

Part	Table of Contents	Page
	Beall Elementary 2017-2018 School Improvement Plan	
I	Integrated Educational Framework	1-7
II	School Demographics	8-10
III	Administrative Leadership	11-14
IV	Academic Progress	15-29
V	Multi-tiered Systems of Support	30-31,59-62
VI	Early Learning	32-34
VII	Attendance	34-35
VIII	Habitual Truancy	36
IX	Graduation and Dropout Rates	n/a
X	School Safety/ Suspensions	36-38
XI	Positive Behavioral Intervention & Supports or Behavior Management Systems	39-40
XII	Family and Community Engagement; Non-Title I	n/a
XIII	Family and Community Engagement; Title I	41-50
XIV	Professional Community for Teachers and Staff	51-52
XV	Inclusive Policy Structure and Practice	53
XVI	Management Plan	54-58
XVII	Title I Components (Title I Schools Only) – Separate Document	63-89
XVIII	Title I Evaluation (Title I Schools Only) – Separate Document	
	Sign In Roster of School Improvement Plan	90

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

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

Believe, Empower, Succeed

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

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

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.

and Sign)	Affiliation/Title
nson	Principal
l	Assistant Principal
nn	SIT Co-Chair/Fourth Grade Teacher
	SIT Co-Chair/Fourth Grade Teacher
b	Judy Center Coordinator
nbaker	ELA Co-Chair/Pre-Kindergarten Teacher
ille	PBIS Chair/Kindergarten Teacher
	First Grade Teacher
	MATH Chair/Second Grade Teacher
	Fifth Grade Teacher
op	ELA Co-Chair/Fourth Grade Teacher

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

	Frostburg State University/PLC Facilitator/Parent
	Title I
ock	School Counselor
oway	STEM Chair/Third Grade Teacher

What is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school community?

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

When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur?

The staff, as well as our FSU and Title I partners, reviewed our collaboratively created vision and mission statements in August at a professional development session. The faculty and staff collaborated to concur 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 core values at a November 2017 team meeting.

Have you adjusted the school's mission and vision to changing expectations and opportunities for the school and changing needs and expectations of students? If so, why?

The vision and mission were developed during the 2014-2015 school year by all staff members and remains valued by all stakeholders.

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

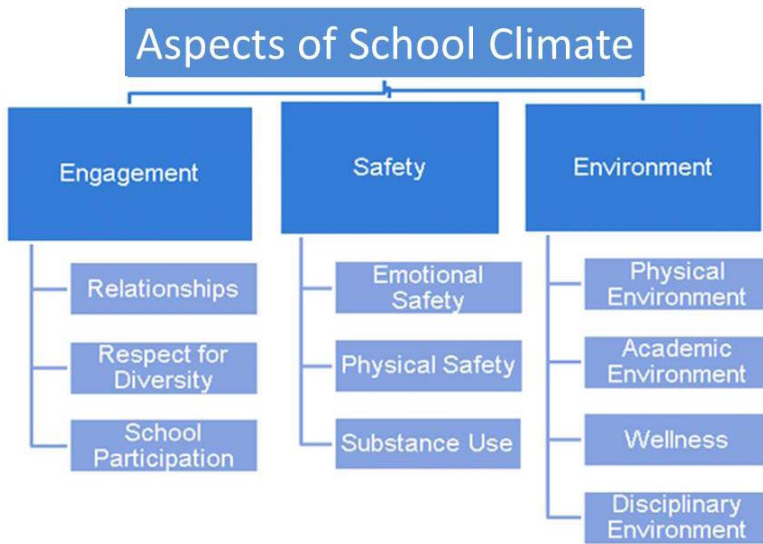
Culture, Climate, and Inclusive Community

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 parents experience school life. School climate refers to a school's social, physical, and academic environment. How does it make people feel? Safe? Welcomed? Connected?

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**



**U.S. Department of Education's
Safe and Supportive Schools Model**

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

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

- The individual successes of teachers and students are recognized and celebrated.

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

- 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 public schools, without exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, and disability have the right to educational environments that are:

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

in bullet or bulleted form, address your school's **climate, culture, and inclusive community**. (Refer to Professional Standards for Educators Standards 2, 3 and the graph Aspects of School Climate) Please consider answering the following questions in your response.

How are paraeducators (IAs) utilized in your school?

How do IAs provide support for students with and without disabilities?

What are IA responsibilities at your school?

Have you created a schedule that allows IA collaboration with teachers?

Are your general and special education teachers able to collaborate and plan together on behalf of the students for whom they have instructional and learning responsibilities? If so, how often and when? If not, what challenges are preventing the collaboration and planning? Provide an example (s) of how your school engages students of all abilities with each other.

What professional learning and/or training needs, if applicable, do your faculty/staff have regarding making your school a more inclusive environment for students?

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

The climate and culture of Beall Elementary can be characterized as supportive, encouraging and proactive. Our staff invests great into maintaining positive relationships with students and families to foster an environment that is optimal for learning. Our school vision, “Believe, Empower, Succeed,” is our guiding principle in establishing strong, supportive relationships in our school community that will lead to a love for lifelong learning. Our PBIS (Positive Behavior Interventions and Supports) team guides us in problem-solving to address discipline issues and encourage positive behavior among the school community. In this climate, students feel safe because they are made aware of expectations and routines that are established for safety. Staff development is ongoing at Beall Elementary in order to provide training for staff to be knowledgeable about helping students reach their highest potential and set the standard for providing a climate and culture that is appropriate for academic achievement. Leadership Team meetings which include grade level representation, special education staff, ELA and Math specialists, and administration occur monthly to determine short and long-term goals for achievement both academically and behaviorally. Some goals set are co-teaching/co-planning amongst regular education and special education staff. Teachers are in the professional development stage of this process and are currently utilizing co-teaching in first and fourth grades. Professional Development is continuing this school year through our MTSS (Multi-Tiered System of Support) Action Plan, and co-teaching will expand throughout grade levels. Co-planning occurs weekly between regular education staff and special education staff. Instructional assistants are provided weekly co-planning time to plan with the teachers that they assist. Through our instructional assistants are utilized to deliver the Wilson Reading Intervention as well as the Foundations Reading Intervention program. Our Kindergarten and Pre-Kindergarten instructional assistants assist with flexible groupings in math, ELA, STEM, and Art/Crafts. We have close adult support from instructional assistants who provide a constant daily inclusive support for students with special needs. Beall Elementary is focused on establishing a climate that is free from any form of harassment by adopting a school-wide, research-based Bully Prevention program that is implemented with students, staff, and families. Staff is provided professional development on bullying prevention strategies, students are taught bully prevention in their guidance lessons, and administration meets with families quarterly about the bully prevention program. “Homelink” informs parents what has been taught during their child’s prevention lesson and allows for the parent to complete an activity with their child and return to school. This activity allows schools to be aware of the level of understanding for the student and parent, as well as it acts as a form of communication between parents, students and staff about bullying that may be occurring.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

I

DEMOGRAPHICS

Staff Demographics

STAFF DATA 2017-2018 School Year

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
Percentage of faculty who are:				
• Certified to teach in assigned area(s)	100	100	100	100
• Not certified to teach in assigned area(s)	0	0	0	0
For those not certified, list name, grade level course	0	0	0	0

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

Number of years principal has been in the building	9	10	11	12
Teacher Average Daily Attendance	94.4	95.1	93.8	

Student Demographics

Table 3: SUBGROUP DATA			
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL
American Indian/Alaskan Native	≤10	≤10	≤ 10
Hawaiian/Pacific Islander	≤10	≤10	≤10
African American	≤10	≤10	≤10
White	413	434	420
Asian	≤10	≤10	≤10
Two or More Races	20	20	25
Special Education	80	73	79
LEP	≤10	≤10	≤10
Males	248	263	242
Females	207	208	217

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Total Enrollment (Males + Females)	455	471	459
---------------------------------------	------------	------------	------------

FARMS RATE Used for School Year	2015-2016	2016 – 2017	2017-2018
Percentage as of October 31 of Previous School Year	61.15%	59.47 %	58.65%

Special Education Data 2017-2018 School Year (As of September 30, 2017)

Table 4

Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	4	06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment	1	13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	13	14 Autism	3
04 Speech/Language Impaired	25	09 Specific Learning Disability	13	15 Developmental Delay	17
05 Visual Impairment		10 Multiple Disabilities			

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

II

TRATIVE LEADERSHIP

What is the role of the principal in the School Improvement Process at your school?

The principal works with the Chief Academic Officer to complete the Goal Planning Process for the immediate needs of the school. Data is used to disaggregate data from the PARCC, county benchmarks, DIBELS assessment, Reading Inventory, and Imagine Math tests. Through this data, the principal identifies the areas of need. These needs are shared with the Leadership Team and the School Improvement Team who then collaboratively set goals and makes plans of action to achieve the identified goals. The Principal's SLOs are linked to the needs revealed through weaknesses in data and are embedded within the staff SLO's. Additional areas of concern were identified by the Leadership Team through the MTSS process. These areas are also addressed within the School Improvement Plan.

