Allegany County Public Schools
2019-2020 School Improvement Plan

School: Beall Elementary School   **Principal: Robert Stevenson**

Allegany County Public Schools
2019-2020 School Improvement Plan

I.   INTEGRATED EDUCATIONAL FRAMEWORK

    A.   VISION, MISSION, CORE VALUES, AND LEADERSHIP

Mission Statement

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

Vision

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

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

B. Culture, Climate, and Inclusive Community

The climate and culture of Beall Elementary can be characterized as supportive, encouraging, and proactive. Our staff invests great effort into maintaining positive relationships with students and families to foster an environment that is optimal for learning. Our school vision, "establish the mindset 'Believe, Empower, and Succeed' to develop the whole child" 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 and restorative practices to address discipline concerns and encourage positive behavior among the school community. The PBIS team is exploring the book _Conscious Discipline_ by: Dr. Becky A. Bailey to determine new ways to develop positive relationships with each and every child and parent in the school community. In this climate, students feel safe because they are made aware of expectations and routines that are established for safety. They feel welcomed and supported by their teachers and administrators who greet them each morning and check on them throughout the school day. 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 quarterly to determine short and long-term goals for achievement both academically and behaviorally. Some goals set are co-teaching/co-planning amongst regular education staff and special education staff. Teachers are in the implementation stage of this process and are currently utilizing co-teaching across all grade levels. Co-planning occurs weekly between regular education staff and special education staff. Two of our instructional assistants are utilized to deliver the Heggerty Program and the Fundations Reading Intervention program. Our Kindergarten and Pre-Kindergarten instructional assistants assist with flexible groupings in MATH, ELA, STEM,

and Arts and 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, and is a positive school culture where students feel safe and comfortable to learn. Students are taught bully prevention in their monthly guidance lessons with lessons focused on character traits, problem solving, mindfulness strategies, and bullying prevention. Our bullying lesson includes a letter to parents which encourages each student to take the Beall pledge to treat others with respect and engages families by having parents discuss the topic of bullying with their child. In engaging parents through a contract, it allows them to be part of the solution to bullying behavior and provides an opportunity for them to have a conversation with their child about their expectations with regard to how they will treat others. Our problem solving lesson works in collaboration with our bullying lesson by providing students with a specific problem solving process they can use when facing everyday issues. Through these lessons, students are taught tools they can access when faced with difficult issues. Parents are included in this process through letters that inform them of our guidance topics after each lesson.

C. Staff Engagement Action Plan

<table>
<tr><td colspan="2" align="center">Staff Engagement Action Plan</td></tr>
<tr><td>Primary Area of Need
State the Domain, Topic, and Average Score out of a possible 10.</td><td>Safety, Substance Abuse - 7.13</td></tr>
<tr><td>Topic Description:</td><td>The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.</td></tr>
<tr><td>Strategies: Steps that will be taken in order to obtain the desired outcome.</td><td>The school resource officer will be utilized to provide D.A.R.E to all fifth grade students increasing the knowledge and awareness of the dangers of drug and alcohol abuse. The school guidance counselor will provide lessons on substance abuse to all students. He will also provide staff and parents with the Community Resource Guide which provides contact information for available resources in the surrounding area for both children and adults.</td></tr>
</table>

Initiative leader and team: Who is responsible and involved in the work?	School Resource Officer and Guidance Counselor
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	DARE materials will be provided by the school resource officer. Community Resource Guides will be provided by the Allegany County Health Planning Coalition, and will be printed at the school.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	After students complete the DARE program, a graduation ceremony will take place.
Timeline: Include dates for implementation of action steps.	SY 2019-2020 - ongoing
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Instructional Support, Instructional Feedback - 7.20
Topic Description:	The quality of instructional feedback topic for educators describes the degree to which teachers receive useful, actionable, adequate feedback from school leadership to improve their teaching.
Strategies: Steps that will be taken in order to obtain the desired outcome.	Teachers will be informed of the results of walkthrough observations as they occur. Teachers will meet with administration after a formal observation and/or evaluation occurs for feedback on the lesson observed. Administrators will hold conferences with teachers to discuss student learning objectives and will provide appropriate academic feedback relative to the lesson.
Initiative leader and team: Who is responsible and involved in the work?	Principal and Assistant Principal

Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Administrators will utilize the ACPS online teacher observation, evaluation, and walkthrough tools to make documentations. Student learning objectives will be monitored through the use of the teacher/principal evaluation online site.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Administrators will review documentation from the teacher observation, evaluation, and walkthrough tools with teachers yearly.
Timeline: Include dates for implementation of action steps.	SY 2019-2020 - ongoing

D. **Student Engagement Action Plan**

Student Engagement Action Plan	
Primary Area of Need State the Domain, Topic, and Score	Safety, Physical Safety - 5.53
Topic Description	The physical safety topic describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property.

Strategies: Steps that will be taken in order to obtain desired outcome.	Administrative staff and teachers are working toward building relationships with ALL students. Guidance "circles" will be practiced during monthly guidance lessons. Students identified through the SRSS behavior screener are assigned a Tier II behavior intervention such as Check In Check Out, social skills groups, and/or mentorship.
Initiative leader and team: Who is responsible and involved in the work?	Principal, Assistant Principal, Guidance Counselor
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	In order to accomplish successful Tier II behavior interventions the cooperation of staff mentors is essential. The school guidance will be utilized for guidance lessons and as a member of the Tier II Team. Administrative staff will be mentors and will meet weekly as part of the Tier II team.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Students receiving a Tier II behavior intervention will be monitored weekly using a weekly tracker which includes student progress. These weekly trackers are reviewed by the Tier II team monthly and interventions are adjusted based on student progress.
Timeline: Include dates for implementation of action steps.	SY 2019-2020 - ongoing
Secondary Area of Need State the Domain, Topic, and Score	Relationships, Student-student Relationships - 4.76
Topic Description:	The student-student relationships topic describes the degree to which students feel other students are friendly with, care about, get along with, and respect one another.

