Allegany County Public Schools

2018 – 2019 School Improvement Plan

School: Beall Elementary **Principal: Robert Steve**

Allegany County Public Schools
2018 – 2019 School Improvement Plan

INTEGRATED EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

Mission Statement

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

Vision

Establish the mindset ” believe, empower, and succeed” to develop the whole child.

Core Values

- 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.

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A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

1. What is the role of the principal in the School Improvement Process at your school?
    - Mr. Stevenson and Mrs. Dotson facilitated the data dive and led the Leadership Team through the planning process. The Leadership Team was divided into groups to complete work on the SIP. All were shared back at the Leadership Team meeting.
2. What is the purpose of your school leadership team in the School Improvement Process?
    - The Leadership Team functions as our School Improvement Team and leads us through the proce
3. Does your school improvement team (SIT) represent your entire school community, including parents/gu
    - Yes, we have a parent representative and community representative from FSU.
4. What additional opportunities exist for everyone in your school community to meaningfully participate i decision-making processes?
    - We utilized the Back To School Night to share the parent involvement plan with parents and provi opportunity for them to give feedback. Also, we will have a Technical Assistance meeting with pa from each grade level to get feedback on our plan.
5. What is the process for developing a shared understanding and commitment to the vision, mission, and c values within the school and community?
    - The vision of Beall Elementary School is articulated by the principal or assistant principal daily on morning announcements. The vision is displayed to all students, staff, and visitors on our main h wall in a mural and is also located on our school letterhead. Students and staff wear t-shirts with vision displayed as well an anti-bullying message.
6. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders c
    - All staff, as well as our FSU and Title I partners, reviewed our collaboratively created vision and m statements in August at a professional development session. The faculty and staff collaborated to that the vision, mission, and core values of Beall Elementary School remain relevant to our school

atmosphere. Additionally, members of the Leadership team reviewed the vision, mission, and cor
at a September 2018 team meeting and we added to the vision statement to make it more descri

7. Have you adjusted the school's mission and vision to changing expectations and opportunities for the sch changing needs and situations of students? If so, why?
    - Yes, we did add to the vision statement to make it more descriptive.

B. Culture, Climate, and Inclusive Community

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 pa experiences of school life. School climate refers to a school's social, physical, and academic environment. It refers t not limited to how the school makes people feel. Examples: Do they feel safe, welcomed, and connected?

School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizatic structure. A related concept is school culture, which refers to the "unwritten rules and expectations" among the sch (Gruenert, 2008).

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as we student learning, fulfillment, and well-being. The following examples are commonly associated with positive school

- The individual successes of teachers and students are recognized and celebrated.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland's 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.

r**ative or bulleted form,** address your school's **climate**, **culture, and inclusive community**.

The climate and culture of Beall Elementary can be characterized as supportive, encouraging and proactive. Our staff invests g into maintaining positive relationships with students and families to foster an environment that is optimal for learning. Our sc vision, "establish the mindset "Believe, Empower, and Succeed" to develop the whole child" is our guiding principle in establis strong, supportive relationships in our school community that will lead to a love for lifelong learning. Our PBIS (Positive Behav Interventions and Supports) team guides us in problem-solving and restorative practices to address discipline concerns and en positive behavior among the school community. In this climate, students feel safe because they are made aware of expectatio routines that are established for safety. Staff development is ongoing at Beall Elementary in order to provide training for staff knowledgeable about helping students reach their highest potential and set the standard for providing a climate and culture th appropriate for academic achievement. Leadership Team meetings, which include grade level representation, special educatic ELA and Math specialists, and administration occur quarterly to determine short and long-term goals for achievement both aca and behaviorally. Some goals set are co-teaching/co-planning amongst regular education staff and special education staff. Te in the implementation stage of this process and are currently utilizing co-teaching across all grade levels. Co-planning occurs w between regular education staff and special education staff. Two of our instructional assistants are utilized to deliver the Reac Intervention, The Heggerty Program and the Fundations Reading Intervention program. Our Kindergarten and Pre-Kindergarte instructional assistants assist with flexible groupings in MATH, ELA, STEM, and Arts and Crafts. We have close adult support fr instructional assistants who provide a constant daily inclusive support for students with special needs. Beall Elementary is foc establishing a climate that is free from any form of harassment, and is a positive school culture where students feel safe and comfortable to learn. Students are taught bully prevention in their monthly guidance lessons with lessons focused on charac problem solving, and bullying prevention. Our bullying lesson includes a letter to parents which encourages each student to ta Beall pledge to treat others with respect and engages families by having parents discuss the topic of bullying with their child. I

engaging parents through a contract, it allows them to be part of the solution to bullying behavior and provides an opportunity to have a conversation with their child about their expectations with regard to how they will treat others. Our problem solvir works in collaboration with our bullying lesson by providing students with a specific problem solving process they can use whe everyday issues. Through these lessons students are given tools they can access when faced with difficult issues. Parents are i this process through letters that inform them of our guidance topics after each lesson.

C. Student and/or Staff Engagement Action Plan

Student and/or Staff Engagement Action Plan

y areas of needed improvement: is/are the issue (s) that needs ssed?	**District Level:** 27% of those taking the survey felt they are not well informed of district happenings. **School Level:** 19% of those taking the survey felt that not enough adequate time for communication in the building.
ctivities: What steps will be taken er to obtain the desired ne(s).	**District Level:** Time will be alloted during weekly faculty meetings to watch the Take 5 videc receive monthly updates from TRT. **School Level:** Continue collaborative half day planning quarterly for long range planning. U weekly planning opportunities with special education staff during common planning. Also, tw hour delays have been strategically added to the calendar for teacher planning.

ve leader and team: Who is nsible and involved in the work?	**District Level:** Bob Stevenson, Misty Dotson, Luanne Kesecker(TRT) **School Level:** Leadership Team and Administration
ırces: What investments (people, nent, time, etc) will be needed to out the initiative(s) gies/activities) to achieve the d outcome(s)?	**District Level:** The Take 5 video is sent weekly from ACPS and can be utilized to inform st happenings from the district. We also have a teacher round table representative that can tak concerns to district and relay district happenings. **School Level:** We will utilize Cohort I-III grant money to attain substitutes for teams to have collaborative planning time within the school day. Administration will utilize a schedule to pro common planning times.
ones: What are the major events accomplishments for this?	**District Level:** Faculty Meeting Agendas **School Level:** Collaborative planning dates – once every nine weeks. District scheduled 2 h delays strategically placed on the calendar.
mance Metrics: What will you ure to gauge progress on your steps and to determine if the ied goal has been met?	We will survey staff at the end of the year, and the Leadership Team will monitor.

ne: Include dates for nentation of action steps.	**District Level:** Weekly Faculty Meetings(Thursdays) **School Level:** Collaborative Planning dates: September 11th and 12th, November 13th and 1 Jan 15th and 16th and March 26th and 27th. Two hour delays: Nov. 27th and Jan. 2nd.

SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		29	29
Itinerant staff		13	13
Paraprofessionals	2	13	15
Support Staff	2	3	5
Other	2	13	15
Total Staff	6	73	79

Table 2					
Under each year, indicate the percent as indicated of individual in each category.	**2014 – 2015 Official Data**	**2015 – 2016 Official Data**	**2016 – 2017 Official Data**	**2017 – 2018 Official Data**	**201 O**

Percentage of faculty who are: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	100 0	100 0	100 0	100 0	
For those not certified, list name, grade level course	0	0	0	0	
Number of years principal has been in the building	9	10	11	12	
Teacher Average Daily Attendance	94.4	95.1	93.8	93.9	

B. Student Demographics

Table 3				
SUBGROUP DATA				
SUBGROUP	**2015-2016 TOTAL**	**2016 – 2017 TOTAL**	**2017-2018 TOTAL**	**2018-2019 TOTAL**
American Indian/Alaskan Native	**≤10**	**≤10**	**≤ 10**	≤ 10
Hawaiian/Pacific Islander	**≤10**	**≤10**	**≤10**	n/a
African American	**≤10**	**≤10**	**≤10**	≤ 10
White	**413**	**434**	**420**	406
Asian	**≤10**	**≤10**	**≤10**	≤ 10
Two or More Races	**20**	**20**	**25**	30

Special Education	**80**	**73**	**79**	74
LEP	**≤10**	**≤10**	**≤10**	≤10
Males	**248**	**263**	**242**	270
Females	**207**	**208**	**217**	185
Total Enrollment (Males + Females)	**455**	**471**	**456**	455
Farms (Oct 31 data)	**61.15%**	**59.47%**	**54.82%**	**n/a**

C. Special Education Data 2018-2019 School Year (As of September 30, 2018)

Table 4					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	2	06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	9	14 Autism	3
04 Speech/Language Impaired	26	09 Specific Learning Disability	9	15 Developmental Delay	21
05 Visual Impairment		10 Multiple Disabilities			

ATTENDANCE

Table 5	**2017-2018**	
School Progress Attendance Rate	**All Students AMO = 94.0%**	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All Students	94.1	Yes
Grade 1	94.1	Yes
Grade 2	94.4	Yes
Grade 3	94.6	Yes
Grade 4	93.2	No
Grade 5	94.0	Yes

Complete the table and then calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2
2017. Represent as + or - based on increase or decrease of data.

Table 6					
Attendance Rate					
Subgroups – School Level Data	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**Percent of Cha**
All Students	≥95.0	94.9	94.8	93.8	-1%
Hispanic/Latino of any race	≤10 students	≤10 students	≤10 students	≤10 student	
American Indian or Alaska Native	≤10 students	≤10 students	≤10 students	≤10 student	
Asian	≤10 students	≤10 students	≤10 students	≤10 student	
Black or African American	≤10 student	≤10 student	≤10 student	≤10 student	
Native Hawaiian or Other Pacific Islander	≤10 student	≤10 student	≤10 student	≤10 student	
White	≥95.0	94.4	94.7	93.8	-.9%
Two or more races	n/a	≥95.0	≥95.0	93.7	-1.3%
Special Education		93.1	93.4	92.4	-1%

Limited English Proficient (LEP)				n/a	
Free/Reduced Meals (FARMS)		93.4	93.7	92.8	.9%

scribe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, espe
ecial Education, FARMS, ELL and lowest attending.

Our attendance remained below 94% in all areas. Our total school attendance continues to have a slight decrease. C special education students and students with two or more races subgroups had the most significant decrease.

scribe 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.

- Students attendance will be recognized at quarterly awards ceremonies. Students will also earn a chance of winning item if they meet the targeted attendance goal for the quarter. The raffle will occur over the TV announcements an to the Beall PTO Facebook page quarterly.
- Classroom competitions for the highest attendance rate occur monthly. Winners will be recognized and awarded. A board will be used for recognition. The winning classroom will be recognized over the TV announcements and poste Beall PTO Facebook page monthly.