What is the purpose of your school leadership team in the School Improvement Process?

The Leadership team collaboratively identifies areas of need and set goals to address these needs. The team also shares ideas and makes plans to address the top priorities established within the MTSS profile. The information is shared with all staff and drives the decision-making process of the School Improvement planning process.

Does your school improvement team (SIT) represent your entire school community, including parents/guardians?

Our School Improvement team is comprised of administrators, teachers, staff, parents, Frostburg State University liaisons, and members of the PTO.

What additional opportunities exist for everyone in your school community to meaningfully participate in school decision-making processes?

Weekly faculty meetings are held, and School Improvement Team meetings occur once monthly during these faculty meetings. PTO members have this opportunity to meet with staff about school concerns and celebrations. PTO members share upcoming events and schedule these meetings. Our FSU liaison shares FSU updates, intern projects, and PLC agendas and schedules. The Allegany Health Department shares important information about the drug epidemic. The University of Maryland has shared their robotics program and nutrition program.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

During these meetings. Multiple ACPS staff have presented information and/or modeled instructional practices during these meetings. Staff are invited to these meetings in addition to a yearly Title I Planning Meeting.

L'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and baseline evidence (rubric)

INCIPAL SLO 1

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

Students in Grade 3 will increase the level of literary analysis and written expression in opinion writing. For students to be college and career ready by high school graduation, the rigor of the writing program and student performance on written tasks must increase. All 66 third grade students at Beall Elementary will participate in this SLO. There are 27 females and 39 male students. Ten students have individualized education programs and one student with a 504 plan. There are 57 students in the white subgroup, two students who are Asian, two students who are in the African American subgroup, and five students who are in the two or more races subgroup.

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

Disaggregated 2016-2017 PARCC ELA data shows that third-grade students scored below the district, state, and cross-state average on Literary Analysis which is opinion writing. Grade 3 students also scored below the district average for Written Expression. Grade 2 students during the 2016-2017 school year took an end of the year ELA benchmark. 51% of those students scored a 3

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

below out of 6 possible points on the 6+1 K-2 Writing Rubric. This indicates that students were writing below grade level and r to focus on opinion writing for the 2017-2018 school year as grade 3 students.

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

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

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

The Grade 3 PARCC Scoring Rubric for Prose Constructed Response Items will be utilized to assess students on their writing. Th area of focus on the rubric will be Written Expression on a Narrative Task. All Grade 3 students will have an individual growth of scoring one point or higher on the post-assessment writing piece than they had scored on the pre-assessment writing piece. Students scoring 3/3 on the pre-assessment writing piece will maintain that score on the post-assessment writing piece.

Insufficient Attainment: 0-59% (39 or less) of Grade 3 students will meet their individual growth target.

Partial Attainment: 60-74% (40 to 49) of Grade 3 students will meet their individual growth target.

Full Attainment: 75% or more (50 to 66) Grade 3 students will meet their individual growth target.

INCIPAL SLO 2

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

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

Students in Grade 5 (58 students) will increase math proficiency and performance in all Domains. All Grade 5 students (58) are selected for this SLO. There are 27 females and 31 male students in fourth grade. Fourteen students have IEPs, and there is one student with a 504 Plan. There is one student who is on temporary Home and Hospital and is enrolled in the K.I.D.S. program at Allegany County Health Department on a temporary basis.

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

There is a 20.8% decrease in students who met or exceeded expectations in the students with disabilities subgroup from the 2016 Grade 4 MATH PARCC Assessment to the 2017 Grade 5 MATH PARCC Assessment. There is an 18.2% decrease in economically disadvantaged students that met or exceeded expectations from the Grade 4 2016 MATH PARCC Assessment to the Grade 5 2017 MATH PARCC Assessment. There is a 14.5% decrease in students who met or exceeded expectations in the students with disabilities subgroup from the 2016 Grade 4 MATH PARCC Assessment to the 2017 Grade 4 MATH PARCC Assessment. These test takers are now our current Grade 5 students. In Mrs. Cianelli's 5th-grade class, 15% of scored in the proficient range for the Imagine Math benchmark. Mrs. Duncan's 5th-grade class had 5.3% in the proficient range, and there were 18.2% proficient in Mrs. Sivic's 5th class. There weren't any students in the advanced range.

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

The math leadership team will meet monthly to create goals for each grade level, create monthly assessments, and plan for future monthly meetings and goals. The principal and AP will meet with the math specialist to disaggregate PARCC and benchmark data, then will schedule, plan and meet with grade level teachers to review strategies and plan future instruction based on the needs of students. The math specialist will model fractions lessons in fourth-grade classrooms based on the MCCRS evidence statements.

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

students scored below county and state PARCC averages on the 2015-2016 assessment. The math specialist will guide teacher through the curriculum mapping process to better plan for teaching the major math clusters.

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.

Insufficient Attainment: 0 - 59% (34 or less) of the grade 5 students selected for this SLO will make full attainment.

Partial Attainment: 60 - 74% (35-43) of the grade 5 students selected for this SLO will make full attainment.

Full Attainment: 75% (44-58) of the grade 5 students selected for this SLO will make full attainment.

V

C PROGRESS

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

your analysis of ELA 3-5; 6-8; 10 for FARMS, SE and subgroup data, please address the following for students in your school.

1. Root Cause Analysis and Goal Planning Process used to address the Achievement Gap.

What do you believe are the Root Cause (s) (Deepest underlying cause(s) of negative symptoms) for your achievement gap?

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

14.7% decrease in students who met or exceeded expectations in the economically disadvantaged subgroup from the 2016 Grade 4 ELA PARCC Assessment to the 2017 Grade 5 ELA PARCC Assessment.

ie the ACPS Goal Planning Process

- What is the Issue? Economically disadvantaged students in Grade 5 ELA show a decrease in performance on the PARCC Assessment.
- What data supports the need for a resolution to the identified issue? There is a 14.7% decrease in students who met or exceeded expectations in the economically disadvantaged subgroup from the 2016 Grade 4 ELA PARCC Assessment to the 2017 Grade 5 ELA PARCC Assessment.
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align? Yes, we are trying to close the gap between economically disadvantaged and advantaged students through the use of the Gradual Release of Responsibility and the Universal Design for Learning models.
- What is currently preventing the identified goal from being attained? There is not enough time for collaborative co-teaching and co-planning between the regular education, special education teachers, and instructional assistants. In addition, the ELA specialist is not able to readily assist staff due to her limited schedule at Beall Elementary.
- What outcome(s) will determine the identified goal has been met? 2018 PARCC data, with the support of ELA benchmark and the Reading Inventory.
- What resources are needed to meet the identified goal? Common planning schedule, cooperative planning days, and additional support for the co-teaching model is needed in order to meet the identified goal. Teacher professional development and/or teacher modeling of higher level questioning, prompts, and cues are also needed to meet the goal.
- What resources are currently available to meet the identified goal? We have created a common planning schedule for regular education and special education staff to meet weekly. We also have quarterly cooperative planning days for regular and special education staff. Kindergarten Instructional Assistants will also have coplanning time with classroom teachers. 1st and 4th-grade teachers are coplanning and utilizing co-teaching models. One day a week Special Education teachers are also coplanning and utilizing co-teaching models.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

co-plan with regular education teachers as well as attend IEP meetings. The Leadership Team meets monthly to discuss classroom needs and to develop goals to meet those needs. Professional development on the Gradual Release of Responsibility and Universal Design for Learning is ongoing.

- What resources are not currently available to meet the identified goal? Additional training for the co-teaching model need to be provided.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal? Our Leadership Team utilized the Multi-Tiered System of Support Action Plan to identify when these activities will occur, with whom, and training will need to be provided.
- How will implementation be monitored to reach the identified goal? The Leadership Team will monitor the progress at monthly meetings.

Be Completed when 2018 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?

- 2. Universal Design for Learning for ELA. How will UDL be used in the classroom to support attainment of your goals? List 3-5 strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and positive academic outcomes for all students.**

Principle/Mode	Representation – Process
----------------	--------------------------

Allegany County Public Schools
2017 – 2018 School Improvement Plan

Ways of Representation: <i>Providing the learner various ways of acquiring information and demonstrating knowledge.</i>	<ul style="list-style-type: none"> ● Materials and instruction are delivered in a variety of formats to provide auditory and visual opportunities for all students ● Hands-on manipulatives (Box Cars and One Eyed Jacks) ● Multimedia presentations (Discovery Ed, Connect Ed, Read Works, Scholastic News Online, Starline, Powerpoints, Youtube, etc.)
Ways for Expressions: <i>Providing the learner various alternatives for demonstrating knowledge and skills they know).</i>	Expression/Action- Product <ul style="list-style-type: none"> ● Students are exposed to a variety of presentation formats (web based presentations, oral reports, graphic design, text to speech, speech to text, written reports, representational diorama, etc.) and then choose what they want to deliver the information they learned. ● Technology is accessible for student use for presenting information through powerpoints, prezis, SMARTboard activities. Students have options to show what they have learned through these presentations. ● Timelines, graphic organizers, venn diagrams, posters, brochures, oral presentations, etc.
Ways for Engagement: <i>Providing learners interests, engage them appropriately, motivate them to learn.</i>	Multiple Options for Engagement <ul style="list-style-type: none"> ● Allow students' choice based on their interest in the topic ● Differentiation through the use of hands-on learning activities, such as Boxcars and One Eyed Jacks ● Expose students to a variety of presentational formats and allow them to choose what best interests them

3. Reading/ELA Data Overview

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

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 lowest performing subgroup students.