Strategies: Steps that will be taken in order to obtain the desired outcome.	Guidance "circles" will be practiced during monthly guidance lessons. Through the use of "restorative circles" students develop relationships, build communities, and respond to conflicts and problems that arise in the school setting. Every student is given the opportunity to speak, and be listened to.
Initiative leader and team: Who is responsible and involved in the work?	Guidance Counselor, Classroom Teachers, Tier II Team
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Some members of the Tier II team have been trained on using restorative circles. Additional training for more staff would be needed.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	The SRSS behavior screener will be completed by staff at the beginning, middle, and end of the school year. The amount of students identified as displaying internal and/or external behaviors should decrease throughout the year.
Timeline: Include dates for implementation of action steps.	SY 2019-2020 - ongoing

II.   SCHOOL DEMOGRAPHICS

   A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	1	27	28
Itinerant staff	12	0	12
Paraprofessionals	6	13	19
Support Staff	2	3	5
Other	7	8	15
Total Staff	28	53	81

Table 2				
Under each year, indicate the percent as indicated of individual in each category.	2016-2017 Official Data	2017 – 2018 Official Data	2018-2019 Official Data	2019-2020 Official Data
Percentage of faculty who are: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	100 0	100 0	100 0	100 0
For those not certified, list name, grade level course				
Number of years principal has been in the building				14
Teacher Average Daily Attendance	93.8	93.9	94.0	

B. Student Demographics

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Table 3			
SUBGROUP DATA			
SUBGROUP	**2017-2018 TOTAL**	**2018-2019 TOTAL**	**2019-2020 TOTAL**
American Indian/Alaskan Native	$\leq$ 10	$\leq$ 10	$\leq$10
Hawaiian/Pacific Islander	$\leq$ 10	n/a	n/a
African American	$\leq$ 10	$\leq$ 10	$\leq$10
White	434	420	396
Asian	$\leq$ 10	$\leq$ 10	$\leq$10
Two or More Races	25	30	30
Special Education	79	74	68
LEP	$\leq$ 10	$\leq$ 10	$\leq$10
Males	242	270	242
Females	217	185	203
Total Enrollment (Males + Females)	456	455	445
Farms (Oct 31 data)	**54.82**	**55.97**	**n/a**

Special Education Data 2019-2020 School Year (As of September 30, 2019)

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

III.   ATTENDANCE

Table 5	2018-2019	
School Progress Attendance Rate	**All Students AMO = 94.0%**	
Grade Level – School Level Data	**Attendance Rate**	**MET Y/N**
All (Excluding PreK & K)	94.4	Y
Grade 01	95.0	Y
Grade 02	93.8	N
Grade 03	94.9	Y
Grade 04	94.5	Y
Grade 05	93.5	N

Table 6

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Attendance Rate				
Subgroups – School Level Data	**2016-2017**	**2017-2018**	**2018-2019**	**Indicate if current rate is less than 94%**
All Students	94.8	93.8	94.1	
Hispanic/Latino of any race	≤10 student	≤10 student	91.9	**X**
American Indian or Alaska Native	≤10 student	≤10 student	95.6	
Asian	≤10 student	≤10 student	95.9	
Black or African American	≤10 student	≤10 student	94.4	
Native Hawaiian or Other Pacific Islander	≤10 student	≤10 student	n/a	
White	94.7	93.8	94.1	
Two or more races	≥95.0	93.7	94.1	
Male			93.7	**X**
Female			94.6	
EL		n/a	n/a	
Special Education	93.4	92.4	92.3	**X**
Free/Reduced Meals (FARMS)	93.7	92.8	93.1	**X**

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

   Our total school attendance had a slight increase. While our FARMS population showed an increase in attendance for the 18-19 school year, they did not meet the 94% attendance rate. Our special education, Hispanic, and male subgroups also did not meet the attendance goal of 94%.

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.

- Students attendance will be recognized at quarterly awards ceremonies. Students will also earn a chance of winning a raffle item if they meet the targeted attendance goal for the quarter. The raffle will occur over the TV announcements and will be posted to the Beall PTO Facebook page quarterly.
- Classroom competitions for the highest attendance rate occur each nine weeks. Winners will be recognized and awarded with an extra prize at the award ceremony. The winning classroom will be recognized over the TV announcements and posted to the Beall PTO Facebook page quarterly. Each classroom will report their perfect attendance by hanging their "Perfect Attendance" flag in their room each day that the goal is obtained.

IV. **HABITUAL TRUANCY and CHRONICALLY ABSENT**

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

	2018	2019
Count Habitual Truant	1	1
Percent Habitual Truant		0.26
Percent Chronically Absent	15.05	11.1

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

- Weekly Pupil Service Team (PST) meetings are held to identify students who have several absences. Parents are contacted through phone and letter invitations to attend a meeting to discuss attendance.

- Home visits are made by the principal, assistant principal, guidance counselor, or pupil personnel worker to make a connection and build a friendly relationship with parents and students who struggle with attendance
- Students who struggle with wanting to come to school are assigned a staff mentor and can also be placed in a social skills group, or Check In Check Out (CICO).
-

B. If the chronically absent percent is higher than 20%, state plans or changes to reduce the number. If the chronically absent percent is less than 20%, state plans to maintain or improve.

- The percent of chronically absent students has decreased from SY2018 to SY2019 and is below 20%. Beall Elementary plans to maintain or improve this percentage by contacting the parent of a student who is absent on a daily basis. The school guidance counselor will make personal phone calls each day to students on the absentee list.
- Classes will be recognized on a daily basis for perfect attendance. Each class that has perfect attendance will display a perfect attendance flag in their rooms.

V.   GRADUATION AND DROPOUT RATES: N/A

VI.   SCHOOL SAFETY/ SUSPENSIONS

Table 9: SUSPENSIONS				
	All Students			
Subgroup	**2016-2017**	**2017-2018**	**2018-2019**	**Percent of increase (+)/decrease (-) from 2017-2018**
Total Referrals	85	62	70	+12.9%
All Suspensions	5	0	2	+200%
In School	1	0	0	0%
Out of School	4	0	2	+200%
Sexual Harassment Offenses	0	0	0	0%
Harassment/Bullying Offenses	1	0		+100%

			1	

2. Comment on the number of referrals, suspensions, and specific offenses. Provide a plan to reduce the number, if applicable or comment on what is attributing to the low, decreasing number and how it will be maintained. If your school is on the watch list or fully disproportionate, also complete numbers 3 and 4 in this section.

The faculty and staff at Beall Elementary believe every individual in our building has the right to feel safe and respected, and that all students have the right to learn. We are committed to maintaining a safe, orderly school environment and a climate of high expectations. Research has shown that:

- Successful schools focus more on prevention and teaching appropriate behavior than on punishing misbehavior
- Punishing problem behaviors without a school-wide system of support is associated with **increased** aggression, vandalism, truancy, tardiness, and dropping out
- The most effective responses educators can make to school violence include social skills training, academic/curricular restructuring (to ensure academic success), and behavioral interventions.