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 un absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any markir semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 t 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

on the Examination of the Habitual Truancy Data, respond to the following:

nany students were identified as habitual truants?

One student is identified as a habitual truant student.

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

Ongoing health issues with this student are keeping him from attending school. The pupil service team and the pupil pe worker are working with the parent to possibly provide home and hospital services.

GRADUATION AND DROPOUT RATE – N/A

SCHOOL SAFETY/ SUSPENSIONS

Suspension – In school and out of school suspensions

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

Complete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses bullying/ harassment. Calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2016-2(Represent as + or - based on increase or decrease of data.

Table 9	
SUSPENSIONS	
Subgroup	**All Students**

	2015-2016	2016-2017	2017-2018	Percent Change from 2017 to 2018
Total Referrals	76	85	62	-27%
All Suspensions	8	5	0	100%
In School	5	1	0	100%
Out of School	3	4	0	100%
Sexual Harassment Offenses	0	0	0	0%
Harassment/Bullying Offenses	2	1	0	100%

Comment on the number of suspensions for your school related to these incidents and provide a plan to reduce that nu
applicable.

EARLY LEARNING

A. Complete the chart with KRA results.

L0

garten Readiness Assessment

	2015-2016	2016-2017	2017-2018	2018-2019

	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Perce Demonst
ge & Literature	73	67	70	30	62	41.9	56	50%
matics	73	55	71	28	63	19	56	35.7%
Foundations	73	77	71	59	62	64.5	56	62.5%
al Development	72	67	72	51	62	38.7	56	62.5%

B. Complete the chart for composite scores of KRA. Complete the percent of change by subtracting 2017-2018 from 2019. Indicate the percent as a gain (+) or a loss (-).

L1

osite Score Results

	2015-2016	2016-2017	2017-2018	2018-2019	

	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Change in
strated	52	72	27	39	25	40.3	35	62.4	+21.1
aching	12	17	26	37	29	46.8	10	17.9	-28.9
ing	8	11	17	24	8	12.9	11	16.09	+3.19

Based on the examination of the 2018-2019 R4K Kindergarten Readiness Assessment Data:

Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of stude begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Re Assessment. Include a discussion of the best practices your school has implemented to address the achievement gaps f the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have be effective.

Based on the KRA Data that has been collected, the two lowest areas of readiness are Mathematics and Language and L The pre-k and kindergarten programs have implemented the Math Solutions Number Talks as instructional strategies du daily math lessons to focus on the readiness skills of number concepts. A monthly Math Night has been established for 2018-2019 school year to support parents and students with engaging activities to further develop math readiness skills addition, the Heggerty Phonemic Awareness program has been implemented in the pre-k and kindergarten classrooms on phonemic awareness readiness skills. Furthermore, the Judy Center provided professional development, in the sumr 2018, for teachers to attend a workshop with Lora Matz, to help our early childhood teachers understand and address t trauma that children come to school with and how that trauma impacts children when starting school for the first time. workshop supported the Social Foundations readiness skills domain.

Describe how the school is working in collaboration with their local preschool partners (i.e., Judy Centers, Preschool Spe Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarte "demonstrating readiness".

The following Judy Center activities/events support Beall's efforts to ensure students enter kindergarten at the "demon readiness" level:

- Implement a monthly Math Night in the fall of 2018 to collaborate with families in an effort to address the KRA score
- Monthly Family Literacy Nights
- Collaborate with the public library to take monthly themed book totes into local childcare providers to help them witl language & literacy in the childcares
- Bringing the Carnegie Science Center to Beall for an evening family STEM activity, in order to make families become m comfortable with science
- A partner has been hired to do home visits. The home visits will provide parenting skills and mental health support. T then report back to the Judy Center, so that additional supports can be provided.
- Rich Weinfeld will provide professional development for teachers about how boys learn differently than girls.
- Dr. Jean was brought to our county to do a workshop for early childhood professionals that included public school tea childcare providers, and Head Start staff. She also did a concert for families. The content of the workshop focused on language and literacy, and social foundations.
- Various field trips support the pre-k and kindergarten curriculum in an effort to give the students experiences that the not otherwise have, which promotes readiness in all domains
- Our 5-week summer camp allows newly enrolled 3, 4 & 5-yr. olds to have an educational experience prior to the begi the regular school year. The summer camp works on school rules and routines, as well as regular curricular lessons.
- Providing, Mandy Schall, math specialist, the opportunity to attend a math workshop so that she can bring back new i supporting our teachers/students with math readiness
- Special Education services (speech, occupational therapy, and physical therapy) are being provided in the classroom s pre-k

- Monday morning play groups are provided for our infants and toddlers families
- Collaborate with Head Start to provide up to 20 pre-k students with full day services
- Kids Korner daycare is an onsite center that is accredited through EXCELS

ACADEMIC PROGRESS

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation o objectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany are required to do the same.

A. ENGLISH LANGUAGE ARTS

1. 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 FARMS, Special Education and other low performing subgroups.
Reading – Proficiency Data (Elementary, Middle and High Schools)
Complete data charts using 2015, 2016, 2017, 2018 Data Results

a	2015	2016	2017	20

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; or 10	Total #	Level 1 or 2		Level 3		Level 4 or 5		Tota l #	Level 1 or 2		Level 3		Level 4 or 5		Tot al #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Le
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#
ıts	44	21	47.7	12	27.3	11	25.0	61	24	39.3	12	19.7	25	40.9	62	24	38.7	11	17.7	27	43.5	62	15	24.2	19
Indian 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	0	0	0.0	0
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	0	0.0	0	0.0	≤10	100	≤10	0	0.0	0	0.0	≤10	100	≤10	0	0.0	0
frican	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	≤10	100	0	0.0	0	0.0	≤10	≤10	50.0	0
Latino of	≤10	0	0	0	0	≤10	100	≤10	0	0.0	0	0.0	≤10	100	≤10	0	0.0	0	0.0	0	0.0	0	0	0.0	0
vaiian or fic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0.0	0
	42	20	47.6	12	28.6	10	23.8	57	23	40.3	12	21.1	22	38.5	57	22	38.5	10	17.5	25	43.8	54	13	24.1	17
ore races	≤10	≤10	100	0	0.0	0	0.0	≤10	≤10	50.0	0	0.0	≤10	50.0	≤10	0	0.0	≤10	50.0	≤10	50.0	≤10	≤10	25.0	≤10
lucation	≤10	≤10	80.0	≤10	20.0	0	0.0	13	≤10	61.5	≤10	7.7	≤10	30.8	10	≤10	60.0	≤10	20.0	≤10	20.0	11	≤10	45.5	≤10
nglish (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	≤10	0	0.0	0	0.0	≤10	100	N/A	N/A	N/A	N/A

uced RMS)	28	16	57.1	≤10	28.6	≤10	14.3	31	18	58.0	≤10	12.9	≤10	29.0	33	17	51.5	≤10	15.2	11	33.3	37	10	27	13
	19	≤10	36.8	≤10	31.6	≤10	31.6	29	10	34.4	≤10	24.1	12	41.3	23	≤10	39.1	≤10	13.0	11	47.8	26	≤10	15.4	≤10
	25	14	56.0	≤10	2.04	≤10	20.0	32	14	43.7	≤10	15.6	13	40.6	39	15	38.4	≤10	20.5	16	41.0	36	11	30.6	13

	2015							2016							2017							201			
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Le
7	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#
s	62	16	25.8	24	38.7	22	35.4	52	≤10	13.5	15	28.8	30	57.6	60	13	21.6	16	26.7	31	51.6	63	14	22.2	13
ndian or ve	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ican	≤10	0	0	≤10	50.0	≤10	50.0	≤10	0	0	≤10	100	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	0	0.0	≤10
tino of	≤10	0	0	0	0	≤10	100	≤10	0	0	1	50.0	≤10	50.0	≤10	0	0	≤10	100	0	0	N/A	N/A	N/A	N/A
aiian or c 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	≤10	0	0	0	0	≤10	100	N/A	N/A	N/A	N/A
	55	15	27.2	21	38.2	19	34.5	47	≤10	12.8	13	27.7	28	59.5	55	13	23.6	15	27.3	27	49.0	59	14	23.7	12

e races	≤10	≤10	25.0	≤10	50.0	≤10	25.0	≤10	≤10	50.0	0	0	≤10	50.0	≤10	0	0	0	0	≤10	100	≤10	0	0.0	0
cation	15	≤10	33.0	≤10	46.7	≤10	20.0	≤10	≤10	50.0	≤10	50.0	0	0	16	≤10	50.0	≤10	31.3	≤10	18.8	≤10	≤10	55.5	≤10
lish .EP)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ed Meals	35	10	28.5	17	48.6	8	22.8	36	≤10	13.9	13	36.1	18	50.0	32	≤10	21.8	12	37.5	13	40.6	34	12	35.3	≤10
	27	≤10	18.5	11	40.7	11	40.7	23	≤10	4.3	≤10	26.1	16	69.5	27	≤10	11.1	≤10	33.3	15	55.5	25	≤10	24	≤10
	35	11	31.4	13	37.1	11	31.4	29	≤10	20.7	≤10	31	14	48.2	33	≤10	30.3	≤10	21.2	16	48.4	38	≤10	21.1	≤10

	2015							2016							2017							201			
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Le
8	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#
:s	68	22	32.3	30	44.1	16	23.5	58	12	20.7	23	39.7	23	39.7	52	≤10	19.2	17	32.7	25	48.1	60	12	20	12
ndian or ive	≤10	0	0	≤10	100	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	≤10	0	0	≤10	100	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	0	0.0	0
rican	≤10	≤10	100	0	0	0	0	≤10	0	0	≤10	50.0	≤10	50.0	≤10	0	0	0	0	≤10	100	N/A	N/A	N/A	N/A

atino of	≤10	≤10	50.0	≤10	50.0	0	0	≤10	0	0	0	0	≤10	100	≤10	0	0	≤10	50	≤10	50.0	≤10	0	0.0	0
aiian or c 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	≤10	0	0.0	0
	59	19	32.3	25	42.4	15	25.4	51	12	23.5	20	39.2	19	37.3	47	≤10	19.1	16	34.0	22	46.8	55	12	21.8	12
re races	≤10	≤10	25.0	≤10	50.0	≤10	25.0	≤10	0	0.0	≤10	50.0	≤10	50.0	≤10	≤10	50.0	0	0	≤10	50.0	≤10	0	0.0	0
ıcation	11	≤10	81.8	≤10	18.2	0	0.0	11	≤10	72.7	≤10	18.2	≤10	9.1	≤10	≤10	37.5	≤10	50	≤10	12.5	13	≤10	61.6	≤10
glish (LEP)	≤10	≤10	50.0	≤10	50.0	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ced Meals	43	13	30.2	22	51.2	≤10	18.6	33	≤10	27.3	15	45.5	≤10	27.3	34	≤10	23.5	14	41.2	12	35.3	33	≤10	24.3	≤10
	30	≤10	20.0	14	46.7	10	33.3	24	≤10	8.3	≤10	41.7	12	50.0	22	≤10	4.5	≤10	31.8	14	63.6	29	0	0.0	≤10
	38	16	42.1	16	42.1	≤10	15.8	34	≤10	29.4	13	38.2	11	32.4	30	≤10	30	≤10	33.3	11	36.7	31	≤10	29	≤10

2. Analyze the data results for ELA 3-5; 6-8; 10 to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.

a. Analyze Data Results and Strategy Implementation from 2017-2018 SIP. Were the identified goal(s) met? If so the goal be sustained?