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

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

	2015							2016							2017						
	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	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%			
ss	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	

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Indian 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	1	0	0.0	0	0.0	1	100	1	0	0.0	0	0.0	1
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	1	1	100	0	0.0	0
atino of	1	0	0	0	0	1	100	1	0	0.0	0	0.0	1	100	1	0	0.0	0	0.0	0
raian or ic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	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
re races	1	1	100	0	0.0	0	0.0	2	1	50.0	0	0.0	1	50.0	2	0	0.0	1	50.0	1
cation	5	4	80.0	1	20.0	0	0.0	13	8	61.5	1	7.7	4	30.8	10	6	60.0	2	20.0	2
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	1	0	0.0	0	0.0	1
ced Meals	28	16	57.1	8	28.6	4	14.3	31	18	58.0	4	12.9	9	29.0	33	17	51.5	5	15.2	11
	19	7	36.8	6	31.6	6	31.6	29	10	34.4	7	24.1	12	41.3	23	9	39.1	3	13.0	11
	25	14	56.0	6	2.04	5	20.0	32	14	43.7	5	15.6	13	40.6	39	15	38.4	8	20.5	16

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

	2015							2016							2017						
	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	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
Students	62	16	25.8	24	38.7	22	35.4	52	7	13.5	15	28.8	30	57.6	60	13	21.6	16	26.7	31	
Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Hispanic/Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0	0.0	0	0.0	1	
African American	2	0	0	1	50.0	1	50.0	1	0	0	1	100	0	0	N/A	N/A	N/A	N/A	N/A	N/A	
Asian/Pacific Islander	1	0	0	0	0	1	100	2	0	0	1	50.0	1	50.0	1	0	0	1	100	0	
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0	0	0	0	1	
English Learners (LEP)	55	15	27.2	21	38.2	19	34.5	47	6	12.8	13	27.7	28	59.5	55	13	23.6	15	27.3	27	
Other races	4	1	25.0	2	50.0	1	25.0	2	1	50.0	0	0	1	50.0	2	0	0	0	0	2	
Special Education	15	5	33.0	7	46.7	3	20.0	6	3	50.0	3	50.0	0	0	16	8	50.0	5	31.3	3	
Gifted/Talented	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

ed Meals	35	10	28.5	17	48.6	8	22.8	36	5	13.9	13	36.1	18	50.0	32	7	21.8	12	37.5	13
	27	5	18.5	11	40.7	11	40.7	23	1	4.3	6	26.1	16	69.5	27	3	11.1	9	33.3	15
	35	11	31.4	13	37.1	11	31.4	29	6	20.7	9	31	14	48.2	33	10	30.3	7	21.2	16

	2015							2016							2017						
	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	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
Hispanic	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	
Indian or Alaska Native	1	0	0	1	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	
Black or African American	1	0	0	1	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	
Latino of Mexican or Puerto Rican	1	1	100	0	0	0	0	2	0	0	1	50.0	1	50.0	1	0	0	0	0	1	
Latino of Cuban or Dominican	2	1	50.0	1	50.0	0	0	1	0	0	0	0	1	100	2	0	0	1	50	1	
Latino of Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

	59	19	32.3	25	42.4	15	25.4	51	12	23.5	20	39.2	19	37.3	47	9	19.1	16	34.0	22
re races	4	1	25.0	2	50.0	1	25.0	4	0	0.0	2	50.0	2	50.0	2	1	50.0	0	0	1
cation	11	9	81.8	2	18.2	0	0.0	11	8	72.7	2	18.2	1	9.1	8	3	37.5	4	50	1
glish LEP)	2	1	50.0	1	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/
ed Meals	43	13	30.2	22	51.2	8	18.6	33	9	27.3	15	45.5	9	27.3	34	8	23.5	14	41.2	12
	30	6	20.0	14	46.7	10	33.3	24	2	8.3	10	41.7	12	50.0	22	1	4.5	7	31.8	14
	38	16	42.1	16	42.1	6	15.8	34	10	29.4	13	38.2	11	32.4	30	9	30	10	33.3	11

our analysis of Math 3-5; 6-8; Alg I for FARMS, SE, and subgroup data, please address the following for students in you l:

1. Root Cause Analysis and Goal Planning Process used to address the Achievement Gap.

What do you believe are the **Root Cause (s)** (Deepest underlying cause(s) of negative symptoms) for your achievement gap?
 ere was a 20.8 percent decrease of students who met or exceeded expectations in the students with disabilities subgroup fr
 e 2016 grade 5 Math PARCC Assessment to the 2017 grade 5 Math PARCC Assessment.

ie the ACPS Goal Planning Process

- What is the Issue? Students with disabilities in Grade 5 math show a decrease in performance on the PARCC Assessm

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

- What data support the need for a resolution to the identified issue? There was a 20.8 percent decrease of students who or exceeded expectations in the students with disabilities subgroup from the 2016 grade 5 Math PARCC Assessment to the 2017 grade 5 Math PARCC Assessment.
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align? Yes, we are trying to close the gap between students with disabilities and the general education subgroup through the use of the Gradual Release of Responsibility and the Universal Design for Learning models.
- What is currently preventing the identified goal from being attained? There is not enough time for collaborative co-teaching and co-planning between the regular education, special education teachers, and instructional assistants. In addition, the Math specialist is not able to readily assist staff due to her limited schedule at Beall Elementary.
- What outcome(s) will determine the identified goal has been met? 2018 PARCC data will show a decrease in Level 1 students with disabilities and an increase in Levels 3, 4, and 5, with the support of Math benchmarks and Imagine Math.
- What resources are needed to meet the identified goal? Common planning schedule, cooperative planning days, and additional support for the co-teaching model is needed in order to meet the identified goal. Teacher professional development and/or teacher modeling of higher level questioning, prompts, and cues are also needed to meet the goal.
- What resources are currently available to meet the identified goal? We have created a common planning schedule for regular education and special education staff to meet weekly. We also have quarterly cooperative planning days for regular and special education staff. Kindergarten Instructional Assistants will also have coplanning time with classroom teachers. 1st and 4th-grade teachers are coplanning and utilizing co-teaching models, one day a week. Special Education teachers plan with General Education teachers and attend IEP meetings. The Leadership Team meets monthly to discuss classroom needs and to develop goals to meet those needs. Professional development on the Gradual Release of Responsibility and Universal Design for Learning is ongoing.
- What resources are not currently available to meet the identified goal? Additional training/Professional Development on the co-teaching models will need to be provided.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal? Our Leadership Team utilized the Multi-Tiered System of Support Action Plan to identify when these activities will occur, with whom, and what training will need to be provided.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

- How will implementation be monitored to reach the identified goal? The Leadership Team will monitor the progress : monthly meetings.

Completed when 2018 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?

2. Universal Design for Learning for Mathematics- How will UDL be used in the classroom to support attainment of your goals? 3-5 strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and positive academic outcomes for all students.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

Principle/Mode	Representation – Process
is of Representation: <i>ding the learner various of acquiring information knowledge.</i>	<ul style="list-style-type: none"> Materials and instruction are delivered in a variety of formats to provide more auditory and visual opportunities for all students. Hands-on (math manipulatives, Box Cars and One Jacks games, Math Solutions materials), auditory (Pearson video lesson, Learn Zillion, music and movement), and multimedia presentations (Discovery Ed, Imagine Math, SMARTboard powerpoints, youtube, etc.) occur frequently.
is for Expressions: <i>ding the learner atives for demonstrating knowledge and skills they know).</i>	Expression/Action- Product <ul style="list-style-type: none"> Students are exposed to a variety of presentation formats (graphic design, representational dioramas, number lines, pattern blocks, fraction bars, hundreds boards, base ten blocks, and more representational tools) and then choose how they want to deliver the information they learned. Technology is accessible for student use for presenting information through Imagine Math or SMARTboard activities. Students have options to show what they have learned through these presentations.
is for Engagement: <i>tap earners interests, nge them appropriately, otivate them to learn.</i>	Multiple Options for Engagement <ul style="list-style-type: none"> Allow students' to choose the most efficient strategy to problem solve Differentiation through the use of hands-on learning activities, such as Boxcars and One Jacks and Math Solutions' materials Expose students to higher order thinking through small flex groups and Number Talks

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

3. Mathematics Data Overview

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

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

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

Complete data charts using 2015, 2016, 2017 PARCC results.