Beall Elementary has adopted the Positive Behavioral Interventions and Supports model (PBIS), a team-based approach to prevent and respond to discipline problems. PBIS is based in research validated procedures and includes the following components:

- **A common approach to discipline**: Beall's PBIS program incorporates all staff and all school settings. Staff believe that teaching successful behavior is a shared responsibility.
- **A clear set of positive behavioral expectations:** Beall's core behavioral expectations are *Be Safe, Be Respectful,* and *Be Responsible*. Posters showing these expectations are displayed in classrooms and throughout the school. A behavioral matrix specifies the application of the core expectations in each setting.
- **Procedures for teaching expected behaviors:** Students at Beall learn and practice routines and procedures for use in classrooms, halls, restrooms, cafeteria, and playground to maintain a safe and orderly school environment. Booster weeks designed to emphasize and re-teach behavioral expectations are scheduled at times of the year when data from previous years indicate a need.
- **A continuum of procedures for encouraging expected behavior:** Positive behaviors are noticed and rewarded daily through the Class Dojo online system and paper coupon system. Students receive points for displaying notable examples of respect, responsibility, or safety. Dojo Points also earn access to special incentive activities and the Beall Treasure Tower. Each

classroom Pre-K- 5 operates a four-color system to monitor and encourage positive student behavior. Teachers communicate with parents each day about each student's behavior via the home/school assignment book or other means.

- **A continuum of procedures for discouraging inappropriate behavior:** The document "Target Behaviors and Consequences at Beall Elementary School" specifies consistent responses to inappropriate behavior. Classrooms have designated areas to preserve the learning environment for all students. The Learning Assistance Program (LAP) provides a temporary, highly structured setting in which students can complete a plan for improving behavior and prepare to re-enter the learning environment. Individual behavior plans are developed for students who continue to experience behavior difficulties.
- **Procedures for ongoing monitoring and evaluation**: PBIS is an action team that is part of Beall Elementary's Governance Structure.   Behavioral data, including discipline referrals and number of Dojo Points earned are reviewed monthly. The team updates the staff on a regular basis, makes recommendations regarding school discipline, and solicits staff input for improving the PBIS program.

VII.   EARLY LEARNING

1.   Complete the chart for composite scores of the Kindergarten Readiness Assessment.

Table 10						
Kindergarten Readiness Assessment						
	2017-2018		**2018-2019**		**2019-2020**	
	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated
Language & Literature	26/62	41.9%	28/56	50 %	25/74	33.8%
Mathematics	12/63	19 %	20/56	36 %	23/74	31.1%
Social Foundations	40/62	64.5 %	35/56	63 %	38/74	51.4%

				63%		39.2%
Physical Development	24/62	38.7 %	35/56		29/74	

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

Overall KRA Score	Domain report

ⓘ HOW TO READ THIS CHART

CHART TYPE

Language and Literacy
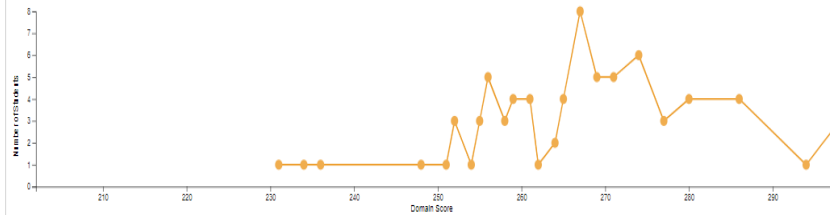
Range Minimum: **202** Range Maximum: **298**
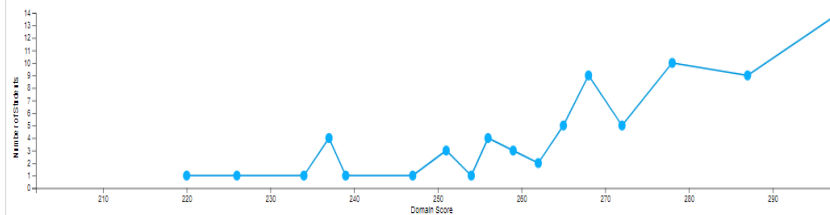
■ Whole population

Lowest Score: **231**

Highest Score: **298**

Mean Score: **266.5**

Median Score: **267**

Standard Deviation: **13.3**

Mathematics

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

■ Whole population

Lowest Score: **225**

Highest Score: **298**

Mean Score: **263.0**

Median Score: **262**

Standard Deviation: **15.1**

Social Foundations

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

■ Whole population

Lowest Score: **220**

Highest Score: **298**

Mean Score: **271.3**

Median Score: **272**

Standard Deviation: **19.7**

Physical Development
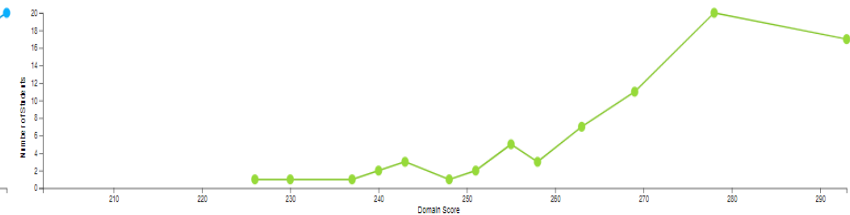
Range Minimum: **202** Range Maximum: **293**

■ Whole population

Lowest Score: **226**

Highest Score: **293**

Mean Score: **270.8**

Median Score: **273.5**

Standard Deviation: **17.3**

3. In consideration of the trend data, discuss efforts the school is making to improve your early childhood programs and / or practices. Include ways you are working in collaboration with early learning partners (i.e., Judy Center, Head Start, Child Care, Preschool Expansion sites, Preschool Special Education, School Therapy Services, etc.) to strengthen supports and ensure more children enter kindergarten "demonstrating readiness".

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

- Continue with the monthly Math Night that was implemented in the fall of 2018 to collaborate with families in an effort to address the KRA scores during the 2019-2020 school year
- Monthly Family Literacy Nights
- Collaborate with the public library to take monthly themed book totes into local childcare providers to help them with language & literacy in the childcares
- Partner with the Evergreen Heritage Center for evening family STEM activities and Literacy activities, in order to make families become more comfortable with science, math, and literacy
- A partner has been hired to do home visits. The home visits will provide parenting skills and mental health support. They will then report back to the Judy Center, so additional supports can be provided.
- Various field trips support the pre-k and kindergarten curriculum in an effort to give students experiences that they might not otherwise have, which promotes readiness in all domains
- Our 5-week summer camp allows newly enrolled 3, 4 & 5-yr. olds to have an educational experience prior to the beginning of the regular school year. The summer camp works on school rules and routines, as well as regular curricular lessons.
- Providing, Mandy Schall, math specialist, the opportunity to attend a math workshop so that she can bring back new ideas for supporting our teachers/students with math readiness
- Special Education services (speech, occupational therapy, and physical therapy) are being provided in the classroom setting in pre-k and kindergarten
- Monday morning play groups are provided for our infants and toddlers families
- Collaborate with Head Start to provide up to 20 pre-k students with full day services
- Kids Korner daycare is an onsite center that is accredited through EXCELS

4. Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who

begin kindergarten with deficits in specific domain areas. Discuss the evidence based practices your school is implementing will implement to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.

