA/Math	Computer Cart	\$1,155	\$1,155	FARMS/Special Education
ELA/Math	Ear buds	\$158.03	\$158.03	FARMS/Special Education

PIC Materials

\$241

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
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**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

ELA/Math	Materials to support teacher/parent workshops		\$241	
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Web-based

\$1,031.50

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Vocabulary Spelling City		\$731.50	FARMS/Special Education
ELA/Math	Super Teacher Worksheets		\$300.00	FARMS/Special Education

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Title I Budget 2016 – 2017

Professional Development: \$1,687

Stipends / Substitutes

\$1,395

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Substitutes for Articulation Meetings	15 subs x \$93	\$1,395	FARMS/Special Education

Hourly Stipends: Teaching- \$23.94
\$22.62

Substitutes: Highly Qualified- \$93.00

Non-Teaching-

Materials

\$292

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/Math	Materials for Articulation Meetings (posterboard, markers, name tags, etc.)		\$292	FARMS/Special Education

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

**Title I Budget 2016 – 2017
Parent Involvement: \$3,343.36**

Stipends

\$718.20

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Family Math, STEM, ELA Evening Activities	10 teachers x 3 hrs x \$23.94	\$718.20	Building Parent Capacity

Hourly Stipends: Teaching- \$23.94

Non-Teaching- \$22.62

Materials

\$2,625.16

***Food Allowance – 10% = \$334.33**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I Parent Involvement	Materials for Math Day, ELA Day, and STEM Day	\$2,625.16	\$2,625.16	Building Parent Capacity

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

2015-2016 School Improvement Plan Evaluation

1. After reviewing the 2016 PARCC data, briefly summarize the results in terms of meeting the identified challenges and the effectiveness of the changes as well as the adjustments related to ELA, Math, and Science that were utilized in the 2015-2016 SIP.

ELA

ELA Student Group Grade 3	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	44	8	18.2	13	29.5	12	27.3	11	25.0	0	0.0	61	11	18.0	13	21.3	12	19.7	24	39.3	1	1.6

ELA Student Group Grade 4	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	62	4	6.5	12	19.4	24	38.7	19	30.6	3	4.8	52	0	0.0	7	13.5	15	28.8	23	44.2	7	13.5

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

ELA Student Group Grade 5	2015										2016											
	# Test ed	Level 1		Level 2		Level 3		Level 4		Level 5		# Teste d	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f		# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f
All Students	68	8	11.8	14	20.6	30	44.1	16	23.5	0	0.0	58	3	5.2	9	15.5	23	39.7	22	37.9	1	1.7

Grade 3 ELA scores increased at Level 4 from 25.0% in 2015 to 39.3% in 2016, and increased at Level 5 from 0.0% in 2015 to 1.6% in 2016.

Grade 4 ELA scores increased at Level 4 from 30.6 % in 2015 to 44.2% in 2016, and increased at Level 5 from 4.8% in 2015 to 13.5% in 2016.

Grade 5 ELA scores increased at Level 4 from 23.5% in 2015 to 37.9% in 2016, and increased at Level 5 from 0.0% in 2015 to 1.7% in 2016.

The professional learning community (PLC) for writing helped to increase scores at Levels 4 and 5 for grades 3, 4 and 5.

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

MATH

Math Student Group Grade 3	2015										2016											
	# Test ed	Level 1		Level 2		Level 3		Level 4		Level 5		# Teste d	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f		# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f
All Students	44	7	15.9	11	25.0	12	27.3	13	29.5	1	2.3	61	12	19.7	11	18.0	8	13.1	24	39.3	6	9.8

Math Student Group Grade 4, 7 or Geometry	2015										2016											
	# Teste d	Level 1		Level 2		Level 3		Level 4		Level 5		# Teste d	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f		# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f
All Students	62	2	3.2	20	32.3	21	33.9	18	29.0	1	1.6	52	1	1.9	8	15.4	15	28.8	27	51.9	1	1.9

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

Math Student Group Grade 5	2015											2016										
	# Test ed	Level 1		Level 2		Level 3		Level 4		Level 5		# Teste d	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f		# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f	# Pr of	% Pro f
All Students	68	15	22.1	23	33.8	21	30.9	9	13.2	0	0.0	58	5	8.6	11	19.0	18	31.0	23	39.7	1	1.7

Grade 3 Math scores increased at Level 4 from 29.5% in 2015 to 39.3% in 2016, and increased at Level 5 from 2.3% in 2015 to 9.8% in 2016.

Grade 4 Math scores increased at Level 4 from 29.0 % in 2015 to 51.9% in 2016, and increased at Level 5 from 1.6% in 2015 to 1.9% in 2016.

Grade 5 Math scores increased at Level 4 from 13.2% in 2015 to 39.7% in 2016, and increased at Level 5 from 0.0% in 2015 to 1.7% in 2016.

Implementation of math strategies from Math Solutions helped to increase scores at Levels 4 and 5 for grades 3, 4 and 5.

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

SCIENCE

Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2016			2015			2014		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	58	50	86.2	68	50	73.5	56	38	67.9

Students participated in the STEM activities, LEGO robotics, and worked with Frostburg State University. Finish Line Science and the online practice tests were utilized to provide students with specific practice skills. UDL was incorporated into teaching strategies. These experiences and opportunities resulted in an increase in MSA scores and the benchmark scores met the benchmark goal.