	2015							2016							2017						
	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	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
Students	44	18	40.9	12	27.3	14	31.8	61	23	37.7	8	13.1	30	49.1	62	24	38.7	6	9.7	33	
Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0	0.0	0	0.0	1	100	1	0	0.0	0	0.0	1	
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0	0.0	1	100	0	
Latino of Other	1	0	0.0	0	0.0	1	100	1	1	100	0	0	0	0	1	1	100	0	0	0	

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Latino or Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	8	14.0	27	47.3	57	22	38.5	5	8.8	30
Free Lunch	1	1	100	0	0.0	0	0.0	2	0	0.0	0	0.0	2	100	2	1	50.0	0	0	1
Attendance	5	4	80.0	1	20.0	0	0.0	13	8	61.5	2	15.4	3	23.1	10	7	70.0	1	10.0	2
English 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	1	0	0.0	0	0.0	1
Reduced Meals	28	15	53.5	8	28.6	5	17.9	31	15	48.3	5	16.1	11	35.4	33	19	57.7	0	0.0	14
	19	6	31.5	7	36.8	6	31.6	29	7	24.1	6	20.7	16	55.1	23	10	43.4	0	0.0	13
	25	12	48.0	5	50.0	8	32.0	32	16	50.0	2	6.3	14	43.7	39	14	35.8	6	15.4	19

	2015							2016							2017						
	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	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
Students	62	22	35.4	21	33.9	19	30.6	52	9	17.3	15	28.8	28	53.8	60	14	23.3	14	23.3	32	
Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0	0.0	0	0	1
African American	2	0	0.0	1	50.0	1	50.0	1	0	0.0	1	100	0	0.0	N/A	N/A	N/A	N/A	N/A	N/A
Latino of Hispanic or	1	0	0.0	1	100	0	0.0	2	0	0.0	1	50.0	1	50.0	1	0	0.0	0	0.0	1
Asian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0	0.0	1	100	0
Other races	55	21	38.1	17	30.9	17	30.9	47	8	17.0	13	27.7	26	55.3	55	14	25.4	13	23.6	28
English Learners (LEP)	4	1	25.0	2	50.0	1	25.0	2	1	50.0	0	0	1	50.0	2	0	0.0	0.0	0.0	2
Special Education	15	9	60.0	4	26.7	2	13.3	6	4	67.0	0	0.0	2	33.3	16	9	56.2	4	25.0	3
Free and Reduced Lunch	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Meals	35	17	48.5	11	31.4	7	20.0	36	7	19.4	14	38.9	15	41.7	32	9	28.1	9	28.1	14
	27	7	25.9	11	40.7	9	33.3	23	2	8.7	9	39.1	12	52.2	27	4	14.8	10	37.0	13
	35	5	42.8	10	28.6	10	28.6	29	7	24.1	6	20.7	16	55.1	33	10	30.3	4	12.1	19

	2015							2016							2017					
--	-------------	--	--	--	--	--	--	-------------	--	--	--	--	--	--	-------------	--	--	--	--	--

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

	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
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#
Students	68	38	55.8	21	30.9	9	13.2	58	16	27.5	18	31.0	24	41.3	52	9	17.3	21	40.4	22
Native American or Alaska Native	1	0	0.0	1	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
Hispanic/Latino	1	0	0.0	0	0.0	1	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
African American	1	1	100	0	0.0	0	0.0	2	0	0.0	1	50.0	1	50.0	1	0	0.0	1	100	0
Asian or Pacific Islander	2	0	0.0	2	100	0	0.0	1	0	0.0	1	100	0	0.0	2	1	50.0	0	0.0	1
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners (LEP)	59	24	40.6	18	30.5	7	11.9	51	15	29.4	14	27.5	22	43.1	47	7	14.8	20	42.6	20
Other races	4	3	75.0	0	0.0	1	25.0	4	1	25.0	2	50.0	1	25.0	2	1	50.0	0	0.0	1
Education	11	9	81.8	1	9.1	1	9.1	11	7	63.6	3	27.3	1	9.1	8	5	62.5	2	25.0	1
English Learners (LEP)	2	0	0.0	1	50.0	1	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

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

ed Meals	43	25	58.1	14	32.6	4	9.3	33	13	39.3	12	36.4	8	24.2	34	7	20.5	18	52.9	9
	30	17	56.6	12	40.0	1	3.3	24	4	16.6	10	41.7	10	41.7	22	2	9.0	11	50.0	9
	38	21	55.2	9	23.7	8	21.1	34	12	35.2	8	23.5	14	41.2	30	7	23.3	10	33.3	13

V

ERED SYSTEM OF SUPPORT

Include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan. Make sure to review your planning process to show the integration and linkage between your goal planning process and your MTSS 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

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

i. How will the priority/ priorities be addressed?

Priority 1 - Staff will explore and pilot a universal behavior screening tool. Once the Leadership Team chooses a tool to pilot, professional development for the tool will occur during team meetings for staff to gain awareness, understanding, and purpose. Changes will be made for current Tier II and Tier III interventions based upon fidelity results and exploration of other Tier II and Tier III interventions will occur based upon data results and needs. The screener will be added to help improve behavior and impact performance in ELA and Math. An evaluation of the current PBIS Tier I and Tier II and Tier III interventions will occur using fidelity protocols and school data to determine effectiveness.

Priority 2 - The Leadership team will create a planning schedule for collaborative planning between general education and special education teachers. Professional development on collaborative planning and co-teaching will occur for selected staff and eventually the entire staff. The Administration will meet with co-teaching teams weekly to establish the routine and facilitate the professional development, (group norms, data review, protocols, building relationships). The debriefing, reflective, and refinement process will occur in the “model classrooms.” A schedule for classroom visits will be developed, and the look and listen for collaborative teaching checklist will be utilized to evaluate the process during classroom visits.

j. What district support is needed to address your priority/priorities?

Priority 1 - A universal behavior screening tool could be chosen for county-wide implementation. Professional development and training are needed for the universal behavior screening tool.

Priority 2 - Work with Special Education District support for scaling up, improve and refine the process.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Pages 59-62

VI

LEARNING

After the examination of the 2017-2018 R4K Kindergarten Readiness Assessment Data:

- A. Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment.

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

Assessment. Include a discussion of the best practices your school has implemented to address the achievement gaps found in Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have been effective.

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

Describe how the school is working in collaboration with their local Early Childhood Advisory Council and other early childhood partners/programs (i.e., Judy Centers, Preschool Special Education; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten “demonstrating readiness.”

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

- The Judy Center is the main body of the Early Childhood Advisory Council. The Judy Center is located inside Beall Elementary S
- The Judy Center provides both educational support and service coordination.
- Head Start has a classroom inside of Beall, and we currently share 14 three-and-four-year-old students, giving them full-day se
- Kids Korner Quality Childcare and Learning Center has a site inside of Beall. There are 74 students, ages 2 – 12, enrolled either day, half-day, before school, after school, or another combination of the choices above. They accept “child care subsidy vouch for low-income families. The Judy Center also sets aside funds to assist families with paying for their childcare bill.
- Kids Korner uses an MSDE approved curriculum for their 2, 3 & 4-yr olds.
- The administration of Head Start serves on the Judy Center Steering Committee and the Early Childhood Advisory Council.
- Special Education works with the Judy Center to provide a 5-week summer camp for enrolled 3-yr.Olds, 4-yr. Olds and 5-yr. Olds
- Students with a suspected delay are referred to the Child Find Clinic.
- The Judy Center provides free vision screenings for all Pre-K students.
- The Judy Center brings special activities and events to the school:
 - a. Monthly Family Literacy Nights
 - b. Infant Massage Classes
 - c. Interact Story Theatre programs
 - d. Field Trips
 - e. Staff Development Opportunities
 - f. Infant & Toddler Playgroups
 - g. Parent support groups
 - h. Parent trainings

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

- The Judy Center schedules monthly trainings for the Allegany County Childcare Professionals Association.

VII

NCE

Table 12: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	94.8%	Y
Grade 1	95.9 %	Y
Grade 2	95.9 %	Y
Grade 3	94.7 %	Y
Grade 4	95.9 %	Y
Grade 5	94.8 %	Y

Table 13: Attendance Rate			
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017
All Students	>95.0	94.9	94.8
Hispanic/Latino of any race	≤10 students	≤10 students	≤10 students
American Indian or Alaska Native	≤10 students	≤10 students	≤10 students
Asian	≤10 students	≤10 students	≤10 students
Black or African American			
Native Hawaiian or Other Pacific Islander			

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

White	<u>></u> 95.0	94.4	94.7
Two or more races		<u>></u> 95.0	<u>></u> 95.0
Special Education		93.1	93.4
Limited English Proficient (LEP)			
Free/Reduced Meals (FARMS)		93.4	93.7

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

Overall attendance remained below 95% in all areas except Two or more races. Our total school attendance had a slight decrease, while elementary schools showed a slight increase in attendance. The Special Education and FARMS subgroups did not meet the targeted AMO.

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

Students attending 90% or more will be recognized at quarterly awards ceremonies.

Classroom competitions for the highest attendance rate occur monthly. Winners will be recognized and awarded. A bulletin board will be used for recognition.

VIII

ATTENDANCE/ TRUANCY

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

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

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

How many students were identified as habitual truants? There were no students identified as habitually truant.