Based on the KRA Data that has been collected, the two lowest areas of readiness are Mathematics and Language and Literacy. The pre-k and kindergarten programs have implemented the Math Solutions Number Talks as instructional strategies during daily math lessons to focus on the readiness skills of number concepts. A monthly Math Night was established for the 2018-2019 school year to support parents and students with engaging activities to further develop math readiness skills and will continue for the 2019-2020 school year. In addition, the Heggerty Phonemic Awareness program has been implemented in the pre-k and kindergarten classrooms to focus on phonemic awareness readiness skills. Furthermore, students that have been identified as approaching or emerging readiness will be tracked using multiple assessment methods to include: quarterly basic skills assessments using the online ESGI program, DIBELS, DIBELS progress monitoring, daily anecdotal records of skill performance, and work samples collected using the online Seesaw portfolio app. The listed assessments will show the progress of the targeted students for the domains of Language and Literacy and Mathematics. Early childhood staff has attended the Early Childhood LETRS professional developments and is implementing those researched-based instructional practices with the existing reading series for the 2019-2020 school year. In addition, pre-k and kindergarten teachers will analyze data that focuses on readiness skills throughout the school 2019-2020 year in order to plan for instruction that will ensure an increased readiness level for students entering kindergarten for the 2020-2021 school year.

VIII.   **ACADEMIC PROGRESS**

   A. **ENGLISH LANGUAGE ARTS**
   Long Term Goal: to prepare 100% of students to be college and career ready by graduation.
                        to reduce the 2017 non-pass rate by 50% by the year 2030.
   Short Term Goal: to close or reduce achievement gaps between subgroups and their counterpart.

1. **Complete data charts using 2017, 2018, and 2019 Data Results.**

TABLE 12a ELA Grade 3	2017							2018							2019							2018 to 2019 change in prof. rate
		Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5		
	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	
All Students	62	24	38.7	11	17.7	27	43.5	62	15	24.2	19	30.6	28	45.2	67	18	26.9	9	13.4	40	59.7	14.5%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	≤10	≤10	≤10	≤10	≤10	100	N/A
Asian	≤10	≤10	0.0	≤10	0.0	≤10	100	≤10	≤10	0.0	≤10	0.0	≤10	100	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	≤10	≤10	100	≤10	0.0	≤10	0.0	≤10	≤10	50.0	≤10	0.0	≤10	50.0	≤10	≤10	≤10	≤10	≤10	≤10	100	50.0%
Hispanic/Latino of any race	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	57	22	38.5	10	17.5	25	43.8	54	13	24.1	17	31.5	24	44.4	63	16	25.4	9	14.3	38	60.3	15.9%
Two or more races	≤10	0	0	≤10	50.0	≤10	50.0	≤10	≤10	25.0	≤10	50.0	≤10	25.0	≤10	≤10	100	≤10	≤10	≤10	≤10	-25%
Special Education	10	≤10	60.0	≤10	20.0	≤10	20.0	11	≤10	45.5	≤10	18.2	≤10	36.4	≤10	≤10	80.0	≤10	10.0	≤10	10.0	-26.4%

	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	
Limited English Proficient (LEP)	<10	0	0	0	0	<10	100	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Free/Reduced Meals (FARMS)	33	17	51.5	<10	15.2	11	33.3	37	10	27	13	35.1	14	37.8	38	14	36.8	5	13.2	19	50.0	12.2%
Female	23	<10	39.1	<10	13.0	11	47.8	26	<10	15.4	<10	23.1	16	61.5	42	11	26.2	7	16.	24	57.1	-4.4%
Male	39	15	38.4	<10	20.5	16	41.0	36	11	30.6	13	36.1	12	33.3	25	7	28.0	2	8.0	16	64.0	30.7%

TABLE 12b ELA Grade 4	2017							2018							2019							2018 to 2019 change in prof. rate
	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		
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	
All Students	60	13	21.6	16	26.7	31	51.6	63	14	22.2	13	20.6	36	57.1	64	14	21.9	14	21.9	36	56.3	-0.8%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<10	0	0.0	0	0.0	2	100.0	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<10	<10	0.0	<10	100	<10	0.0	<10	<10	50.0	<10	0.0	<10	50.0	50.0%
Hispanic/Latino of any race	<10	<10	0.0	<10	100	<10	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	<10	<10	0.0	<10	0.0	<10	100	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	55	13	23.6	15	27.3	27	49.0	59	14	23.7	12	20.3	33	55.9	56	11	19.6	13	23.2	32	57.1	1.2%

	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	change
Two or more races	<10	<10	0.0	<10	0.0	<10	100	<10	<10	0.0	<10	0.0	<10	100	<10	<10	50.0	<10	25.0	<10	25.0	-75.0%
Special Education	15	<10	50.0	<10	31.3	<10	18.8	<10	<10	55.5	<10	22.2	<10	22.2	<10	<10	60.0	<10	10.0	<10	30.0	7.8%
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Free/Reduced Meals (FARMS)	32	<10	21.8	12	37.5	13	40.6	34	12	35.3	<10	26.5	13	38.2	39	8	20.6	13	33.3	18	46.2	8.0%
Female	27	<10	11.1	<10	33.3	15	55.5	25	<10	24	<10	12	16	64	28	3	10.7	6	21.4	19	67.9	3.9%
Male	33	<10	30.3	<10	21.2	16	48.4	38	<10	21.1	<10	26.3	20	52.6	36	11	30.6	8	22.2	17	47.3	-5.3%

TABLE 12c ELA Grade 5	2017							2018							2019							2018 to 2019 change in prof. rate
	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 #	%	
All Students	52	<10	19.2	17	32.7	25	48.1	60	12	20	12	20	36	60	66	13	19.7	14	21.2	39	59.1	-0.9%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<10	<10	0.0	<10	0.0	<10	100	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	<10	<10	0.0	<10	0.0	<10	100	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<10	<10	0.0	<10	50.0	<10	50.0	N/A