- The goals from 2017-2018 were met. Grade four students who met or exceeded expectations from 40.6% to 54.5%.
- To sustain progress, instruction will continue to be provided using a variety of formats including and visual. Multimedia presentations will also continue to be used which includes ReadWorks, Ed. , ConnectEd, Vocabulary, Spelling City, Scholastic News Online, and PowerPoint/Prezi .

- Describe the gains made in focus areas.
  - Grade four students who met or exceeded expectations increased from 40.6% to 54.5%.
- Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?
  - Materials and instruction are delivered in a variety of formats to provide auditory a opportunities for all students.
  - Hands-on manipulatives (Box Car and One Eyed Jacks)

b. Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.
Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.
Implement data from the DMRS in the Goal Planning Process.
Use the ACPS Goal Planning Process
Please include the following:

- What is the issue? Males in 2017-2018 third grade show a decrease in performance on the 2018 PARCC assessm large discrepancy in Reading Inventory scores for the 2018-2019 fourth grade year.
- What data support the need for a resolution to the identified issue? There is a 7.7% decrease in male students who exceeded expectations from the 2017 Grade 3 ELA PARCC assessment to the 2018 Grade 3 ELA PARCC Assess whereas the girls had an increase of 13.7%. The 2018-2019 4th grade boys took the Reading Inventory assessmen 77.8% score below proficient.
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align? Yes, we are trying to the gap between male and female proficiency through the use of Gradual Release of Responsibility, Universal Des Learning, and growth mindset.

- What is currently preventing the identified goal from being attained? There is a lack of opportunities to engage b reading and hold their interest in the subject matter.
- What outcome(s) will determine the identified goal has been met? 2019 ELA PARCC assessment data along with support of ELA Benchmarks and Reading Inventory data.
- What resources are not currently available to meet the identified goal? There is a lack of resources to provide opp to motivate and interest males.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal? Male mentors, prov literature based on interests and hobbies, along with the Beall Leadership team will participate in a book study "B Crisis, Hear Our Cry", and staff will participate in professional development with Rich Weinstein.
- How will implementation be monitored to reach the identified goal? The Leadership team will monitor the progre monthly meetings, and benchmark information will be shared at team meetings with the progress of students bein discussed. Monthly Reading Inventory benchmark progress monitoring will occur with the targeted group and wi discussed during data meetings.

c. **To Be Completed when 2019 PARCC data is available**

- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?

3. **Universal Design for Learning for ELA.**
   How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategie last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strat each UDL principle/mode that will be used consistently during instruction to reduce barriers to learnin provide positive academic outcomes for all students.

able 13	
DL Principle/Mode	**Representation – This is how the teacher presents the information.**
eans of Representation: *oviding the learner rious ways of acquiring formation and knowledge.*	● Materials and instruction are delivered in a variety of formats to provide auditory and opportunities for all students. ● Hands-on Manipulatives (Box Cars and One Eyed Jacks) ● Students will be offered reading materials that appeal to their interest in a variety of fo (graphic novels, magazines, BookShare, etc.)
eans for Expressions: *oviding the learner ternatives for monstrating their owledge and skills (what ey know)***.**	**Expression/Action- This is how the student will demonstrate their knowledge.** ● Students are exposed to a variety of presentations formats (web based presentations, o graphic design, text to speech, speech to text, written reports, representational diorama then choose how they want to deliver the information they learned. ● Technology is accessible for student use for presenting information through powerpoi or SMARTboard activities. Students have options to show what they have learned thr presentations. ● Timelines, graphic organizers, venn diagrams, posters, brochures, oral presentations, e
eans for Engagement:	**Multiple Options for Engagement**

o into learners interests, allenge them propriately, and motivate em to learn.	● Allow students' choice based on their interest in the topic ● Differentiation through the use of hands on learning activities, such as Boxcars and O Jacks ● Expose students to a variety of presentational formats and allow them to choose what interests the students

B. MATHEMATICS

1. Math 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 FARMS, Special Education and other low performing subgroups.
Math – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015, 2016, 2017, 2018 Data Results.

: or	2015							2016							2017							201			
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Tota l #	Level 1 or 2		Level 3		Level 4 or 5		Tota l #	Level 1 or 2		Le
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#

ts	44	18	40.9	12	27.3	14	31.8	61	23	≤10	≤10	13.1	30	49.1	62	24	38.7	≤10	9.7	33	53.2	62	18	29.1	15
ndian or ive	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	0	0.0	0	0.0	≤10	100	≤10	0	0.0	0	0.0	≤10	100	≤10	0	0.0	0
rican	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	0	0.0	≤10	100	0	0	≤10	0	0.0	≤10
atino of	≤10	0	0.0	0	0.0	≤10	100	≤10	≤10	100	0	0	0	0	≤10	≤10	100	0	0	0	0	N/A	N/A	N/A	N/A
aiian or c 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	N/A	N/A
	42	17	40.5	12	28.6	13	31.0	57	22	38.5	≤10	14.0	27	47.3	57	22	38.5	≤10	8.8	30	52.6	54	16	29.6	13
re races	≤10	≤10	100	0	0.0	0	0.0	≤10	0	0.0	0	0	≤10	100	≤10	≤10	50.0	0	0	≤10	50.0	≤10	≤10	50.0	≤10
ucation	≤10	≤10	80.0	≤10	20.0	0	0.0	13	≤10	61.5	≤10	15.4	≤10	23.1	≤10	≤10	70.0	≤10	10.0	≤10	20.0	11	≤10	45.5	≤10
glish (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	≤10	0	0.0	0	0.0	≤10	100	N/A	N/A	N/A	N/A
ced RMS)	28	15	53.5	≤10	28.6	≤10	17.9	31	15	48.3	≤10	16.1	11	35.4	33	19	57.7	0	0.0	14	42.4	37	11	29.7	11
	19	≤10	31.5	≤10	36.8	≤10	31.6	29	≤10	24.1	≤10	20.7	16	55.1	23	≤10	43.4	0	0.0	13	56.5	26	≤10	11.5	≤10
	25	12	48.0	≤10	50.0	≤10	32.0	32	16	50.0	≤10	6.3	14	43.7	39	14	35.8	≤10	15.4	19	48.7	36	15	41.6	≤10

Allegany County Public Schools
2018 – 2019 School Improvement Plan

	2015							2016							2017							201			
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Tota	Level 1 or 2		Le
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	l #	#	%	#
	62	22	35.4	21	33.9	19	30.6	52	≤10	17.3	15	28.8	28	53.8	60	14	23.3	14	23.3	32	53.3	63	18	28.6	≤10
dian or ve	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	0	0.0	0	0	≤10	100	N/A	N/A	N/A	N/A
can	≤10	0	0.0	≤10	50.0	≤10	50.0	≤10	0	0.0	≤10	100	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	0	0.0	0
tino of	≤10	0	0.0	≤10	100	0	0.0	≤10	0	0.0	≤10	0.0	≤10	100	≤10	0	0.0	0	0.0	≤10	100	N/A	N/A	N/A	N/A
aiian or c 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	≤10	0	0.0	≤10	100	0	0.0	N/A	N/A	N/A	N/A
	55	21	38.1	17	30.9	17	30.9	47	≤10	17.0	13	27.7	26	55.3	55	14	25.4	13	23.6	28	50.9	59	18	30.5	≤10
e races	≤10	≤10	25.0	≤10	50.0	≤10	25.0	≤10	≤10	50.0	0	0	≤10	50.0	≤10	0	0.0	0.0	0.0	≤10	100	≤10	0	0.0	≤10
ation	15	≤10	60.0	≤10	26.7	≤10	13.3	≤10	≤10	67.0	0	0.0	≤10	33.3	16	≤10	56.2	≤10	25.0	≤10	18.8	≤10	≤10	66.7	≤10
ish EP)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

ed Meals	35	17	48.5	11	31.4	≤10	20.0	36	≤10	19.4	14	38.9	15	41.7	32	≤10	28.1	≤10	28.1	14	43.7	34	15	44.1	≤10
	27	≤10	25.9	11	40.7	≤10	33.3	23	≤10	8.7	≤10	39.1	12	52.2	27	≤10	14.8	≤10	37.0	13	48.1	25	≤10	32	≤10
	35	≤10	42.8	≤10	28.6	≤10	28.6	29	≤10	24.1	≤10	20.7	16	55.1	33	≤10	30.3	≤10	12.1	19	57.6	38	≤10	26.4	≤10

	2015							2016							2017							201			
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Le
3	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#
s	68	38	55.8	21	30.9	≤10	13.2	58	16	27.5	18	31.0	24	41.3	52	≤10	17.3	21	40.4	22	42.3	60	15	25.0	11
ndian or ve	≤10	0	0.0	≤10	100	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	≤10	0	0.0	0	0.0	≤10	100	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ican	≤10	≤10	100	0	0.0	0	0.0	≤10	0	0.0	≤10	50.0	≤10	50.0	≤10	0	0.0	≤10	100	0	0.0	N/A	N/A	N/A	N/A
tino of	≤10	0	0.0	≤10	100	0	0.0	≤10	0	0.0	≤10	100	0	0.0	≤10	≤10	50.0	0	0.0	≤10	50.0	≤10	0	0.0	0
aiian or c 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	≤10	0	0.0	≤10
	59	24	40.6	18	30.5	≤10	11.9	51	15	29.4	14	27.5	22	43.1	47	≤10	14.8	20	42.6	20	42.6	55	15	27.3	≤10

e races	≤10	≤10	75.0	0	0.0	≤10	25.0	≤10	≤10	25.0	≤10	50.0	≤10	25.0	≤10	≤10	50.0	0	0.0	≤10	50.0	≤10	0	0.0	0
cation	11	≤10	81.8	≤10	9.1	≤10	9.1	11	≤10	63.6	≤10	27.3	≤10	9.1	≤10	≤10	62.5	≤10	25.0	≤10	12.5	13	≤10	76.9	≤10
lish .EP)	≤10	0	0.0	≤10	50.0	≤10	50.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ed Meals	43	25	58.1	14	32.6	≤10	9.3	33	13	39.3	12	36.4	≤10	24.2	34	≤10	20.5	18	52.9	≤10	26.4	33	≤10	30.3	≤10
	30	17	56.6	12	40.0	≤10	3.3	24	≤10	16.6	≤10	41.7	≤10	41.7	22	≤10	9.0	11	50.0	0	40.9	29	≤10	17.2	≤10
	38	21	55.2	≤10	23.7	≤10	21.1	34	12	35.2	≤10	23.5	14	41.2	30	≤10	23.3	≤10	33.3	13	43.3	31	≤10	32.2	≤10

2. **Analyze the data results for Math 3-5; 6-8; Algebra I to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.**

Analyze Data Results and Strategy Implementation from 2017-2018 SIP.