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

K

SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

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

Provide the number of in school and out of school suspensions for the 2015-2016 and 2016-2017 school year. Analyze the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and provide that number, if applicable.

School and Out of School Suspensions

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

	2015-2016	2016-2017
Suspensions	5	1
School Suspensions	3	4

Harassment, Harassment and Bullying that resulted in Suspension

	2015-2016	2016-2017
Harassment	0	0
Bullying	1	0
Total	2	0

There were one harassment and two bullying suspensions for the 2015-2016 school year. There was only one harassment incident in 2016-2017. That incident did not result in suspension. At Beall Elementary, we are taking a proactive approach to prevent bullying and harassment. Bullying is a pervasive problem in our nation's schools. It has significant consequences for all involved: children who are bullied, children who bully, and the school community as a whole.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

ho bully, and children who witness bullying. Teaching social-emotional learning skills have been found to be important in the health
nt of children, and when incorporated into a bullying program has had positive results. Furthermore, these skills are key componer
bullying problem. Teaching social-emotional skills not only promotes a safe and positive climate within schools, but it also creates he
ho are ready to learn. At Beall Elementary, teachers are professionally developed on the county bully policy through in-service train
y the school guidance counselor. The guidance counselor is also providing anti-bullying lessons during weekly guidance lessons usin
ep Bullying Prevention Unit.” Administration along with the guidance counselor will meet with parents quarterly to include them in
e strategy to both identify and prevent bullying and harassment. During these meetings, parents have the opportunity to ask quest
ng knowledge of the Allegany County Public School’s Bully/Harassment Policy. Parents are also informed of the lessons being taught
ce counselor in their child’s classroom. The goal is to educate staff, parents, and students on the dangers of bullying and harassmen
prevention.

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

KI

BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

- 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
 - 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 the PBIS framework at your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

	16-17	15-16	14-15	13-14	12-13	11-12	10-11	09-10
Discipline referrals	85	76	87	54	52	59	41	66
Behavioral Interventions								
Physical Restraint	58%	43%	37%	43%	15%	17%	24%	29%
Expulsion	29%	20%	34%	26%	44%	29%	19%	11%
Out of School Suspension	5%	4%	4%	0%	2%	3%	2%	0%

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

	12%	25%	11%	17%	27%	14%	17%	39%
ate	1%	0%	0%	0%	8%	0%	0%	2%

scribe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral support. Beall Elementary School has had a renewed school-wide emphasis on the Positive Behavior Interventions and Supports (PBIS) to discipline. We commit to nurturing a learning environment where every individual feels safe and respected, and where all learn. As a result of our efforts, Beall Elementary was designated a statewide PBIS Exemplar School for ten consecutive years (2008-2018).

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

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

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

XIII

COMMUNITY/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 information from the Title I Parent Interest Survey.

Beall Elementary School strives to enhance family and community partnerships. We have seen an increase in our parent and community participation in the past three years. We have 3-5 parents attend weekly parent workshop. Volunteer workshops facilitated by Family Engagement Coordinator, Laura Biser, are held every Wednesday. We have homeroom parents who help with bulletin boarding and math groups, and making and organizing classroom materials.

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

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

- **841 hours and 51 minutes total Parent Volunteer Hours**

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

- 207 parents/guardians attended PK-K Back to School Conferences
- 233 parents/guardians attended Meet the Teacher Night
- 66 families participated in ELA Night
- 192 parents/guardians attended Fall Parent Conference Day
- 138 parents/guardians attended Spring Parent Conference Day
- 442 students and families participated in monthly Family Literacy Nights
- 206 families participated in Math Day
- 230 families participated in STEM Day

Parent Advisory/ Title I Parent Committee 2017 – 2018

Name	Grade Level Representation	= Position
Misty Lewis	4	PAC Representative
Jodi Welsch	2	PAC Alternate
Robin Sweitzer	5	Parent
Angie Patterson	1	Parent
Katie Everly	2	Parent/Teacher
Sandra Blank	3	Parent

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Mandy Schall	K	Parent/Teacher
Bob Flanigan		Community Member/Mayor
Linda Kirkwood	PK-5	Special Education
Bruce Dotson	Pre-K	Parent
Laura Biser		Family Engagement Coordinator

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

Beall Elementary School’s PARENT/FAMILY ENGAGEMENT PLAN

Expectations

As a Title I school, Beall Elementary Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Part A Section 1111(b)(1) of the Elementary and Secondary Education Act of 2001 (ESEA) and the Every Student Succeeds Act of 2015 (ESSA).

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

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

- Shared decision-making opportunities
- Annual meeting to explain the schoolwide Title I program
- Opportunities to build and increase understanding, communication, and support between home and school
- Formal and informal evaluation of the effectiveness of parent/family engagement activities
- Opportunities to increase awareness of the available resources offered by Mid Atlantic Equity Consortium, Inc.

IAEC)

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

mentary School accepts the Allegany County Public Schools’ School-Family-Community Policy and has aligned its school-level Parent/Family Engagement Plan with the district’s Parent/Family Engagement Plan.

Offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in using skills to support academics at home, the school will meet all goals on PARCC 2017-2018.

Action Plan

Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
---------------------	---	----------------	---

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

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.	September 2017	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 any time.	February 2018	Misty Dotson, Assistant Principal
The Parent/Family Engagement Plan is 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, parents of all students have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.	May 2018	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.	February 2018	Robert Stevenson, Principal Misty Dotson, Assistant Principal

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

<p>With parents, develop a written School-Parent Compact(s) supporting instruction that is signed by teachers, parents, and students.</p>	<p>A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year's School-Parent Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval.</p>	<p>May 2018</p>	<p>Misty Dotson, Assistant Principal</p>
	<p>School-Parent Compact: The 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 Compacts were distributed on August 29 and reviewed on Parent Conference Days.</p>	<p>August 29, 2017</p>	<p>Robert Stevenson, Principal</p>
<p>Annual Meeting Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the</p>	<p>The Title I Annual Meeting was held in conjunction with Meet the Teacher Night held on August 28, 2017. Title I information was shared through the Title I powerpoint which was shown in each classroom. 360 parents attended. Parent input for the compact, budget and parent/family plan is</p>	<p>August 28, 2017</p>	<p>Robert Stevenson, Principal Misty Dotson, Assistant Principal</p>

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

school will provide for parental/family engagement.	gathered.		
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. 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.	August 29, 2017 September 2017	Misty Dotson, Assistant Principal Robert Stevenson, Principal
Provide materials and parent trainings/workshops to help parents improve their children's	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. Math Night: John Felling, Consultant, Boxcars and One Eyed Jacks shared math games to parents to help practice math skills at home. 110 parents attended.	August 2017 October 9, 2017	Classroom Teachers J.P.Lewis, Math Leaders Team Chair

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

academic achievement.	Title I Funds: Stipends- \$409.13, Materials - \$1,120		
	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 - \$500	February 26, 2018	Carmen Bishop, ELA Tea Chair
	STEM Day: Families and Staff will use LEGO WeDo kits to build robots and program them to move using LEGO software. Title I Funds: Materials - \$1,036.83	2018	Jennifer Holloway, STEM Team Chair
	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.	October 3, 2017 February 14, 2018	Robert Stevenson, Principal Misty Dotson, Assistant Principal
	The Parent Advisory Council representative will present to the staff at faculty meetings and committee meetings about topics and issues relevant to student learning.	November 2017, May 2018	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 2018 May 2018	Ellen Sause, Title I Suppl Specialist
Educate school personnel on how to work with parents as equal partners in their child's education.			

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

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 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 Center Coordinator
	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 Center Coordinator Shella Navaleny, Service Coordinator PreK and K Teachers
	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 2017	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.	Ongoing	Classroom Teachers

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.	Homework assignment books are sent home daily to ensure communication with families. 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, PPV Laura Biser, FEC
How 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 I Support Specialist
Atlantic Equity Consortium, The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org	The information from the organization will be on display for all parents to view in our parent information station located in the main lobby. Additionally, information will be sent home in the Tuesday folder.	September 2017 - May 2018	Robert Stevenson, Principal Misty Dotson, Assistant Principal Laura Biser, FEC Shanita Schrock, School Counselor
Dr. Epstein's Third Type of Involvement Volunteering	Parent Volunteer Training (equipment use) Confidentiality (reporting abuse/neglect) Teacher Request Workshops	September 2017 - May 2018	Robert Stevenson, Principal Misty Dotson, Assistant

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

	Chaperones Day of Caring and Sharing PBIS incentives School Events (Examples: Field Day) Book Fair		Principal Laura Biser, FEC Terri Monahan, Media Specialist
--	--	--	---

IV.

nal Community for Teachers and Staff- Standard 7

omes to closing the achievement gap for any group of students, we know that focused and targeted professional learning
ature of the school improvement effort. What school-based professional learning will be/has been coordinated this year
our school's achievement gaps?