Hispanic/Latino of any race	<10	<10	0.0	<10	50.0	<10	50.0	<10	<10	0.0	<10	0.0	<10	100	<10	<10	100.0	<10	0.0	<10	0.0	-100.0%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	47	<10	19.1	16	34.0	22	46.8	55	12	21.8	12	21.8	31	56.4	58	12	20.7	12	20.7	34	58.6	2.2%
Two or more races	<10	<10	50.0	<10	0.0	<10	50.0	<10	<10	0.0	<10	0.0	<10	100	<10	<10	0.0	<10	20.0	<10	80.0	-20.0%
Special Education	<10	<10	37.5	<10	50	<10	12.5	13	<10	61.6	<10	23.1	<10	15.4	<10	<10	42.9	<10	57.1	<10	0.0	-15.4%
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Free/Reduced Meals (FARMS)	34	<10	23.5	14	41.2	12	35.3	33	<10	24.3	<10	21.2	18	54.5	34	11	32.2	9	26.5	14	41.2	-13.3%
Female	22	<10	4.5	<10	31.8	14	63.6	29	<10	0.0	<10	24.1	19	65.5	27	<10	18.5	<10	11.1	19	70.4	4.9%
Male	30	<10	30	<10	33.3	11	36.7	31	<10	29	<10	16.1	17	54.8	39	<10	20.5	11	28.2	20	51.3	-3.5%

Table 13:	Cohort Growth (Elementary Cohort 2027)		
Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	45.2	56.3	11.1
Economically Disadvantaged	37.8	46.2	8.4

Special Education	36.4	30	-6.4
Male	33.3	47.3	14
Female	61.5	67.9	6.4
Other subgroup (White)	44.4	57.1	12.7

Table 14:	Cohort Growth (Elementary Cohort 2026)				
Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	43.5	57.1	59.1	2	16.4
Economically Disadvantaged	33.3	38.2	41.2	3	7.9
Special Education	20	22.2	0	-22.2	-20
Male	41	52.6	51.3	-1.3	10.3
Female	47.8	64	70.4	6.4	22.6
Other subgroup (White)	43.8	55.9	58.6	2.7	14.8

2. **Use current data to determine if goals from last year's SIP were met.**
   - Describe changes in last year's focus areas.
     While the 4th grade male subgroup did show growth as a cohort (14%), the discrepancy between males and females remains significant within the cohort. The 2017-2018 scores showed a 28.2% gap and the gap for the 2018-2019 gap was 20.6%.

3. **FOCUS AREAS**

FOCUS AREA 1:	Males in grades 3-5
Focus Area Goal	Decrease the gap within male/female subgroups in all grades by 5 percent.
Root Cause(s):	There is a lack of opportunities to engage boys in reading, while maintaining their interest, in literary text.. While the number of male students meeting or exceeding expectations has increased, the gender gap for 4th and 5th grade students remains close to 20%. Additionally, according to the beginning of the year 2019 Reading Inventory Assessment, 53.3% of 5th grade and 42.9% of 4th grade males score below proficiency levels. The beginning of the year DIBELS data for the 2019-2020 3rd grade students show 33.3% of male students scored below proficiency level expectations on the DIBELS NEXT Oral Reading Fluency assessment.
Focus Content Standard(s):	The largest discrepancy within test takers involved the literary standards. Therefore, the focus will include activities to increase scores within literary standards of male students in all grades.
Barriers:	There is a lack of role models and resources to provide opportunities to motivate and interest males.
Needed Resources:	Male students need to make connections with male readers who view reading as a necessary life skill. Also, having a mentor who develops relationships and vests interest in the student and their interest, will encourage boys to find value in reading. There is also a weakness in interest based text for male students in a variety of formats (electronic and print).
Strategies and/or evidence-based interventions:	Male mentors will provide literature based on interests and hobbies.
How will it be funded?	N/A
Steps towards full implementation with timeline:	Monthly- Male mentors from FSU and Mountain Ridge High School will visit classrooms to build relationships and provide literature experiences based on common interests. Mentors will also participate in team-building activities with students in grades 3-5 to build relationships. Reading Specialist will progress monitor targeted students and change groups as needed to increase performance. The data will be shared and analyzed throughout the school year. August- 4th and 5th grade teachers received Professional Development training for the implementation of the REWARDS reading intervention program. Google Classroom will be implemented to further engage boys in electronic forms of literature and writing tasks.

	Yearly- The Beall Elementary Staff is participating in a PLC on the *Growth Mindset Coach.* Each grade level will present chapters from the book at staff meetings and use ideas from the book within classrooms.
Monitoring Procedure:	The Leadership team will monitor the progress at the monthly meetings, and benchmark information will be shared at team meetings with the progress of students being discussed. Monthly Reading Inventory benchmark progress monitoring will occur with the targeted group and will be discussed during data meetings.

FOCUS AREA 2:	FARMS students in all Grades
Focus Area Goal	Decrease the gap by 5 percent within the FARMS and Non-FARMS subgroups in all grades.
Root Cause(s):	There is an academic language barrier between students who come from an economically disadvantaged home and those who do not. Based on the 2018-2019 PARCC Data, Non-Farms are outperforming the FARMS students. The following gaps are seen at each grade level: 3rd grade- 22.4%; 4th grade- 25.8%; 5th grade- 36.9%
Focus Content Standard(s):	All ELA standards within Speaking and Listening, Vocabulary, and Written Language.
Barriers:	Staff are often not aware of the "hidden rules", described by Ruby Payne, to support students who lack resources to succeed in an academic environment.
Needed Resources:	Strategies to help teachers learn the "Hidden rules" of lower class
Strategies and/or evidence-based interventions:	Teachers will be exposed to the 10 Actions to Educate Students strategies suggested by *A Framework for Understanding Poverty* by Ruby K. Payne. Staff will work on creating relationships, as suggested by Ruby Payne,
How will it be funded?	N/A
Steps towards full implementation with timeline:	1st quarter- Staff members attended a Poverty training using Ruby Payne resources.School wide initiative to build relationships by incorporating greetings with students to model appropriate discourse. 2nd quarter- Staff will be exposed to the registers of language and the hidden rules of school and how they differ between home and school. Grade level teams will share how they applied the languages within their classrooms.