Were the identified goal(s) met? If so, how will the goal be sustained?

- The identified goal was not met.
- Describe the gains made in focus areas.

- Although gains were not made in the 5th grade Special Ed population, 3rd and 4th gra positive gains. Third grade special education math scores increased 3.4% and fou increased 16.4%.

- Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?
  - Students had access to math manipulatives and Math Solutions strategies.
  - Students could choose the most efficient strategy to solve problems.

Establish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.
Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.
Implement data from the DMRS in the Goal Planning Process.

Use the ACPS Goal Planning Process
Please include the following:

- What is the issue? Over 50% of the FARM students in 3rd, 4th, and 5th grades are performing at a level 3 or belo Math PARCC Assessment.
- What data support the need for a resolution to the identified issue? The percentage of FARMS students performir level 3 or below are: 59.4% in 3rd grade, 61.8% in 4th grade, and 54.5% in fifth grade.
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align? Yes, we are trying to gap between FARMS and NON-FARMS students through the use of Gradual Release of Responsibility, Universa for Learning, and the growth mindset.
- What is currently preventing the identified goal from being attained? Math Solutions is not being consistently del the classroom and has therefore impacted students' ability to mathematically reason and model their thinking.
- What outcome(s) will determine the identified goal has been met? 2019 PARCC data will show a decrease in FAI students not meeting expectations. There will be an increase in levels 4 and 5 with the support of math benchmarl Imagine Math benchmarks.

- What resources are not currently available to meet the identified goal? Not all current staff members received app Math Solutions training.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal? The math specialist review math strategies during team planning times on a monthly basis. Additional Math Solution resources will b ordered. Model lessons with the math specialist and fourth grade teachers will be done in classrooms, followed u debriefing, and plans for how to follow through will be conducted. PARCC tasks will be completed, and analyze monthly within grade level teams. Targeted students will participate in a morning Math Club to develop their fact The Judy Center will provide monthly math nights for students and families. Families will also be invited to partic Math Day at school centered around math modeling and reasoning along with math talk discussions.
- How will implementation be monitored to reach the identified goal? Individual scores of math tasks will be monit reviewed at grade level team meetings. Student progress will be analyzed throughout the year using the Imagine M benchmark program.

To Be Completed when 2019 PARCC data is available

- Based on the implementation outcome (s), has the identified goal been reached?
- If the identified goal has been reached, how will capacity be sustained?

3. **Universal Design for Learning for MATH.**

   How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategie last year's plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strat each UDL principle/mode that will be used consistently during instruction to reduce barriers to learnin provide positive academic outcomes for all students.

able 15	
DL Principle/Mode	**Representation –How the teacher presents the information.**

eans of Representation: *oviding the learner rious ways of acquiring formation and knowledge.*	● Materials and instruction are delivered in a variety of formats to provide more auditor opportunities for all students. Hands-on (math manipulatives, Box Cars and One Eye games, Math Solutions materials), auditory (Pearson video lesson, Learn Zillion, mus movement), and multimedia presentations (Discovery Ed, Imagine Math, Prodigy, SM powerpoints, youtube, etc.) occur frequently.
eans for Expressions: *oviding the learner ternatives for monstrating their owledge and skills (what ey know)***.**	**Expression/Action- How the students demonstrates their knowledge.** ● Students are exposed to a variety of presentation formats (graphic design, representation number lines, pattern blocks, fraction bars, hundreds boards, base ten blocks, and more repres tools, etc.) and then choose how they want to deliver the information they learned. ● Technology is accessible for student use for presenting information through Imagine Mat SMARTboard activities. Students have options to show what they have learned through these presentations.
eans for Engagement: *p into learners interests, allenge them propriately, and motivate em to learn.*	**Multiple Options for Engagement** ● Allow students' to choose the most efficient strategy to problem solve ● Differentiation through the use of hands-on learning activities, such as Boxcars and O Jacks and Math Solutions' materials ● Expose students to higher order thinking through small flex groups and Number Talks ● Prodigy ● Imagine Math Olympics

C. SCIENCE

The Science section will be omitted for the 2018-2019 year as the transition is made to the NGSS and MISA.

D. SOCIAL STUDIES/GOVERNMENT- N/A

Administrative Leadership

PRINCIPAL'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and ba evidence (See SLO rubric)

A. Principal SLO 1

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

FARMS students in grades 3, 4, and 5 will increase math proficiency and performance in all domains. The group for this SLO is FARMS students in grades 3, 4, and 5. Due to confidentiality and limited accessibility student specific FARMS information, all students in grades 3, 4, and 5 (196 students) are selected for this

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

Over 50% of FARM (Free and Reduced Meal Students) students in grades 3, 4, and 5 underachieved on th Math PARCC Assessment. The assessment is scored on a 1-5 rating scale with proficiency being a 4 or 5 r The actual percentage of FARM students performing at level 3 or below are: 59.4% in grade 3, 61.8% in g and 54.5% in grade 5.

Below is a review of performance levels of FARM students performing at a level 3 or below on pas PARCC Assessments:

Grade 3 FARMS
2017 - 57.7% level 3 or below
2016 - 64.4% level 3 or below
2015 - 82.1% level 3 or below
Grade 4 FARMS
2017 - 56.2% level 3 or below

2016 - 58.3% level 3 or below
2015 - 79.9% level 3 or below
Grade 5 FARMS
2017 - 73.4% level 3 or below
2016 - 58.7% level 3 or below
2015 - 90.7% level 3 or below

Additionally, 12.8% (25/195) of students scored in the proficient range for the beginning of the year Imag benchmark. 9.1% (6/66) of grade 3 students scored in the proficient range, 8.6% (5/62) of grade 4 studer scored in the proficient range, and 20.9% (14/67) of grade 5 students scored in the proficient range.

Though there is not a true trend in the data shared, the percentages of proficiency reinforce the need for additional instructional strategies and support for students in the FARMS subgroup.

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

By using the goal planning process while diving into the PARCC and benchmark data, the following leader professional development strategies are in place for the 2018-2019 school year: The principal and AP wil with the math specialist to disaggregate PARCC and benchmark data, then will schedule, plan and meet v grade 3 teachers to review strategies and plan future instruction based on the needs of students. The ma specialist will model lessons in third-grade classrooms based on the MCCRS evidence statements that stu scored below county and state PARCC averages on the 2017-2018 assessment. The math specialist will g 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.

Using the Imagine Math beginning, middle, and end of the year assessment students will achieve 100 mathematical quantiles of growth.

B. 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 male students will increase reading performance in the domain of reading fluency and comprehension o and informational texts under the reading foundational skills standards. All Grade 4 male (36) students are inclu this SLO. There are 6 students in this group who currently have individualized education programs and 1 studen 504 plan. Of the 36 students in the target group, 31 are of the white race subgroup, and 5 are in the black or mo one race subgroups.

2. Describe the information and/or data that was collected or used to create the SLO.
There is a 7.7% decrease in male students who met or exceeded expectations from the 2017 Grade 3 ELA PARCC assessment to the 2018 Grade 3 ELA PARCC Assessment whereas the girls had an increase of 13.7%.
Below is a review of performance levels of grade 3 male students performing at a level 4 or 5 on past ELA PARCC Assessments:

Grade 3 Male Level 4 or 5 Student Data
2015 - 20.0%
2016 - 40.6%
2017 - 41.0%
2018 - 33.3%

There was a noticeable positive trend in male student data over the years of 2015-2017. However, grade 3 male decreased in performance of proficiency on the 2018 ELA PARCC assessment.
The 2017 Grade 3 PARCC test takers are now in grade 4. Those students have taken the beginning of the year Re Inventory Assessment. The lexile deficit is of great concern. 52.8% (19/36 male students) of male test takers sco

the below basic performance standard. 25% (9/36 male students) of male test takers scored in the basic perforr standard. So, 77.8% (28/36 male students) of the male test takers scored below proficiency .

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
By using the goal planning process while diving into the PARCC and benchmark data, the following leadership an professional development strategies are in place for the 2018-2019 school year: The Beall Elementary Leadershi will participate in a book study on "Boys in Crisis, Hear Our Cry" by: Paul D. Slocumb. The Beall Elementary Lead Team will participate in a professional development given by Rich Weinfeld, Executive Director of the Weinfeld E Group on how to reach boys in crisis. The Beall Leadership Team will present information gained from the profe development to the entire staff. Male mentors from Frostburg State University and Mountain Ridge High Schoo utilized to help reach male students and to make connections on their interest levels by providing literature base those interests and hobbies. Beall Elementary and The Judy Center partner to provide monthly Family Literacy N students, siblings, and families. The reading specialist will progress monitor the target group and will report to administration.

4. Describe what evidence will be used to determine student growth for the SLO.
Using the Reading Inventory beginning, middle, and end of the year assessment, students will score at least 100 better on the end of the year assessment as they did on the beginning of the year assessment.

Insufficient Attainment: 0-59% (21 or less) of male grade 4 students selected for this SLO will make full attainment.

Partial Attainment: 60 - 69% (22-25) of male grade 4 students selected for this SLO will make full attainm

Full Attainment: 70% (26-36) of male grade 4 students selected for this SLO will make full attainment.

MULTI-TIERED SYSTEM OF SUPPORT

e include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan. Make sur w your goal planning process to show the integration and linkage between your goal planning process and priorities.