2. If the school had to address attendance, briefly summarize the results in terms of meeting the identified challenges and the effectiveness of the changes/adjustments that were made.

ATTENDANCE

All grade levels met the attendance goal of 94% and no adjustments needed to be made.

3. Evaluate the 2015-2016 Parent Involvement Plan in the following table.

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

PARENT INVOLVEMENT

Title I Requirements	Discuss the Overall Success of the Plan
<p>I. Shared Decision Making</p> <ul style="list-style-type: none"> ● The school improvement plan is developed with input from parents. ● The school improvement plan is available for parent review and input at any time. ● The plan is distributed to all parents. 	<p>The School Improvement Plan was discussed at School Improvement Plan meetings and parents were invited to attend. They also were asked to comment on the plan.</p> <p>The Summary of the parent involvement plan includes the statement that the plan is available for review and comment at any time during the year. The plan is posted on the school's website after approval.</p> <p>A summary of the plan was distributed to all parents. Parents were informed of the opportunity to review and comment on the plan.</p>
<ul style="list-style-type: none"> ● Parents are involved in decisions regarding the spending of parent involvement funds. 	<p>The parent involvement plan budget is discussed at the spring Title I Annual Parent Meeting. Parents are given copies of the budget and asked for input.</p>
<ul style="list-style-type: none"> ● Discuss how, with parent input, the Home School Compact is developed/reviewed, how it supports instruction and that it is signed by teachers, parents, and students. 	<p>The Home School Compact is reviewed at the spring Title I Annual Parent Meeting. Copies are available with comment sheets at the annual open House held at the beginning of the school year.</p>
<p>II. Annual Meeting</p> <ul style="list-style-type: none"> ● The school holds a parent meeting, at 	<p>The Annual Meeting was held on August 18, 2015. A Title I</p>

**Allegheny County Public Schools
2016 – 2017 School Improvement Plan**

<p>least annually, to inform parents of the school's role in implementing Title I, sharing parents' right to know information, and ways the school will provide for parental involvement.</p>	<p>powerpoint was available for parents to view in the Media Center. A Title I staff member was available to speak with parents.</p>
<p>III. Building Parent Capacity</p>	
<p>1) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, as well as State and local academic assessments.</p>	<p>Parent received information about learning standards as they attended Reading, Math and STEM activities. Grade level expectations were discussed at Meet the Teacher Night and on both Parent Conference Days when teachers met with parents to discuss student progress.</p>
<p>2) Provide materials and parent training/workshops to help parents improve their children's academic achievement.</p>	<p>Math Game Day was held at the school in October 2015. The event was well attended (approximately 295). Parents were shown and given games to play with their children as well as the required materials of base 10 blocks and tens frames. Positive reactions were reported on the Evaluation forms.</p> <p>Family Reading Day was held at different times by each grade level. Parents and students worked together in the classroom. Parent evaluations reflected that they enjoyed learning how to help their children with reading skills.</p> <p>STEM Day was held throughout the year for each class and grade level. Parents and students participated in the building of a robot using LEGOs and programming the robot to move using LEGO software. Beall ELementary partnered with University of MD Extension Office to make this event happen. The event was well attended and parent surveys indicated an increased awareness of how to help their children with fun STEM activities that they can do at home.</p>
<p>3) Educate school personnel on how to work with parents as equal partners.</p>	<p>Title I Parent Interest Survey was distributed to all parents; results were tabulated and shared at team meetings.</p>

**Allegany County Public Schools
2016 – 2017 School Improvement Plan**

	The Parent Advisory Council representative provided information to staff.
4) Coordinate and integrate programs to increase parent involvement with outside agencies such as the Judy Center, Health Department, Library, 21st Century Afterschool Program.	Family Literacy Nights, coordinated through the Judy Center, provided parents the opportunity to interact with their children by learning about a different literacy topic each month. Information from the Health Department and other community agencies was distributed to parents.
5) Ensure information is presented in a format and/or language parents can understand	School Messenger was used to communicate important information to parents. Parent friendly calendars were sent home monthly to share important information with parents.
6) Provide full opportunities for participation of parents of students from diverse backgrounds.	Language needs were provided by family members.
IV. Review the Effectiveness of Parent Programs <ul style="list-style-type: none"> ● Discuss the effectiveness of the school's parent involvement activities. 	Parent surveys were completed at each parent activity. The results of the surveys are addressed as planning for the next year takes place. Parents reviewed the plans at the Title I Parent Meeting in the spring. They expressed appreciation for the opportunities that the events provided.
V. Mid-Atlantic Equity Consortium (MAEC) <ul style="list-style-type: none"> ● The school informs parents about the existence of the Mid-Atlantic Equity Consortium. 	MAEC information was distributed in the Title I Newsletter sent home in September from the Title I Office and sent home on a monthly Calendar of Events Newsletter to Parents.
VI. Joyce Epstein's Third Type of Parent Involvement <ul style="list-style-type: none"> ● Volunteering 	Parent volunteers helped with class activities, Outdoor School, and field trips. Weekly parent workshops were held where parents completed teacher request materials and learning activities for pre-k and kindergarten families. Parents volunteered with our after school Crazy 8s math club where they assisted students while in small groups.