	3rd quarter- Staff will be introduced to the questioning strategy. Teachers will share activities they complete with their students on developing and responding to questions related to ELA. 4th quarter- Staff will learn the Planning action strategy. Resources will then be used within grade level teams and shared with others following implementation.
Monitoring Procedure:	The Leadership team will monitor the progress at the monthly meetings, and benchmark information will be shared at team meetings with the progress of students being discussed. Discussions regarding the Actions will occur during team meetings and faculty meetings.

Table 15	
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	- Materials and instruction are delivered in a variety of formats to provide auditory and visual opportunities for all students. Google Classroom is being implemented in grades 3-5. - Hands-on Manipulatives (Box Cars and One Eyed Jacks) - Students will be offered reading materials that appeal to their interest in a variety of formats (graphic novels, magazines, BookShare, etc.)
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	**Expression/Action- This is how the student will demonstrate their knowledge.**
	- 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 how they want to deliver the information they learned. - Technology is accessible for student use for presenting information through powerpoints, prezis, Google Classroom, or SMARTboard activities. Students have options to show what they have learned through these presentations. - Timelines, graphic organizers, venn diagrams, posters, brochures, oral presentations, etc. - Students will be exposed to a variety of reading interventions to meet/enhance their reading ability. REWARDS, StoryWorks Jr, Read Theory, ReadWorks, Orton, Learning City, and the Heggerty programs are utilized in appropriate groups within the school.

Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	Multiple Options for Engagement
	- 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 the students

B. MATHEMATICS

Long Term Goal: to prepare 100% of students to be college and career ready by graduation.
to reduce the 2017 non-pass rate by 50% by the year 2030.
Short Term Goal: to close or reduce achievement gaps between subgroups and their counterpart.

1. **Complete data charts using 2017, 2018, and 2019 Data Results.**

TABLE 16a MATH Grade 3	2017							2018							2019							2018 to 2019 change in prof. rate
	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		
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	
All Students	62	24	38.7	6	9.7	33	53.2	62	18	29.1	15	24.2	29	46.8	67	15	22.4	15	22.4	37	55.2	8.4%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<10	<10	0.0	<10	100	<10	0.0	N/A
Asian	<10	<10	0.0	<10	0.0	<10	100	<10	<10	0.0	<10	0.0	<10	100.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Black or African American	<10	<10	0.0	<10	100	<10	0.0	<10	<10	0.0	<10	50.0	<10	50.0	<10	<10	0.0	<10	100	<10	0.0	-50.0%
Hispanic/Latino of any race	<10	<10	100	<10	0.0	<10	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	57	22	38.5	<10	8.8	30	52.6	54	16	29.6	13	24.1	25	46.3	63	14	22.2	12	19.0	37	58.7	12.4%
Two or more races	<10	<10	50.0	<10	0.0	<10	50.0	<10	<10	50.0	<10	25.0	<10	25.0	<10	<10	50.0	<10	50.0	<10	0.0	-25.0%
Special Education	<10	<10	70.0	<10	10.0	<10	20.0	11	<10	45.5	<10	18.2	<10	36.4	<10	<10	60.0	<10	40.0	<10	0.0	-36.4%
Limited English Proficient (LEP)	<10	<10	0.0	<10	0.0	<10	100	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Free/Reduced Meals (FARMS)	33	19	57.7	<10	0.0	14	42.4	37	11	29.7	11	29.7	15	40.5	38	12	31.6	7	18.4	19	50.0	9.5%
Female	23	<10	43.4	<10	0.0	13	56.5	26	<10	11.5	<10	23.1	17	65.4	42	11	26.2	<10	23.8	21	50.0	-15.4%
Male	39	14	35.8	<10	15.4	19	48.7	36	15	41.6	<10	25.0	12	33.3	25	<10	16.0	<10	20.0	16	64.0	30.7%

TABLE 16b MATH Grade 4	2017				2018				2019				2018 to 2019 change in prof. rate
	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	

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	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	
All Students	60	14	23.3	14	23.3	32	53.3	63	18	28.6	<10	15.9	35	55.6	64	13	20.4	12	18.8	39	60.9	5.3%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	<10	<10	0.0	<10	0.0	<10	100	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<10	<10	0.0	<10	0.0	<10	100	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<10	<10	0.0	<10	0.0	<10	100	<10	<10	0.0	<10	50.0	<10	50.0	-50.0%
Hispanic/Latino of any race	<10	<10	0.0	<10	0.0	<10	100	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	<10	<10	0.0	<10	100	<10	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	55	14	25.4	13	23.6	28	50.9	59	18	30.5	<10	15.3	32	54.2	56	12	21.4	11	19.6	33	58.9	4.7%
Two or more races	<10	<10	0.0	<10	0.0	<10	100	<10	<10	0.0	<10	33.3	<10	66.7	<10	<10	25.0	<10	0.0	<10	75.0	8.3%
Special Education	16	<10	56.2	<10	25.0	<10	18.8	<10	<10	66.7	<10	11.1	<10	22.2	<10	<10	50.0	<10	10.0	<10	40.0	17.8%
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Free/Reduced Meals (FARMS)	32	<10	28.1	<10	28.1	14	43.7	34	15	44.1	<10	17.6	<10	38.2	39	<10	25.7	<10	17.9	22	56.4	34.2%
Female	27	<10	14.8	<10	37.0	13	48.1	25	<10	32.0	<10	16.0	13	52.0	28	<10	14.3	<10	17.9	19	67.8	15.8%
Male	33	<10	30.3	<10	12.1	19	57.6	38	<10	26.4	<10	15.8	22	57.9	36	<10	25.0	12	18.8	39	55.6	3.0%

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TABLE 16c MATH Grade 5	2017							2018							2019							2018 to 2019 change in prof. rate
		Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5		
	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	
All Students	52	≤10	17.3	21	40.4	22	42.3	60	15	25.0	11	18.3	34	56.7	66	13	19.7	13	19.7	40	60.6	4.9%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	≤10	≤10	0.0	≤10	100	≤10	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	≤10	0.0	≤10	0.0	≤10	100.0	N/A
Hispanic/Latino of any race	≤10	≤10	50.0	≤10	0.0	≤10	50.0	≤10	≤10	0.0	≤10	0.0	≤10	100	≤10	≤10	100	≤10	0.0	≤10	0.0	-100.0%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	≤10	≤10	0.0	≤10	100	≤10	0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	47	≤10	14.8	20	42.6	20	42.6	55	15	27.3	≤10	18.2	30	54.5	58	12	20.6	13	22.4	33	56.9	2.4%
Two or more races	≤10	≤10	50.0	≤10	0.0	≤10	50.0	≤10	≤10	0.0	≤10	0.0	≤10	100	≤10	≤10	0.0	≤10	0.0	≤10	100	0.0%
Special Education	≤10	≤10	62.5	≤10	25.0	≤10	12.5	13	≤10	76.9	≤10	15.4	≤10	7.7	≤10	≤10	42.9	≤10	57.1	≤10	0.0	-7.7%
Limited English Proficient (LEP)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Free/Reduced Meals (FARMS)	34	≤10	20.5	18	52.9	≤10	26.4	33	≤10	30.3	≤10	24.2	15	45.5	34	11	32.4	≤10	29.4	13	38.2	-7.3%