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

Priority #1 Behavior Screening and Progress Monitoring

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

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ORITY: #1 Behavior Screening and Progress Monitoring

ACTICE: Use a reliable and valid universal screening tool to identify students with at-risk social behavior

Action Step	Who	By When	Status Update / Next
YING THE FOUNDATION			
• Explore and pilot a universal behavior screening tool	PBIS Admin District	Aug/Sept 2018	• Identify and discuss • Gather information read about the SSR administration, fide outcomes results
STALLING			
• PD during team meetings for staff to gain awareness, understanding, and purpose	District Identified Person Admin	October 2018	• Continue to identif and problem solve barriers

• Train and discuss proper use of the universal behavioral screener • Identifying who will pilot the tool (whole school, certain grades, teachers)			

PLEMENTING

• Make changes as needed to current Tier II and Tier III interventions based on fidelity results • Explore other identified research-based Tier II and Tier III interventions based on data results and needs	PBIS Admin Teachers	March-May 2019	• Discuss barriers an overcome barriers • Identify possible su needs and PD

ING SCHOOLWIDE IMPLEMENTATION

ntinue to explore research-based erventions, plan for school-wide plementation. aluate the PBIS Tier I and Tier II and Tier III erventions using fidelity protocols and school ta to determine effectiveness. (ODRs and SWIS ta)	PBIS Admin Teachers	May 2019	• Share results with staff • Plan for full implementation for the 2016-2017 school year

oritizing the essential component Behavioral Screening and Multi-Tiered Interventions is multi-faceted and will be an ongoing practice needing velop and be refined fully. It will take more than one year and will continue into the school year 2017-18

Y: #2 Collaborative Team Planning Meetings and Data-Based Decision making

E: Grade level and special educators collaborative planning to monitor progress and plan tiered instruction and interventi

Action Step	Who	By When	Status Update / Next Step
THE FOUNDATION			
eate a planning schedule for collaborative nning between gen. and sped. ed teachers on collaborative planning and co-teaching entire staff	Admin. SEF SPED teachers	September 2018 PD ongoing for entire staff	Reflect on barriers to planning, structuring schedu planning and co-teaching when planning time is ir
NG			
ntify and discuss who will pilot the process, ndergarten and 4th, aligned with SPED lusionist) ore grade levels will join the process over the xt few years training. eet with teams weekly to establish the routine d facilitate the PD, (group norms, protocols, ilding relationships)	Admin. All teachers K-5 District Level Support using the MCIE model	monthly /ongoing 2018-2019	• MCIE support • District Support • discuss observation process for others to others
ENTING			

brief, reflect and refine process in "model ssrooms" e look and listen for collaborative teaching ecklist to evaluate process nedule classroom visits for model examples	Admin Teacher-volunteers MCIE	Continue through 2018-2019 and 2019-2020	• Visit other schools to watch collaborative co-teaching models if needed. • discuss observation process for others to others
ING SCHOOLWIDE IMPLEMENTATION			
ntinuing to work with Special Education trict support for scaling up, improve and ine the process. plore data collection possibilities in the co- aching areas to identify improvement in dent achievement n for the upcoming school year in scheduling 18-19 for scheduling and natural proportions EP placements.	District SPED Dept. Admin Staff	Continue process through May 2019	continued conversation and learning with sta barriers and celebrate successes.

POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

ding to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-b
ns 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.

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

	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17
teferrals	66	41	59	52	54	87	76	85	6
al Behaviors									
ng/Physical ssion	29%	24%	17%	15%	43%	37%	43%	58%	4
nce/	11%	19%	29%	44%	26%	34%	20%	29%	3

pect									
	0%	2%	3%	2%	0%	4%	4%	5%	1
tion	39%	17%	14%	27%	17%	11%	25%	12%	1
opriate ıge	2%	0%	0%	8%	0%	0%	0%	1%	0

Based off of the 2017-18 data, fighting and physical aggression remains an area of focus. As part of the PBIS action plan, wide behavior screener will be implemented for students in grades PK-5. Students who are identified as needing extra s will be monitored and supported to meet their needs. We will continue to offer school wide incentives to encourage po behavior expectations in all areas of the school.

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

Beall Elementary School has a school-wide emphasis on the Positive Behavior Interventions and Supports (PBIS) approa discipline through the use of restorative practices. We commit to nurturing a learning environment where every indivi safe and respected, and where all students learn. As a result of our efforts, Beall Elementary was designated a statewid Exemplar School for eleven consecutive years (2007-2018).

Students are recognized for meeting positive behavior expectations on a daily, monthly, and quarterly basis. They work earning Classroom Dojo Points from their classroom teacher when positive behavior expectations are met. These points

exchanged for tokens to be used for the Treasure Tower in the main office. Behavior data is analyzed and booster week held according to periods of time throughout the school year with higher numbers of office referrals. School-wide PEAC incentives are also implemented to reward students for having weeks with zero office referrals.

The Student Risk Screening Scale (SRSS) is used to identify students with internal and external behaviors that may benef extra support. Some students identified are members of social skills groups that focus on their identified needs. The fc those groups are: establishing self esteem, life skills training, and anger management. Some identified students are pro with a mentor that helps the child be prepared for school.

n XII: Non-Title I Schools- N/A

ON XIII; Title I Schools
I PARENT/FAMILY ENGAGEMENT

/Community Engagement Needs

Describe in a narrative your school's parental/community engagement. 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 infor 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 community participation in the past three years. We have 3-5 parents attend a weekly parent workshop. Volunteer wor facilitated by our Family Engagement Coordinator, Laura Biser, are held every Wednesday. We have homeroom parent 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 partnersh The University of Maryland Extension Office who provide programs on healthy living as well as STEM activities. Frostbu

University is an ever-present partnership that allows our students to benefit from walking field trips, visits from student the Children's Literature Center, physical activity with PE students at FSU, and student interns in the classrooms. The Fr Lions partner with us to provide vision screenings for our primary students and peacebuilding activities with our interm students.

According to electronic sign-in and sign-in sheets at our parent/family engagement events, we had the following attendance at events:

Back to School Night/Annual Meeting - 360

Parent Conference Days: October - 220, February - 200

Math Night - 110

ELA Night - 120

PARCC Meeting - 23

STEM Day - 160

Parent Advisory/ Title I Parent Committee 2018-2019

Name	Grade Level Representation	= Position
Holly Harman	Pre-K	PAC Representative
Jodi Welsch	3	PAC Alternate
Bruce Dotson	K	Parent
Josh Schall	1	Parent
David McGann	2	Parent
Robyn Sweitzer	4	Parent
Adam Patterson	5	Parent

Linda Kirkwood	Pre-K-5	Special Education
Matt Beeman	Pre-K	Community Member/School Resource Officer
Laura Biser		Family Engagement Coordinator

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

Beall Elementary PARENT/FAMILY ENGAGEMENT PLAN

Expectations

hoolwide Title I school, Beall Elementary Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Part A
very Student Succeeds Act of 2015 (ESSA).

lementary recognizes the importance of forming a strong partnership with parents and community members in order to positively in
ts in our school. To promote effective parent/family engagement, the staff at Beall Elementary welcomes and encourages parents a
unity 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

Allegany County Public Schools
2018 – 2019 School Improvement Plan

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 – Activities that promote a positive environment of high expectations shared by home and school Beall Elementary accepts the A
Public Schools Parent Involvement Policy and has aligned its school level Parent/Family Engagement Plan with the district's
Engagement Plan.

By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in

ncreasing skills to support academics at home, the school will meet all goals on PARCC 2018-2019.

Action Plan

e I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you c for more informatic
Shared Decision Making ➢ The School Improvement Plan (SIP)is developed with input from parents	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.	August 2018	Robert Stevenson, Principal Misty Dotson, Assistant Principal
➢ The SIP is available for parent review and input at any time	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	November 2018	Misty Dotson, Assistant Principal

	any time.		
➢ The Parent/Family Engagement Plan and budget are developed with input from parents.	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.	May 2019	Robert Stevenson, Principal Misty Dotson, Assistant Principal
➢ The Parent/Family Engagement Plan is distributed to all parents.	A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has approved the SIP.	November 2018	Robert Stevenson, Principal Misty Dotson, Assistant Principal
➢ With parents, develop a written School Parent Compact supporting instruction that is signed by teachers, parents, and students.	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 School Parent Compact 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.	May 2019	Misty Dotson, Assistant Principal
ınnual Meeting ➢ Schools hold parent meetings at least annually to inform parents	The Title I Annual Meeting was held in conjunction with Meet the Teacher Night held on August 27, 2018. Title I information was shared through the	August 27, 2018	Robert Stevenson, Principal

of the school's role in implementing Title I, the parent's rights, and ways he school will provide for parental/family engagement.	Title I powerpoint which was shown in each classroom. 328 parents attended. Parent input for the compact, budget and parent/family plan is gathered.		Misty Dotson, Assistant Principal Classroom Teachers
Building Parental Capacity			
➢ Provide assistance to parent in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.	Maryland's College and Career Ready Standards are discussed and reviewed with parents. Copies of grade level standards are distributed to parents. Information is sent home in Tuesday Folders.	August 29, 2018	Robert Stevenson, Principal Misty Dotson, Assistant Principal
	School-Parent 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 the 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.	September 2018	Robert Stevenson, Principal
	Parents are able to access student achievement information at any time on the ASPEN system. Parents were notified at the beginning of the school year on how to find their child's information.	August 2018	Classroom teacher
➢ Provide materials and parent	Math Day: Mandy Schall, math specialist, will present information about modeling and reasoning	November 30, 2018	JP Lewis, Math Tear Classroom Teacher

trainings/workshops to help parent improve their children's academic achievement.	and how a PARCC math task uses these skills. Once her presentation is complete, parents will visit their child's classroom to view a math task being taught. They will help their child complete the task during Math Day. Title I: Materials - $1,863.45		
	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: Stipends- $577.44, Materials - $1,863.45	March 2019	Carmen Bishop Classroom teachers
	STEM Day: The Carnegie Science Center will present a science and math themed program to students and parents in the multi-age, pre-kindergarten, and kindergarten classes where they will learn to do science and math projects at home. Grade 1, 2, 3, and 4 students and parents will use LEGO kits to build simple machines. Grade 5 students and parents will use LEGO kits to build power simple machines. Title I Funds: Materials - $1,863.45	December 11, 2018	Serena McCormick, Team Chair Classroom teachers Robert Stevenson, Principal Misty Dotson, Assistant Principal
	Parent Conference Days: These days are designed to communicate student progress, both academically and socially, and to collaborate ways to reach the student's highest potential. In October, 220 parents attended. In February, 200 parents attended.	October 2, 2018 March 4, 2019	Classroom teachers