Professional Learning Title: Improving Students Mathematical Reasoning and Modeling Through Performance Tasks

te (s): Math Team Monthly Meetings (3rd Wednesday of each month) Ongoing classroom task and data collection

cation and Time: JP Lewis' Classroom @ 8:00 AM for Math Team Meetings, Classroom is ongoing

ended Audience: Teachers and staff for students in grades 1-5

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

What changes are expected to occur in the classroom as a result of this professional learning?
Increase in students ability to explain their mathematical thinking, reasoning, and modeling using math performance tasks.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?
Increase in students ability to explain their mathematical thinking, reasoning, and modeling using math performance tasks.

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

The team will meet monthly and analyze student responses across all grade levels. We will look for trends to focus instruction schoolwide using mathematical practices.

Professional Learning Title: Grade Level Strategies Aligned to the R3 Standard

Frequency (s): ELA Team Monthly Meetings (1st Tuesday of each month)

Location and Time: Carmen Bishop's Classroom @ 8:00 AM

Intended Audience: Teachers and staff for students in Kindergarten - Grade 5

What changes are expected to occur in the classroom as a result of this professional learning?
Teachers will focus on their grade level standard aligned with the Anchor Standard R.3. This emphasis on R.3 will change instructional practices pertaining to characters, setting and events of both Literary and Informational Texts.

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

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

nowledge that participants will attain will include a deeper understanding of their grade level standard as well as the expectations in the g and below. The skills that participants will gain include creating relevant questions for the standard, strategies for applying the standard and the skills associated with creating a base for students of the correct vocabulary and its specific meaning for application.

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

its will be asked specific questions aligned with their grade level standard and expectations. These formative assessments will direct fu tion. Ultimately, students will be able to apply the vocabulary of the standard and confirm the understanding of the expectation either th t-provoking oral questioning, text-dependent questions, writing prompts and/or assessments.

V.

POLICY STRUCTURE AND PRACTICE

your school’s mission and vision support the district’s mission and vision? The Beall School mission encourages positivity and suppo ts to achieve their academic success and to become productive members of society.

ome ways your school and district can jointly establish buy-in with teachers for the GRR and UDL?

velop higher-level questioning skills
ntinue to scaffold questions on prior knowledge
sitive feedback
llaborative planning

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

ne to reflect with colleagues after planned lessons are taught
ore and better technology resources

tional professional learning, if any, is needed at your school to support GRR and UDL within the classroom?

llaborative planning to focus on how to implement GRR and UDL into daily lesson plans
servation of other teachers using the GRR and UDL
ecific grade level GRR and UDL models
t of prompts and cues available to teacher (possibly a poster)

I ent Plan

will the plan be shared with the faculty and staff?

hers have reviewed the proposed activities in grade level teams and made recommendations concerning needed materials for
menting the activities. The final document will be discussed with the faculty prior to the review of the plan by the Central Office
1. This document will be placed on both the school website and the Allegany County Public Schools website for staff, parents, and
nunity access and examination. The plan will also be shared on Google Drive for all staff members to access throughout the school

chool Improvement Team (SIT) and each PLC (Math, ELA, STEM, ICT/UDL, PBIS) will monitor components of the School

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

ovement Plan (SIP) and communicate progress to all stakeholders. An agenda/minutes form will serve to update the school community of the focus and results of each meeting. The minutes will be emailed and stored in the appropriate team folder on Google Drive. Each team's minutes will be kept in their respective binders.

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

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

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

At the end of every quarter, each grade level team, instructional specialist, and the administration will collect and analyze all milestone data. The data will be disaggregated and will be used to evaluate the progress of all subgroups and develop appropriate strategies to meet the needs of those groups. This information will also be discussed in faculty meetings. Necessary revisions will be made by the SIT after analyzing the benchmark data from each quarter.

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

Classroom teachers will enter the data into Engrade and report the data to administration during team meetings and PLCs. Data will be

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

ssed at grade level team meetings, PLC meetings, and faculty meetings.

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

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

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

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

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

Instructional, supervisory staff at the Central Office, who comprises the Technical Support Team, will provide support in the development of the plan as needed. Upon request from the SIT chair, the Central Office staff will attend SIT meetings; provide linkages to MSDE or other educational agencies; assist in analyzing school data; and support in planning professional development opportunities. The SIP will be forwarded to Central Office personnel by January 2018. A review team comprised of Central Office personnel will review the plan using the SIP rubric. The review team will meet with the SIT during January 2018 to discuss the implementation of the plan. The SIT chairperson will submit agendas and minutes from monthly SIT meetings to the appropriate supervisor. In June 2018, the evaluation report will be forwarded to the superintendent.

November 2017

Allegany County Public Schools **2017 – 2018 School Improvement Plan**

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

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

s for SIT - 4th Thursday

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
28	26	23	28	25	22	22	26	24

s for PBIS Meetings - 3rd Tuesday

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

s for MATH – 2nd Tuesday

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

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

s for STEM Meetings –2nd Wednesday

ept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
13	11	8	13	10	14	14	11	9

s for ELA Meetings – 1st Tuesday ELA

ept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
5	3	7	5	2	6	6	3	1

s for Emergency Team Meetings - Quarterly

ept.	Nov.	Feb.	April
13	15	14	11

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

s for ICT/UDL Meetings
and Third Wednesday at 8:00, unless announced otherwise.

pt.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
0	4 18	1 15	6 20	3 17	7 21	7 21	4 18	2 16

lty Meetings - Each Thursday 8:00

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

V: An opportunity identified by the team in order to achieve their vision.

E: A purposefully selected intervention or collection of activities that leads to the accomplishment of the

LYING THE UNDATION hy/What?	INSTALLATION Where/How?	INITIAL IMPLEMENTATION How are we learning?	FULL IMPLEMENTATION How are we sustaining?
rn Options	Prepare People and Systems	Try Out the Practice	Student and System Outcomes Show the Practice Works
ose Practice	Train	Reflect and Recommend Improvements in Practice and System	Competent, Organized, Well Led System for Practice

e know what options (practices) exist for this priority.

e agree on which practice we want to implement.

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

- have people and systems prepared to implement this practice.
- have well-trained people who will be trying out this practice.
- have tried out this practice.
- have reflected and recommended improvements in the practice and systems that support it.
- have student and system outcomes that show this practice is working.
- have a competent, organized, well-led system for this practice.

1 Behavior Screening and Progress Monitoring			
Use a reliable and valid universal screening tool to identify students with at-risk social behavior			
Action Step	Who	By When	Status Update / Next Steps
FOUNDATION			
Identify and pilot a universal behavior screening tool	PBIS Admin District	Aug/Sept 2018	<ul style="list-style-type: none"> Identify and discuss barriers Gather information and read about the SSRS-IE administration, fidelity and outcomes results
Conduct team meetings for staff to gain understanding, and purpose and discuss proper use of the universal screening tool (whole school, grades, teachers)	District Identified Person Admin	Aug/Sept 2018	<ul style="list-style-type: none"> Continue to identify barriers and problem solve around barriers
IMPLEMENTATION			

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

changes as needed to current Tier II and interventions based on fidelity results other identified research-based Tier II or III interventions based on data results eds	PBIS Admin Teachers	March-May 2019	<ul style="list-style-type: none"> Discuss barriers and ways to overcome barriers Identify possible support needs and PD
ii SCHOOLWIDE IMPLEMENTATION			
je to explore research-based ntions, plan for school-wide entation. e the PBIS Tier I and Tier II and Tier III ntions using fidelity protocols and school determine effectiveness. (ODRs and SWIS	PBIS Admin Teachers	May 2019	<ul style="list-style-type: none"> Share results with staff Plan for full implementation for the 2016-2017 school year
ing the essential component Behavioral Screening and Multi-Tiered Interventions is multi-faceted and will be an ongoing practice needing and be refined fully. It will take more than one year and will continue into the school year 2017-18			

2 Collaborative Team Planning Meetings and Data-Based Decision making

grade level and special educators collaborative planning to monitor progress and plan tiered instruction and interventions

Action Step	Who	By When	Status Update / Next Steps
-------------	-----	---------	----------------------------

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

FOUNDATION

a planning schedule for collaborative g between gen. and sped. ed teachers collaborative planning and co-teaching re staff	Admin. SEF SPED teachers	August 2016 August 17-21 2016 PD ongoing for entire staff	Reflect on barriers to planning, structuring schedules for planning and co-teaching when planning time is interr
---	--------------------------------	---	---

r and discuss who will pilot the process, garten and 4th, aligned with SPED nlist) grade levels will join the process over the w years ning. with teams weekly to establish the routine ilitate the PD, (group norms, protocols, g relationships)	Admin. All teachers K-5 District Level Support using the MCIE model	monthly /ongoing 2016-17 2018-19 for next two grade levels	<ul style="list-style-type: none"> • MCIE support • District Support • discuss observation process for others to learn from others
---	--	--	---

ING

; reflect and refine process in “model oms” rk and listen for collaborative teaching st to evaluate process le classroom visits for model examples	Admin Teacher-volunteers MCIE	Fall/Winter 2017 Continue through 2018- 2019 and 2019- 2020	<ul style="list-style-type: none"> • Visit other schools to watch collaborative planning and co-teaching models if needed. • discuss observation process for others to learn from others
--	-------------------------------------	--	--

i SCHOOLWIDE IMPLEMENTATION

November 2017

Allegany County Public Schools 2017 – 2018 School Improvement Plan

<p>ing to work with Special Education support for scaling up, improve and he process.</p> <p>data collection possibilities in the co-g areas to identify improvement in t achievement</p> <p>r the upcoming school year in scheduling 9 for scheduling and natural proportions lacements.</p>	<p>District SPED Dept. Admin Staff</p>	<p>May 2018 Continue process through May 2019</p>	<ul style="list-style-type: none"> continued conversation and learning with sta overcome barriers and celebrate successes.
---	--	---	---

Title I Schools – Four Components

Components section is an elaboration of the School Improvement Plan.