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Female	22	<10	9.0	11	50.0	<10	40.9	29	<10	17.2	<10	24.1	17	58.6	27	<10	14.8	<10	25.9	16	59.3	0.7%
Male	30	<10	23.3	<10	33.3	13	43.3	31	<10	32.2	<10	12.9	17	54.8	39	<10	23.1	<10	15.4	24	61.5	6.7%

Table 17: Cohort Growth (Elementary Cohort 2027)

Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	46.8	60.9	14.1
Economically Disadvantaged	40.5	56.4	15.9
Special Education	36.4	40.0	3.6
Male	33.3	55.6	22.3
Female	65.4	67.9	2.5
Other subgroup (White)	46.3	58.9	12.6

Table 18: Cohort Growth (Elementary Cohort 2026)

Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	53.2	55.6	60.6	5.0	7.4
Economically Disadvantaged	42.4	38.2	38.2	0	-4.2
Special Education	20.0	22.2	0	2.2	-20
Male	48.7	57.9	61.5	3.6	12.8

Female	56.5	52.0	59.9	7.3	2.8
Other subgroup(White)	52.6	54.2	56.9	2.7	4.3

2. Use current data to determine if goals from last year's SIP were met.
- Our 2018-2019 Math goal was to increase the number of FARMS students who met or exceeded expectations in all grade levels. Third and fourth grade students met the goal, while the 5th grade scores decreased 7.3%.

3.

FOCUS AREA 1:	Economically Disadvantaged Students in grades 3, 4, and 5
Focus Area Goal	Increase Economically Disadvantaged Students performance by 5 percent and decrease the gap between Economically Disadvantaged and NON Economically Disadvantaged students by 5 percent.
Root Cause(s):	Parents lack background knowledge and can not support students with new strategies being taught. Students and families lack the appropriate mindset about their abilities to complete more complex math strategies and problem solving skills.
Focus Content Standard(s):	In order to be an effective problem solver, students need to have reasoning and modeling strategies to access when solving problems. Our reasoning and modeling standards scores support the need for additional classroom support. 3rd grade reasoning (37%) and modeling (40%) 4th grade reasoning (41%) and modeling (31%) 5th grade reasoning (38%) and modeling (30%)
Barriers:	There is a lack of consistency of academic vocabulary and strategies across grade levels.
Needed Resources:	Staff needs to have a better understanding of the expectations of other grade levels mathematics curriculum. Vertical planning across grade level teams would allow teachers to share effective strategies for the content they are teaching and allow other teachers the resources to use with students who struggle with similar content within their grade levels.
Strategies and/or evidence-based interventions:	We are trying to close the gap between FARMS and NON-FARMS students through the use of Gradual Release of Responsibility, Universal Design for Learning, and the growth mindset. Additional classroom interventions will be delivered as appropriate:

	- Read aloud option for those reading below level - County Wide Math Instructional Videos (school wide) 3rd-5th grade Math Strategy Folders- Teachers in grade 3 will create a strategy folder for students for the strategies they learned in 3rd grade. Those folders will carry into 4th grade and be built upon with additional strategies for the students, and their families, to use as needed until the end of 5th grade.
How will it be funded?	The County will provide the instructional videos. The school will purchase materials for strategy folders.
Steps towards full implementation with timeline:	September 2019- June 2020 3rd grade teachers will have students start a math folder with math solution strategies that will be sent to fourth grade the following year. Fourth grade will continue adding strategies to the folder which will then go to fifth grade with the students. - Students who demonstrate a need for a read aloud option will have opportunities when using edcite, Imagine Math, and additional electronic resources. November 6, 2019 - Math Day with the math specialist to explain math videos and Imagine Math website. Parents will be provided with a magnet that has websites available. - Teachers will model math lessons to parents and include activities for parents to complete at home to support classroom instruction. November 2019- June 2020 - Teachers will share math strategy videos in class so students can access at home and at school. - The Math team will discuss a school wide plan for addressing Problem Solving strategies. The ideas will be shared in the meeting and a plan will be developed for all grade levels to implement.
Monitoring Procedure:	Student progress will be analyzed throughout the year using the edcite monthly task. Quarterly data meetings will occur with math specialist during team meetings to review math task data and classroom assessments.

FOCUS AREA 2:	Aggregate- Level 1 and 2 students in grades 3,4,5
Focus Area Goal	Decrease the number of students performing below the met or exceeded expectation level by 5 percent.
Root Cause(s):	The lack of vertical planning causes an unawareness of what is taught in each grade level and the progression of the content standards within all grade levels. It is also difficult to catch students up on skills that weren't mastered from previous years while working on content standards for the current school year. A majority of

	students lack problem solving skills and the necessary conceptual understanding of Base 10.
Focus Content Standard(s):	In order to increase the number of proficient students in grades 3-5, each grade level will focus on their major standards. Grade 3- Numbers in Base Ten Grade 4 and 5 Numbers and Operations Fractions
Barriers:	Students enter a new grade level with deficits from unmastered standards from previous years. It is a challenge to address the gaps from previous years while prioritizing content standards for the current year.
Needed Resources:	The staff needs to engage in collaborative vertical team planning to review and discuss current effective strategies for major content standards. Additionally, we need to review strategies from our Math Solutions/ Number Talk trainings and decide which areas are still an area of need.
Strategies and/or evidence-based interventions:	● Flexible small group instruction ● Students who demonstrate a need for a read aloud option will have opportunities when using edcite, Imagine Math, and additional electronic resources. ● Imagine Math (grades 3-5)- individual pathways set to appropriate instructional level for each student ● i-Ready (grades 1-2) ● Prodigy- school wide individualized for standards and instructional level
How will it be funded?	Imagine Math and i-Ready will be funded by the county.
Steps towards full implementation with timeline:	● The Math team will discuss the Math Solutions/Number Talk strategies that are currently being used and address the needs that are not being met with current resources. The Math specialist and team members will identify resources to help meet the needs and share with the faculty at monthly SIT meetings. Vertical team discussions will occur in the math meeting and again in faculty meetings ● Teachers will use flexible grouping strategies weekly to address the needs of individual students. Spiral review will occur to help students address weaknesses from previous years. ● Weekly technology classes will provide an opportunity for individuals to increase their math fact fluency by completing the XtraMath program. Student progress will be monitored and reported weekly. ● Students in grades 4-5 will participate in the "Imagine Math" games to motivate students to complete math lessons using Imagine Math. Third grade will join the game after students become more comfortable with the Imagine Math program. ● Students in first and second grade will use the i-Ready program to supplement classroom instruction.
Monitoring Procedure:	Student progress will be analyzed throughout the year using the Imagine Math benchmark program. The technology teacher will share the reports from XtraMath of math fact success on a weekly basis. Teachers will discuss data reports at data meetings and change flex groups as needed.