➢ Educate school personnel on how to work with parents as equal partners in their child's education.	The Parent Advisory Council representative will present to the staff at faculty meetings and committee meetings about topics and issues relevant to student learning.	January 2019-May 2019	Misty Dotson, Assistant Principal PAC representative
	Title I Parent Interest Survey will be distributed to all parents; results will be tabulated, and concerns will be addressed at SIP meetings.	January 2019 May 2019	Ellen Sause
➢ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After-School Program, Head Start, etc.	Family Literacy and Math Nights, coordinated through the Judy Center, provide opportunities for parents to interact with their child by learning a different literacy topic each month.	Monthly	Deb Kolb, Judy Cent Coordinator Mandy Schall, Math Specialist
	The Judy Center provides a program to increase parent engagement (examples: Infant Massage, YMCA Infant and Toddler programs, Parent and Child Take-Home activities, Family Newsletter, Head Start, Child Care Providers, Parent Workshops, Big Boys (and girls), Big Toys, etc.	Ongoing	Deb Kolb, Judy Cent Coordinator Sheila Navaleny, Ser Coordinator
	Allegany County Health Department provides various services to support families (examples: WIC, Health Screenings, Nutritional information, Dental screening, Mental Health Resources, etc.	Ongoing	Robert Stevenson, Principal
	Lions Club provides vision screening.	November 2018	Robert Stevenson, Principal

➢ Ensure information is presented in a format and/or language parents can understand.	Blackboard is used to communicate with parents via email and phone.	Ongoing	Robert Stevenson, Principal Misty Dotson, Assistant Principal
	Tuesday folders are sent home on a weekly basis. Homework assignment books are sent home daily to ensure communication with families.	Ongoing	Classroom teachers
➢ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.	Contact is made with limited English speaking parents to assist during school meetings to provide support information via the Pupil Personnel Worker. Translated documents are provided when needed. The Family Engagement Coordinator is available to assist.	As needed	Robert Stevenson, Principal Misty Dotson, Assistant Principal Tracey Dunn-Court, Laura Biser, FEC
Review the Effectiveness ➢ The effectiveness of the school's parental/family engagement activities will be reviewed.	Following every parent engagement event, surveys will be distributed to evaluate each activity. The Title I Parent Interest Survey will be distributed to parents, and the results will be summarized to be used to adjust future planning.	ongoing	Misty Dotson, Assistant Principal Ellen Sause, Title 1 S Specialist
loyce Epstein's Third Type of Parent olvement ➢ Volunteering	Parent Volunteer Training (equipment use) Confidentiality (reporting abuse/neglect) Teacher Request Workshops Chaperones Day of Caring and Sharing	September 2018- May 2019	Robert Stevenson, Principal Misty Dotson, Assistant Principal

	PBIS incentives School Events (Examples: Field Day) Book Fair		Laura Biser, FEC Terri Monahan, Me Specialist

n XIV.

ssional Community for Teachers and Staff- Standard 7

it comes to closing the achievement gap for any group of students, we know that focused and targeted professional lear
l feature of the school improvement effort. What school based professional learning will be/has been coordinated this y
ss your school's achievement gaps?

Professional Learning Title: Gender Differences and Why they Matter

Date (s): November 2018-May 2019

Location and Time: Beall Elementary- monthly Leadership meetings; Professional Development with Richard Weinfield a to be determined.

Intended Audience: The members of the school Leadership Team will participate in a professional development about ger learning differences by Richard Weinfield to supplement the book study "Hear Our Cry: *Boys in Crisis*." The Leadership then facilitate the ideas from the PD to the faculty during Faculty meetings and grade team meetings.

What changes are expected to occur in the classroom as a result of this professional learning?

The faculty will be more cognisant of the learning differences between the structures and development of male females brains. Classroom teachers will customize academic approaches depending on the different learning sty males and females.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

The faculty will be exposed to the learning differences between males and females.

How will you measure the implementation of the the knowledge and skills in the classroom?

The student assessment scores will be analyzed.

Professional Learning Title: Growth Mindset

Date (s): August 2018 - June 2019- monthly ELA meetings

Location and Time: Beall Elementary, Carmen Bishop's room 8:00 AM

Intended Audience: 2018-19 ELA team members with partial staff development

2019-20- ELA team will facilitate the book study and initiatives to all staff

What changes are expected to occur in the classroom as a result of this professional learning?
Teachers and students will use a month to month approach to learning the growth mindset and the power of "yet" in or become successful in learning and to provide an ease of stress and anxiety.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
Growth mindsets result in higher test scores, improved grades, and more in-class involvement. Through the month to n approach of incorporating the growth mindset in to classroom instruction and expectation, students will understand the intelligence is not limited. Students will be motivated to believe in themselves and achieve anything.

How will you measure the implementation of the the knowledge and skills in the classroom?
Student test scores will improve on the DIBELS assessment, Reading Inventory, ELA benchmarks, Imagine Learning math benchmarks, and PARCC assessments. Students learning will be assessed daily through formative assessments in classro

Professional Learning Title: Metacognition

Date (s): September 2018-June 2019, Monthly PBIS Meetings

Location and Time: Beall Elementary, Michelle Saville's classroom at 8:00 a.m.

Intended Audience:

2018-19 PBIS team members with partial staff development

2019-20- PBIS team will facilitate the book study and initiatives to all staff

What changes are expected to occur in the classroom as a result of this professional learning?
The goal of the professional development is for classroom teachers to implement metacognition strategies in order to a student behaviors that are demonstrated at the Tier 2 and Tier 3 levels.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
The implementation of metacognition strategies will result in the development of cognitive assets that will improve stu behavior. Through the month to month approach of incorporating the metacognition strategies within the PBIS school- program within the classrooms, the students will gain a better understanding of how to be in control of their own thinki various learning situations, which includes established PBIS behavior expectations.

How will you measure the implementation of the the knowledge and skills in the classroom?
Student school-wide behavior data is monitored monthly by the PBIS Team and specific strategies are discussed to addr highest referral areas. In addition, individual student data will be analyzed three times a year using the SRSS. The SRSS data for internal and external behaviors.

n XV.
gement Plan

low will the plan be shared with the faculty and staff?

eachers have reviewed the proposed activities in grade level teams and made recommendations concerning needed materials for

nplementing the activities. The final document will be discussed with the faculty prior to the review of the plan by the Central Office eam. This document will be placed on both the school website and the Allegany County Public Schools website for staff, parents, an ommunity access and examination. The plan will also be shared on Google Drive for all staff members to access throughout the scho ear.

he School Improvement Team (SIT) and each PLC (Math, ELA, STEM, ICT/UDL, PBIS) will monitor components of the School Improver lan (SIP) and communicate progress to all stakeholders. An agenda/minutes form will serve to update the school community of the ocus and results of each meeting. The minutes will be emailed and stored in the appropriate team folder on Google Drive. Each team inutes will be kept in their respective binders.

low will student progress data be collected, reported to, and evaluated by the SIT?

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

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

.t the end of every quarter, each grade level team, instructional specialist, and the administration will collect and analyze all milestor ata. The data will be disaggregated and will be used to evaluate the progress of all subgroups and develop appropriate strategies to

neet the needs of those groups. This information will also be discussed in faculty meetings. Necessary revisions will be made by the fter analyzing the benchmark data from each quarter.

Vhat role will classroom teachers and/or departments have in implementing and monitoring the plan?

lassroom teachers will enter the data into Engrade and report the data to administration during team meetings and PLCs. Data will iscussed at grade level team meetings, PLC meetings, and faculty meetings.

low will the initial plan be shared with parents and community members?

omponents of the School Improvement Plan will be shared with the parents and the community in a variety of ways. These will incl resenting the plan at the Back to School Night and Title I Parent Information Meeting, being delivered through the school newslette vailable for viewing in the school handbook, and providing access with various school communications sent home in the Tuesday fol he plan can also be accessed via the school website and the Allegany County Public Schools website. The SIT encourages a commun nember and parent representative to be in attendance at regular meetings to assist with the communication of the plan.

low will revisions to the SIP be presented to the staff, parents, and community?

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

Vhat assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?

he instructional, supervisory staff at the Central Office, who comprises the Technical Support Team, will provide support in the evelopment of the plan as needed. Upon request from the SIT chair, the Central Office staff will attend SIT meetings; provide linkag

ıith MSDE or other educational agencies; assist in analyzing school data; and support in planning professional development pportunities. The SIP will be forwarded to Central Office personnel by October 31 2019. A review team comprised of Central Office ersonnel will review the plan using the SIP rubric. The review team will meet with the SIT during December 2018 to discuss the nplementation of the plan. The SIT chairperson will submit agendas and minutes from monthly SIT meetings to the appropriate upervisor. In June 2019, the evaluation report will be forwarded to the superintendent.

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

ʌeeting Schedules For 2018-2019 School Year

ʌction Teams meet at 8:00 on the dates below:
)ates for SIT - 4th Thursday

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
27	25	29	20	24	28	28	25	23

)ates for PBIS Meetings - 3rd Tuesday

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
18	16	20	18	15	19	19	16	21

)ates for MATH – 3rd Wednesday

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
19	17	21	19	16	20	20	17	15

)ates for STEM Meetings –2nd Wednesday

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
12	10	14	12	9	13	13	10	8

Dates for ELA Meetings – 1st Tuesday ELA

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
4	1*	5	4	2*	5	5	2	7

* Meeting day is different due to School closing

Dates for Emergency Team Meetings - Quarterly

Sept.	Nov.	Feb.	April
17	19	15	15

Dates for ICT/UDL Meetings

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

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
5	3	7	5	2	6	6	3	1
19	16*	21	19	16	20	20	17	15

PST Meetings – Every Monday at 1:00

Faculty Meetings - Each Thursday 8:00

our Components section is an elaboration of the School Improvement Plan.

Component 1 – COMPREHENSIVE NEEDS ASSESSMENT

is a heavy emphasis on completing a comprehensive Needs Assessment since this will be the basis for utilization of Title
school. This section should address the academic achievement of students in relation to meeting the challenging State a
ards. It should specifically address the needs of those children who are failing or who are at-risk of failing to the meet thes
ards.

Component 2 – SCHOOLWIDE REFORM STRATEGIES

y the evidence-based strategies that the school will implement to address school needs. Include a description of:
how each strategy will provide opportunities for all children including each subgroup to meet the State's challenging aca
standards. Strategies are tied to an identified need and have a purpose

use methods and instructional strategies that strengthen the academic program of the school, increase the amount and
learning time, and help provide an enriched and accelerated curriculum. These *may* include programs, activities, and co
necessary to provide a well-rounded education

address the needs of all children in the school with activities that *may* include: counseling, school-based mental health p
specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the
academic subject area; prepare for and awareness of opportunities for post-secondary education and the workforce;
implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services w
coordinate with IDEA; professional development and activities for school personnel to improve instruction and use of dat
academic assessments; strategies for assisting preschool children in the transition from early childhood programs to loca
elementary programs

Component 3 A - PARENT, COMMUNITY AND STAKEHOLDER INVOLVEMENT

an is developed with the involvement of parents and other members of the community to be served and individuals who w
e plan including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the exter
le, tribes and tribal organizations present in the community and if appropriate, specialized instructional support personnel,
ance providers, and school staff.