Component 1 – COMPREHENSIVE NEEDS ASSESSMENT

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

Component 2 – SCHOOLWIDE REFORM STRATEGIES

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

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

the methods and instructional strategies that strengthen the academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. These *may* include programs, activities, and courses 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 programs, 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 which coordinate with IDEA; professional development and activities for school personnel to improve instruction and use of data from academic assessments; strategies for assisting preschool children in the transition from early childhood programs to local elementary programs

Component 3 A - PARENT, COMMUNITY AND STAKEHOLDER INVOLVEMENT

is developed with the involvement of parents and other members of the community to be served and individuals who will contribute, including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the extent possible, tribes and tribal organizations present in the community and if appropriate, specialized instructional support personnel, technical providers, and school staff.

Component 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

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

Component 4 – COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RESOURCES AND PROGRAMS

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

iate and applicable, identify programs such as violence prevention, nutrition, housing, Head Start, adult education, career education programs developed in coordination with other Federal, State and local services, resources and programs that your school.

ALLEGANY COUNTY PUBLIC SCHOOLS
STUDENT SUCCEEDS ACT

COMPONENT ONE
COMPREHENSIVE NEEDS ASSESSMENT

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

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

Consider:
What types of data are being collected? How is the data being used by administration, teachers, and parents?
What evidence is being collected to demonstrate academic achievement?
How is data being reviewed to focus on subgroup performance?

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

How is disaggregated data used to guide instruction? Are the strategies successful? What changes need to be implemented?
What are the needs of the students, teachers, school, and community?
What are the contributing factors for the needs?
How were members of the school community involved in the data analysis?

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

Math Needs Assessment	pages <u>15-22</u>
Reading Needs Assessment	pages <u>22-29</u>
Science Needs Assessment	Waived for 2017-2018
ESS Practice Profile	pages <u>30-31,59-62</u>
Early Learning	pages <u>32-34</u>
Attendance Needs Assessment	pages <u>34-35</u>

ALLEGANY COUNTY PUBLIC SCHOOLS
STUDENT SUCCEEDS ACT

COMPONENT TWO
SCHOOLWIDE REFORM STRATEGIES

How are reform strategies implemented in order to:

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);

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities, and resources necessary to provide a well-rounded education; (1114(b)(7)(A)(ii)

Address the need of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Consider the following:

- Do the strategies increase the quality and quantity of instruction using evidence-based methods and strategies?
- Are the reform strategies aligned with the findings in the needs assessment?
- Do the strategies require the use of Title I funded personnel?
- Do the strategies address the needs of all low achieving student groups (FARMS, Special Education, ELL, gender)?
- Do the strategies need to include implementation of a schoolwide tiered model to prevent and address behavioral concerns, intervention services, or activities that coordinate with IDEA?
- Do the strategies need to include professional development for teachers, paraprofessionals, other school personnel or families to improve instruction and the use of data from academic assessments?
- How do teams of teachers, administrators, and parents participate in the decisions regarding the use of reform strategies?
- Are strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs for students transitioning to middle school?
- Do the strategies include school counseling, school-based mental health programs, specialized instructional support services, mentoring or other strategies to improve students' skills outside the academic subject?

The *College and Career Ready Standards for ELA* are utilized for ELA instruction. In Fall 2010, the 2011 *Treasure Series* from McGraw-Hill was implemented as the core reading program during the 120-minute language arts block. Research-based

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

and best practices are the foundation of the instructional program. Include reading intervention programs such as ERI, R SRA, Foundations, Wilson Reading, etc. on the chart.

to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on page 3. Please complete the chart with additional best practices and strategies that support ELA achievement.

Identification of Problem	Evidence-Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Provide students with opportunities to read text and practice ELA skills	Hattie - computer-assisted instruction effect size .37	Student reading/ELA scores will increase	Equipment - \$20,150 25 laptops and cart
Materials for instruction	Hattie - small group instruction effect size .49	Students will have the instructional materials that they need	Materials - \$503.87
EC materials	Hattie - small group instruction effect size .49	Students will have the instructional materials that they need	Materials \$265.77

Allegany County Public Schools
2017 – 2018 School Improvement Plan

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

to meet the needs of the targeted subgroups(s) and the identified factors hindering student performance are found on page 10. Please complete the chart with additional best practices and strategies that support math achievement.

Identification of Problem	Evidence-Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy
Access to technology for math skills and math fact fluency and practice	Hattie - computer-assisted instruction effect size .37	Student math scores will increase	Equipment - \$20,150 25 laptops and cart
Math manipulatives Math results show grade 3, 55%; in grade 4, 55%; in grade 5 - 56%. Students did not meet standards in Modeling and Application	Hattie - use of math manipulatives Mean .53	Scores in Modeling and Application will increase	Materials - \$1,633.12

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

als for instruction	Hattie - small group instruction effect size .49	Students will have the instructional materials that they need	Materials - \$503.87
EC materials	Hattie - small group instruction effect size .49	Students will have the instructional materials that they need	Materials \$265.77

VAL NON ACADEMIC NEEDS OF STUDENTS

ication of Problem	Evidence-Based Strategy	How will the success of this strategy be evaluated?	Title I Funding Needed to Implement Strategy

ORAL SERVICES

ol utilizes the evidence-based PBIS schoolwide tiered model to address problem behaviors.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

s 39-40 for data and strategies that will be implemented for behavioral support.

INTERVENTION

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

Need	Activity
Notification of birth - age 5	Head Start at Beall Elementary
Notification of birth - age 5	Kids Korner Daycare at Beall Elementary
Notification of birth - age 5	WIC (Women, Infants, and Children) occurs twice monthly at Beall Elementary
Notification of birth - age 5	Judy Center Playgroup occurs once monthly at Beall Elementary
Notification of birth - age 5	YMCA Playgroup occurs once monthly at Beall Elementary

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

PROFESSIONAL DEVELOPMENT

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

Please see School Improvement Plan:

ELA	pages 15-22
Math	pages 22-29
Science	waived

The following are additional Professional Development activities that will support the implementation of the plan, but are not listed 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
Math Games	Math -	Math games to engage students in	October 9,	John Felling, Boxcars and	Title I: Contracted -

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

th	FARMS Special Ed	practice and reinforcement were presented. Classroom management techniques were addressed.	2017	One Eyed Jacks Consultant	\$2,200 Substitutes- \$1,395 Materials - \$585
nd l A	ELA FARMS Special Ed	Games to engage students in ELA activities	October 10-12, 2017	John Felling, Boxcars and One Eyed Jacks Consultant	District-wide initiative
n	ELA/Math	Teachers will share instructional strengths/needs of students with teachers for the upcoming year.	May 2018	Teachers	Substitutes - \$1,395

WILLIAMS TO ASSIST PRESCHOOL CHILDREN IN TRANSITION TO ELEMENTARY SCHOOL PROGRAMS

M	DATE/TIMELINE
with Head Start and PreK Teachers	May 2018

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

reports provided by Head Start for entering Kindergarten students	May 2018
Kindergarten Parent interviews	August/September 2017
ening	September 2017
ngs	Ongoing
Kindergarten Orientation Meetings	May 2018
Bus Program	September 2017
stration with Head Start and Pre-K	April 5-6, 2018
ation between Head Start and Pre-K	NA - located in school
ise	August 28, 2017
n meetings between Pre-K and K	May 2018
n meetings between K and Grade 1	May 2018
n meetings between Grades 1-5	May 2018
n meetings with middle school staff	May 2018
ysis meetings	Biweekly in team meetings
niddle school visitation	May 2018

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

File I Meeting	August 28, 2017
----------------	-----------------

ALLEGANY COUNTY PUBLIC SCHOOLS STUDENT SUCCEEDS ACT	COMPONENT 3 A PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT
--	---

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

Involved persons were involved in planning the parent and family program for the 2017-2018 school year. Representatives should include parents/family members; teachers; paraprofessionals; special educator; school staff; administrators; tribal representatives, if applicable; community members; stakeholders; LEA representative; and technical assistance providers.