Component 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

and requires Title I schools to include parent and family engagement strategies in the schoolwide plan. Strategies for reac
o–reach parents/families should be included.

mponent 4 – COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RESOURCES AND PROG

opriate and applicable, identify programs such as violence prevention, nutrition, housing, Head Start, adult education, car
cal education programs developed in coordination with other Federal, State and local services, resources and programs t
d in your school.

GANY COUNTY PUBLIC SCHOOLS **COMPONENT ONE**
Y STUDENT SUCCEEDS ACT **COMPREHENSIVE NEEDS ASSESSMENT**

omprehensive Needs Assessment of the entire school takes into account information of the academic achievement of chi
n to the challenging State academic standards, particularly the needs of those children who are failing, or who are at-risk
et the challenging State academic standards. [1114(b)(6)]

omprehensive Needs Assessment leads schools to consider multiple data sources such as PARCC, benchmark, Imagine
ance, discipline, culture/climate etc. Student, teacher, school and community strengths/weaknesses should also be addre
gh assessment will help schools to identify strategies that will promote academic success for all students.

e consider:
- What types of qualitative and quantitative data are being collected? (culture/climate, demographics, student performanc
  attendance, behavior and family and community involvement) Consider using interviews, focus groups or surveys.
- What are the strengths of students, teachers, school and community? What are their needs?
- What are the contributing factors to academic strengths and needs?
- How is the data being used by administration, teachers and parents to guide decisions and instruction?
- How is data being reviewed in a disaggregated format to look at progress and needs of all student groups?
- How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?

Examination identifying areas of strength and areas of need may be found on the following pages:

Attendance Needs Assessment pages 9 - 11

GANY COUNTY PUBLIC SCHOOLS **COMPONENT TWO**
Y STUDENT SUCCEEDS ACT **SCHOOLWIDE REFORM STRATEGIES**

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lwide reform strategies are implemented in order to:

1. Provide opportunities for all children, including each of the subgroups of students as defined in 1111c(2) to meet the challenging State academic standards; (1114(b)(7)(A)(i);
2. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and necessary to provide a well-rounded education; (1114(b)(7)(A)(ii)
3. Address the need of all children in the school, but particularly the needs of those at risk of no meeting the challenging academic standards. (1114(b)(7)(A)(iii)

consider the following:

- How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods strategies?
- How do the reform strategies align with the needs assessment and address the needs of all students including l achieving, accelerated, etc?
- What evidence is being collected to demonstrate the effectiveness of reforms?

and's College and Career Ready Standards for ELA is utilized for ELA instruction. In Fall 2010, the 2011 *Treasure Series* illan McGraw-Hill was implemented as the core reading program during the 120 minute language arts block. Research ba gies and best practices are the foundation of the instructional program. Include reading intervention programs such as ER ally, SRA, Fundations, Wilson Reading, etc. on the chart. ELA benchmark tests, *DIBELS Next* and the *Scholastic Reading ory* are available to use as assessment tools.

ies to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on p lease complete the chart with additional best practices and strategies that support ELA achievement.

ification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed t Implement Strategy
in third grade showed a ase in performance on 18 PARCC assessment. males are now fourth students.	Use of technology - Hattie-computer assisted instruction effect size.37 Vocabulary programs - Hattie effect size - .67	Male student reading/ELA scores will increase	$7,330.00 - 10 Laptops Super Teacher Worksheet $300.00 Spelling Vocabulary City $580.50
FEC Materials	Hattie-parental involvement and learning effect size .51	Students will have the instructional materials they need	$475.49

aterials for instruction	Small group instruction - Hattie-effect size .49	Male student reading/ELA scores will increase	$2,040.50 - Materials
4th Grade Males	P.D. *Boys Hear Our Cry* book study. Speaker - Rich Weinfeld.	PARCC scores will increase	Judy Center- $3,500.00
lastic Reading Inventory ta - 74.6% of grade 4 ents scored at Basic or Below Basic 2% of grade 5 students d at Basic or Below Basic	Rewards Program - a short term GRR intervention program which improves comprehension, expands word knowledge and fluency Explicit instruction - Hattie effect size .57	PARCC scores will increase	$1,621.22 - Materials

I

and's College and Career Ready Standards for Math is utilized for math instruction. The 2012 *enVISION* series by Pearso d as the core program and is based on the NCTM Standards. Teachers utilize this math resource to implement the math p Math benchmarks are available for use in grades PreK-5 three times during the year. PreK and Kindergarten also admini year benchmark. PARCC-like tasks created by the math specialists are available for students to use on a monthly basis. ng Benchmark tests are administered throughout the year. Please complete the following chart to include the page numb here the program or practice can be found.

ies to meet the needs of the targeted subgroups(s) and the identified factors hindering student performance are found on 1. Please complete the chart with additional best practices and strategies that support math achievement.

ification of Problem and	Evidence Based Strategy	How will the success of this	Title I Funding Needed t

Supporting Data		strategy be evaluated?	Implement Strategy
ver 50% of the FARM ents in 3rd, 4th, and 5th s performed at a level 3 ow on the 2018 PARCC Assessment.	Use of technology - Hattie-computer assisted instruction effect size .37 Imagine Math math intervention for students in grades 3, 4, and 5 Evidence for essa: strong rating	Grades 3, 4, and 5 FARM students will increase their MATH scores.	$7,330.00 - 10 Laptops Super Teacher Worksheet $300.00
ver 50% of the FARM ents in 3rd, 4th, and 5th s performed at a level 3 ow on the 2018 PARCC Assessment..	FEC Materials - Hattie-parental involvement and learning effect size .51	Student data will increase on math benchmarks and PARCC assessments	$475.49 - Materials
ver 50% of the FARM ents in 3rd, 4th, and 5th s performed at a level 3 ow on the 2018 PARCC Assessment.	Materials for small group instruction - Hattie-effect size .49	Grades 3, 4, and 5 FARM students will increase their MATH scores	$2,040.50 - Materials

NDANCE NEEDS OF STUDENTS

ification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed t Implement Strategy

VIORAL SERVICES

ages __ for data and strategies that will be implemented for behavioral support.

ification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed t Implement Strategy
Mentoring groups	Student -Teacher relationships Hattie effect size - .72	PBIS data will improve SRSS data will improve	N/A
Social skills groups	Student -Teacher relationships Hattie effect size - .72	PBIS data will improve SRSS data will improve	N/A

Y INTERVENTION

intervention services to address student needs are provided. Please list these services.

ification of Problem and Supporting Data	Evidence Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed t Implement Strategy

ESSIONAL DEVELOPMENT

ssional development is an ongoing commitment. Supervisors provide county staff development related to the state curricul
ng practices, and differentiated instruction. School level teams continue these professional development initiatives at the s
In addition, specific high quality professional development activities identified in the needs assessment process are includ
l Improvement Plan. ELA and math benchmark assessments, *DIBELS Next*, Imagine Learning, Scholastic Reading Inven
sts are analyzed to monitor student progress and drive instructional changes. The goal of professional development is to
ers with effective instructional strategies that will increase achievement for the identified subgroups.

Please see School Improvement Plan:

ELA	pages 16 - 23
Math	pages 24 - 31
Science	pages N/A

table below are additional Professional Development activities that will support the implementation of the plan, but are no
an due to the narrow focus on subgroup performance.

Professional Development Calendar/Funding Table

Activity	SIP Alignment	What / How Content/Process	Date(s)	Presenters	Funding Source
Study	FARMS/Special Education	*Mindset* by Carol Dweck - Administrative Book Study Hattie - professional development - .62	September 2018- May 2019	Bob Stevenson and Misty Dotson	Title I - $435.00 Materials for PD sessions- $204
Study	FARMS/Special Education	*The Growth Mindset Coach* by Brock and Hundley Administrative Book Study Hattie - professional development - .62	September 2018- May 2019	Carmen Bishop and David Buskirk	Title I - $450 Materials for PD sessions- $204

ation tutes	All Students	Teachers will meet in cross grade levels to plan for instructional needs of incoming students	May 2019	Staff	Substitutes - $1,395
Meetings	All Students	Teachers will meet to examine achievement data	October 2018	Staff	Substitutes - $372
Education	FARMS Special Education	Teachers received training on how to use Lego kits on simple machines in order to increase collaboration, communication, creativity and critical thinking.	October 23-25, 2018	Lego Education	Title I District Wide Initiative
rs and One Jacks	FARMS Special Education	Teachers received a book of games to use in math using foldable rulers, dice, etc. to increase opportunities for differentiation for small groups.	October 25, 2018	Title I Staff	Title I District Wide Initiative

TEGIES TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS

RAM	**DATE/TIMELINE**
ngs with Head Start and Pre K Teachers	May 2019
tion reports provided by Head Start for entering Kindergarten students	May 2019
and Kindergarten Parent interviews	August 29-30, 2018
the Bus	Fall 2018
Screening	September 2018
eetings	Ongoing
and Kindergarten Orientation Meetings	May 2019
egistration with Head Start and Pre-K	April 4-5, 2019
portation between Head Start and Pre-K	Ongoing
House	August 27, 2018
ation meetings between Pre-K and K	April 2019

ation meetings between K and Grade 1	April 2019
ation meetings between Grades 1-5	May 2019
ation meetings with middle school staff	May 2019
ıalysis meetings	Quarterly
5 middle school visitation	May 2019
ıl Title I Meeting	August 27, 2018

GANY COUNTY PUBLIC SCHOOLS **COMPONENT 3 A**
Y STUDENT SUCCEEDS ACT **PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT**

volvement of parents, families, community members and stakeholders is an important factor in providing for the success
ıts. 1114(b)(2)

llowing persons were involved in planning the parent and family program for the 2018-2019 school year. Representatives
e: parents/family members; teachers; paraprofessionals; special educator; school staff; administrators; tribal representativ
able; community members; stakeholders; LEA representative; and technical assistance providers.