Name	Role
School Improvement Team	Plan the parent and family programs that take place throughout the school year.
MATH Team	Plan the parent and family MATH Night with Box Cars and One Eyed Jacks.
ELA Team	Plan the ELA Dr. Seuss Night at the Frostburg Community Library.
STEM Team	Plan classroom STEM Days with use of technology.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

**ALLEGANY COUNTY PUBLIC SCHOOLS
STUDENT SUCCEEDS ACT**

**COMPONENT 3 |
STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

Parents in the school recognize the importance of the home-school connection. Involving parents/families in the school is a crucial strategy for enhancing student performance. The Allegany County Public Schools' School-Family-Community Policy is published annually 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 board and parent resource centers. Each school, in conjunction with the Title I Parent Committee, develops its own parent involvement plan which is posted and also distributed to parents.

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

Consider the following:

Parent School Compact

What is the school's plan for engaging parents/families in the development and dissemination of school parent policies and programs?

How are parents/families engaged in the school through orientations, parent nights and other activities?

November 2017

Allegany County Public Schools

2017 – 2018 School Improvement Plan

What evidence-based strategies will be used to increase parent/family engagement?

How does the school involve parents, families, teachers, administrators, staff and the community in the school planning and decision making process?

How do parents/families give input on the expenditure of Title I funds?

What is the role of school staff in strengthening the partnership between the home and school?

How do community/business partners support the school to improve student achievement?

Are the activities aligned with the six components of parental engagement (communicating, parenting, students learning, voice, school decision making and advocacy, and collaborating with the community)?

What evidence is there that the relationship between the school and the community is improving?

Refer to the Parent/Family Engagement section on pages 41-50 for a description of the implementation of these strategies.

ALLEGANY COUNTY PUBLIC SCHOOLS STUDENT SUCCEEDS ACT	COMPONENT 4 COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RESOURCES AND PROGRAMS
--	---

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

Service	Service Provider	Explanation of Service
---------	------------------	------------------------

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

e	Allegany County Health Department	School nurse provides health support to students and their families.
t Program	Head Start	Head Start provides additional opportunities for students to gain academic readiness skills and social skills.
rsonal, or support	School Counselor	School counselor provides weekly classroom lessons on character traits and bully prevention. She meets with individual students and social groups to address student needs.
learning time	PTO	The PTO provides after-school club opportunities for students who wish to participate.
ted instruction	Classroom Teachers	Teachers provide differentiated instruction through small group instruction. Technology groups and math strategies are often a focus of these groups.
up 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.
n general classes	Special Education Teachers Instructional Assistants	Instructional assistants and the special education teachers support the regular education teacher through the inclusion of all students. They provide accommodations and modifications as needed.
learning time for special education	Special Education	A summer school program is offered to students as identified in the IEP.
e to families	Pupil Services Team	Pupil Service Team meets weekly to identify needs of families and

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

identified needs		offers support for attendance issues and family needs.
screening	Allegany County Health Department	Students are provided with a dental screening and sealants.
screening	Lions Club	Lions Club offers vision screening to early childhood students.
and emotional	Allegany County Health Department	Mental health counselors meet with identified students to assist them with counseling and mental health issues.
and academic	Special Education	Learning Assistance Program supports students with academic and behavior goals.
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.
support	Local churches School 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.

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

	Allegany County Health Department	Safe and Snug Program by Allegany County Social Services provides coats, gloves, and scarves to identified students.
plies	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.
ties to discuss of child	Classroom Teachers	Parent Conferences are scheduled for October 3, 2017, and February 14, 2018, and on an as requested basis.
ntervention	Reading Intervention Teacher Title I staff	ERI, Foundations, Read Naturally, SRA, Wilson are used to support students who are performing below benchmark in the area of reading as identified by DIBELS Next. These interventions help to close the achievement gap.
ion of student eed	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.
ty to address ducational needs	ICT Team Classroom Teachers ELA/Math Specialists	ICT and data analysis meetings are held on a regular basis.
reness	Sheriff's Department	D.A.R.E. Program is offered to grade 5 students to assist them in making good choices in abuse issues.
vention program	ACPS	Imagine Math, a computer-based math program, evaluates student concept attainment and plans a pathway for each child. This program is

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

		only provided in Title I schoolwide schools for students in grades 3-5. enVISION Intervention Program is available as needed.
Services 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.
Services to support 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.

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

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

All schools receive a per-pupil allocation of local funds to be utilized for instructional materials and equipment to support their programs. Additionally, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 18.

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

BE - FY 18 Coordination of Funding Sources

ty	Title I Funds	Title II Funds	21st Century Learning Centers Grant	Local Funds	Judy Center	Other Funding Source
onal nent	\$4,180					
l ool						
of n	\$2,198.89			\$26,627	\$16,181	
	\$216,808.61				\$276,160	

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

rent	\$3,643.40					
nt	\$20,150			\$3,000		
ed s					\$19,750	
able				\$7,704		
				\$3,465		
				\$28,147	\$11,242	

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Title I Budget 2017 – 2018

Instructional Program: \$22,348.89 (includes FEC)

Materials

\$1,633.12

1	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
	Tens Frames Math Manipulatives		\$247.89	FARMS/Special Ed
	Foam Tens Frames		\$166.18	FARMS/Special Ed

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

	Encounter & Stowaway Books		\$348.56	FARMS/Special Ed
	Foam Dice, Pattern Blocks, Geometric Shapes		\$320.64	FARMS/Special Ed
	Magnetic Tens Frames		\$45.98	FARMS/Special Ed
h	Materials for instruction		\$503.87	FARMS Special Education

Equipment

\$20,150

n	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
---	-------------------------	-------------------------------	-------	---

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

h	Lenova Yoga Laptops	25 x \$743.00	\$18,575	FARMS/Special Ed
h	Computer Cart	1 x \$1,575.00	\$1,575.00	FARMS/Special Ed

FEC Materials

\$265.77

i	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
h	Materials to support teacher workshops for instruction		\$265.77	FARMS/Special Ed

Web-based

\$300.00

i	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
h	Super Teacher Worksheets		\$300.00	FARMS/Special Ed

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

Title I Budget 2017 – 2018

Professional Development: \$4,180

Stipends / Substitutes

\$1,395.00

	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
h	Substitutes for Articulation Day	15 subs x \$93.00	\$1,395.00	FARMS/Special Ed

ends: Teaching- \$24.06

Non-Teaching- \$22.73

Substitutes: Certified- \$93.00

Materials

\$585.00

Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

Box Cars Classroom Materials		\$585.00	FARMS/Special Ed
------------------------------	--	----------	------------------

Contracted

\$2,200.00

Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Box Cars and One Eyed Jacks		\$2,200.00	FARMS/Special Ed

Title I Budget 2017 – 2018

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

**Parent/Family Engagement: \$3,643.40
Stipends**

\$986.57

ction	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
e I family ment	Math Night Teacher Stipends	12 teachers x 1.5 hours x \$22.73	\$409.13	FARMS/Special Ed
e I family ment	Dr. Seuss ELA Night Teacher Stipends	12 teachers x 2 hours x \$24.06	\$577.44	FARMS/Special Ed

ends: Teaching- \$24.06

Non-Teaching- \$22.73

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

Materials

\$2,656.83

***Food Allowance – 10% = \$364.34 (Per person: Light snack-\$2-\$3, Breakfast-\$3-\$5, Lunch-\$5-\$8, Dinner-\$8-\$11 or less)**

action	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
le I Family ement	Family Kits - Box Cars Math Night		\$1,120.00	FARMS/Special Ed
le I Family ement	Dr. Seuss Family Bags - ELA Night		\$500.00	FARMS/Special Ed
le I Family ement	STEM Kits - STEM Day		\$1,036.83	FARMS/Special Ed

November 2017

Allegany County Public Schools
2017 – 2018 School Improvement Plan

November 2017

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

**Allegany County Public Schools
2017 – 2018 School Improvement Plan**

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

me (Print and Sign)	Affiliation/Title
Robert Stevenson <i>Robert Stevenson</i>	Principal
Misty Dotson <i>Misty Dotson</i>	Assistant Principal
Carley McGann <i>Carley McGann</i>	SIT Co-Chair/Fourth Grade Teacher
Shari Ross <i>Shari Ross</i>	SIT Co-Chair/Fourth Grade Teacher
Deborah Kolb <i>Deborah Kolb</i>	Judy Center Coordinator
Chanda Fazenbaker <i>Chanda Fazenbaker</i>	ELA Co-Chair/Pre-Kindergarten Teacher
Michelle Saville <i>Michelle Saville</i>	PBIS Chair/Kindergarten Teacher
Natasha Cotton <i>Natasha Cotton</i>	First Grade Teacher
Janice Lewis <i>Janice P. Lewis</i>	MATH Chair/Second Grade Teacher
Jenny Cianelli <i>Jenny Cianelli</i>	Fifth Grade Teacher
Carmen Bishop <i>Carmen Bishop</i>	ELA Co-Chair/Fourth Grade Teacher
Godi Welsch <i>Godi Welsch</i>	Frostburg State University/PLC Facilitator/Parent
Ellen Sause <i>Ellen Sause</i>	Title I
Shanita Schrock <i>Shanita P. Schrock</i>	Guidance Counselor
Jennifer Holloway <i>Jennifer Holloway</i>	STEM Chair/Third Grade Teacher

November 2017