Name	Role
Sarah Kim	PTO President
Jodi Welsch	FSU Community Representative

ELA Team	Family Events
Math Team	Family Events
STEM Team	Family Events
Misty Dotson	Assistant Principal
Robert Stevenson	Principal
Carley McGann	Grade 4 Teacher
Shari Ross	Grade Teacher
Judy Center Staff	Early Learning Activities
Laura Biser	Family Engagement Coordinator

GANY COUNTY PUBLIC SCHOOLS **COMPONENT**
Y STUDENT SUCCEEDS ACT **STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGE**

ıtors in the school recognize the importance of the home-school connection. Involving parents/families in the school is a c
›ward enhancing student performance. The Allegany County Public Schools' Parent/Family Engagement Policy is publish
uted in September to each family in all Title I schools. Title I schools also post a copy of the policy on their Title I bulletin b
r parent resource centers. Each school, in conjunction with the Title I Parent Committee, develops its own parent involven
lan is posted and also distributed to parents.

ıily Engagement Coordinator is on-site at Beall Elementary School for 1 day per week. In this position, the Family Engage inator reaches out to parents to build positive relationships between the home and school through individual communicati l administrators to help build a strong parent program, and builds enthusiasm for parent/family involvement in the school. ts are encouraged to be involved in the education of their child(ren) in a variety of ways. ESSA identifies six requirements ›arents' capacity to be involved in school. Strategies designed to ensure the implementation of these requirements are fou l's Parent/Family Engagement Plan. Please include strategies for how to reach parents/families which are hard to reach.

e consider the following:
School Parent Compact
How will parents, families and community members be involved in developing the schoolwide plan?
How will teachers, principals and other school staff be involved in developing the schoolwide plan?

e refer to the Parent/Family Engagement section on pages 41 - 49 for a description of the implementation of these

GANY COUNTY PUBLIC SCHOOLS
Y STUDENT SUCCEEDS ACT

COMPONENT 4
COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL SERVICES AND PROGRAMS

chool and the community provide many additional services for students who are experiencing difficulties. These may inclu nutrition programs, housing programs, violence prevention, adult education programs, career and technical education pro chools implementing comprehensive support and improvement activities or targeted support and improvement activities as safety nets for students as listed in the chart below. 111(d), 1114(b)(5)

Service	Service Provider	Explanation of Service
ı care	ACPS	School nurse provides health support to students and their families.
Start Program	Head Start	Head Start provides additional opportunities for students to gain

		readiness, academic skills, and social skills.
, personal, or mic support	School Counselor	School counselor provides bi-weekly classroom lessons on character traits and bully prevention. He meets with individual students and social groups to address student needs using the "Why Try" program.
ıg program	FSU Basketball and Lacrosse Teams Mountain Ridge Football Team	These male teams will be role models and tutors for grade 3 male students.
ntiated instruction	Classroom Teachers	Teachers provide differentiated instruction through small group instruction and flexible groupings. Technology groups and math strategies are often a focus of these groups.
group instruction	Teachers Instructional Assistants	Instructional assistants, special education teachers and classroom teachers provide opportunities for small group instruction to reinforce skills as identified by student performance.
ion in general tion classes	Special Education Teachers Instructional Assistants	Instructional assistants and the special education teachers support the regular education teacher through inclusion of all students. They provide accommodations and modifications as needed.
ded learning time for ied special education nts	Special Education	Summer school program is offered to students as identified in the IEP. The Judy Center provides a summer school program targeting all prek, kindergarten and first grade students.
ance to families on identified needs	Pupil Services Team Judy Center	Pupil Service Team meets weekly to identify needs of families and offers support for attendance issues and family needs. Through parent

		questionnaires and home visits, The Judy Center identifies family needs and provides them with contact services.
l screening	Allegany County Health Department	Students are provided with a dental screening and sealants.
screening	Lions Club Health Department	Lions Club offers vision screenings to early childhood students. The ACHD provides hearing screenings to all students.
and emotional rt	Allegany County Health Department	Mental health counselors meet with identified students to assist them with counseling and mental health issues.
ior and academic rt	Special Education	Learning Assistance Program supports students with academic and behavior goals.
ior support	School staff Allegany County Health Department	PBIS Program promotes positive behavior by having a uniform program that focuses on school goals. KIDS Program offers support to identified students with behavioral needs.
on support	Local Churches Support Staff University of Maryland Extension Office	Weekend Backpack Program offers nutritional support to students with needs. Holiday food baskets are offered to support families. Summer Lunch Box Program is offered by community groups to supply children with supplemental food throughout the summer months. The University of Maryland Extension Office provides monthly classroom lessons which include “tastings” that educate students about food and their nutritional values. These programs take place in PreK, Kindergarten, Fourth and Fifth grade classrooms. The Smarter Lunchroom Program from UM Extension is held in the cafeteria and promotes healthier foods and attractive presentations of foods to make them more appealing to young children.

ıg	Social Services Allegany County Health Department	Safe and Snug Program by Allegany County Social Services provides coats, gloves and scarves to identified students.
ıl supplies	ACPS Community Groups	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.
tunities to discuss ess of child	Classroom Teachers	Parent Conferences are scheduled on October 2, 2018 and March 4, 2019 and on an as requested basis.
ıg intervention ıms	Reading Intervention Teacher Title I Staff	ERI, Fundations, Read Naturally, SRA, Wilson, The Heggerty Program, and Orton Gillingham are used to support students who are performing below benchmark in the area of reading as identified by DIBELS Next and The Reading Inventory. These interventions help to close the achievement gap.
ication of student of need	Kindergarten Teachers	KRA screenings help to identify students with needs in the areas of Social Foundations, Language and Literacy, math and Physical Well Being and Motor Skills.
r and Technical ıtion Programs		Career Day is held.
tunity to address ıt educational needs	IC Team Classroom Teachers ELA/Math Specialists	ICT and data analysis meetings are held on a regular basis.
awareness	Frostburg City Police D	D.A.R.E. Program is offered to grade 5 students to assist them in making good choices in abuse issues.

ntervention program	ACPS	Imagine Math, a computer based math program, evaluates student concept attainment and plans a pathway for each child. This program is provided for students in grades 3-5. Math Club is held each morning for identified students to use computers to support basic math fact knowledge as well as the Imagine Math Intervention Program.
ance to families of children	Judy Center	Judy Center and the Infants and Toddlers Programs provide monthly literacy programs nutrition information and a variety of topics to assist parents of children ages 0-5.
ırces to support ess students	ACPS	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.
education programs	Allegany College of Maryland	The GED program is offered for adults.
ce Prevention ams	ACPS	Safety drills are held on a regular basis. School Resource Officers are assigned to schools on a daily basis.

upervisor of Federal and State Programs meets regularly with the instructional supervisory staff to ensure the coordinatio ation of funding. During these staff meetings, personnel assignments, professional development opportunities, budget ditures, and student assessment are discussed. The Supervisor of Federal and State Programs also completes the Annu arability Report.

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

e I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support t
ition, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 19.

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

e I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support t
ition, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 19.

BE - FY 19 Coordination of Funding Sources

ivity	Title I Funds	Title II Funds	Local Funds	Judy Center	Other Funding Source	
sional pment	$2,856					
ed Day l Year						
ıls of ion	$10,726.49		$27,713	$33,250		

s /	$157,465.70			$219,530		
/ ement	$3,014.89					
ions			$1,125			
nable			$7,506			
ient			$3,000			
			$3,410			
				$34,001		

Title I Budget 2018 – 2019

Instructional Program: $10,726.49 (includes FEC)

Materials (includes "equipment" under $3,000) **$9,370.50**

ection	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
LA lath	Materials to support ELA, Math, STEM		$2,040.50	FARMS Special Education
LA lath	Lenovo Yoga Multi-Touch Windows 10	10 laptops x $733	$7,330.00	FARMS Special Education

FEC Materials **$475.49**

ection	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
LA lath	Materials to support parent workshop and PK/K orientation		$475.49	FARMS Special Education

Web-based **$880.50**

ection	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
LA lath	Super Teacher Worksheets		$300	FARMS Special Education
LA	Spelling City		$580.50	FARMS Special Education

Title I Budget 2018 – 2019

Professional Development: $2,856

Stipends / Substitutes $1,767

Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Articulation Day substitutes	15 subs x $93	$1,395	FARMS Special Education
ELA Math	Data Meetings	4 subs x $93	$372	FARMS Special Education

Hourly Stipends: Teaching- $24.30 Non-Teaching- $22.96

Substitutes: 4 Year- $93.00 2 Year - $78.00

Materials $1,089

Allegany County Public Schools
2018 – 2019 School Improvement Plan

Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	*Mindset* by Carol Dweck	30 books x $14.50	$435	FARMS Special Education
ELA Math	*The Growth Mindset Coach* by Brock and Hundley	30 books x $15.00	$450	FARMS Special Education
ELA Math	Materials for PD sessions		$204	FARMS Special Education

Title I Budget 2018 – 2019

Parent/Family Engagement: $3,014.89

Stipends $1,151.44

Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I nt/Family agement	Annual Title I Meeting/Back to School Night	25 teachers x $22.96 x 1 hr	$574.00	FARMS Special Education
Title I nt/Family agement	ELA Night stipends	12 teachers x $24.06 x 2 hrs	$577.44	FARMS Special Education

Hourly Stipends: Teaching- $24.30 Non-Teaching- $22.96

Materials $1,863.45

Allegany County Public Schools
2018 – 2019 School Improvement Plan

***Food Allowance – 10% = $301.48 (Per person: Light snack-$2-$3, Breakfast-$3-$5, Lunch-$5-$8, Dinner-$8-$11 or less)**

Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Title I nt/Family agement	Materials for parent activities for ELA Night, Math day, STEM Day, PARCC information meeting		$1,863.45	FARMS Special Education

Allegany County Public Schools
2018 – 2019 School Improvement Plan

Allegany County Public Schools
2018 – 2019 School Improvement Plan

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 Robert Stevenson	Principal: Robert Stevenson
Misty Dotson Misty Dotson	Assistant Principal: Misty Dotson
Carley McGann Carley McGann	Teacher: Carley McGann
Shari Ross Shari Ross	Teacher: Shari Ross
Deb Kolb Deb Kolb	Judy Center: Deb Kolb
Andrew Ferguson Andrew Ferguson	Guidance Counselor: Andy Ferguson
Michelle Saville Michelle Saville	Teacher: Michelle Saville
Maria Cotton Maria Cotton	Teacher: Maria Cotton
Janice P. Lewis Janice P. Lewis	Teacher: Janice Lewis
Amy Cianelli Amy Cianelli	Teacher: Amy Cianelli
Jennifer Holloway Jennifer Holloway	Teacher: Jennifer Holloway
Jodi Welsch Jodi Welsch	FSU: Jodi Welsch
Ellen Sause Ellen Sause	Title 1: Ellen Sause