Table 19	UDL for Math
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	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 Eyed Jacks games, Math Solutions materials), auditory (Pearson video lesson, Learn Zillion, music, and movement), and multimedia presentations (Discovery Ed, Imagine Math, Prodigy, SMARTboard, powerpoints, youtube, etc.) occur frequently.
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	**Expression/Action- This is how the student will demonstrate their knowledge.** ● Students are exposed to a variety of presentation formats (graphic design, representational diorama, number lines, pattern blocks, fraction bars, hundreds boards, base ten blocks, and more representational tools, etc.) and then choose how they want to deliver the information they learned. ● Technology is accessible for student use for presenting information through Imagine Math or SMARTboard activities. Students have options to show what they have learned through these presentations.
Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement** ● Allow students' to choose the most efficient strategy to problem solve ● Differentiation through the use of hands-on learning activities, such as Boxcars and One Eyed Jacks and Math Solutions' materials ● Expose students to higher order thinking through small flex groups and Number Talks ● Prodigy ● Imagine Math Olympics

C. SCIENCE

1. Complete data charts using 2018 and 2019 Data Results.

TABLE 20 MISA Grade 5	2018							2019							2018 to 2019 change in prof. rate
		Level 2		Level 3		Level 4 or 5			Level 2		Level 3		Level 4 or 5		
	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	
All Students	59	≤10	15.3	21	35.6	29	49.2	65	≤10	10.8	30	46.2	28	43.1	-6.1
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	≤10	≤10	0.0	≤10	0.0	≤10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black or African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	≤10	≤10	0.0	≤10	100.0	≤10	0.0	n/a
Hispanic/Latino of any race	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Other Pacific Islander	≤10	≤10	0.0	≤10	0.0	≤10	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	55	9	16.4	20	36.4	26	47.3	59	≤10	11.9	27	45.8	25	42.4	-4.9
Two or more races	≤10	≤10	0.0	≤10	50	≤10	50	≤10	≤10	0.0	≤10	25.0	≤10	75.0	25.0
Special Education	13	≤10	38.5	≤10	46.2	≤10	15.4	≤10	≤10	12.5	≤10	87.5	≤10	0.0	-15.4
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals	31	≤10	25.8	11	35.5	12	38.7	33	≤10	21.2	16	48.5	≤10	30.3	-8.4

(FARMS)													
Female	28	≤10	17.9	≤10	28.6	15	53.6	26	≤10	19.2	≤10	34.6	12	46.2	-7.4
Male	31	≤10	12.9	13	41.9	14	45.2	39	≤10	5.1	21	53.8	16	41.0	-4.2

2. FOCUS AREAS

FOCUS AREA 1:	Subgroups: Special Education Students and Economically Disadvantaged Students in grade 5
Focus Area Goal	Increase Special Education Students and Economically Disadvantaged Students performance by 5 percent. Decrease the gap between Economically Disadvantaged and NON Economically Disadvantaged students and Special Education Students and Non Special Education Students by 5 percent..
Root Cause(s):	Not all students are reading on grade level.
Focus Content Standard(s):	Physical Science: Support this area with the Informational Text ELA focus content standard and th Modeling and Reasoning Math Focus content standard.
Barriers:	There is an academic language barrier between special education students and non special education students. Also, there is a gap in those who come from an economically disadvantaged home and those who do not.
Needed Resources:	-FOSS Science Kits -FOSS Web -Legends of Learning -Mystery Science -Online Resources: Discovery Ed., Scholastic. PebbleGo, Read-works, Legends of Learning -Ag in the Classroom
Strategies and/or evidence-based interventions:	-Small group instruction based on individual student assessments. -Use of formative assessment strategies -Use of online resources(Discovery Ed, and Scholastic, PebbleGO, Read-works, Legends of Learning)
How will it be funded?	Title I, School, and District Funding
Steps towards full implementation with timeline:	September-May -STEM PLC meetings will focus on learning targets and implementations of formative assessment practices

	1st and 2nd Semester -Data from unit and mid-term assessments will be used to monitor student progress: Discovery Ed.and Mystery Science
Monitoring Procedure:	STEM Team and Grade Level Teams will monitor student progress and needs during meetings. Administration will discuss progress and strategies during team meetings.

Table 21	**UDL for SCIENCE**
UDL Principle/Mode	**Representation – This is how the teacher presents the information.**
Means of Representation: *providing the learner various ways of acquiring information and knowledge.*	- Materials and instruction are delivered in a variety of formats to provide auditory and visual opportunities for all students. Google Classroom is being implemented in grades 3-5. - Students will be offered reading materials that appeal to their interest in a variety of formats - Use of Smartboards to provide interactive experiences for visual learners. - Use of various graphic organizers for Daily quick writes and extended writing
Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)*.	**Expression/Action- This is how the student will demonstrate their knowledge.**
	- 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 how they want to deliver the information they learned. - Technology is accessible for student use for presenting information through powerpoints, prezis, Google Classroom, or SMARTboard activities. Students have options to show what they have learned through these presentations. - Graphic organizers, venn diagrams, posters, brochures, oral presentations, etc.
Means for Engagement:	**Multiple Options for Engagement**

tap into learners' interests, challenge them appropriately, and motivate them to learn.	- Allow students' choice based on their interest in the topic, real world problem solving tasks and investigations. - Differentiation through the use of hands on learning activities, - Expose students to a variety of presentational formats and allow them to choose what best interests the students

IX.   **MULTI-TIERED SYSTEM OF SUPPORT**

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

PRIORITY: #1 Use data from SRSS Behavior Screener to identify students and provide interventions.

PRACTICE: Utilize behavior screening tool with fidelity to identify students with at-risk social behavior

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
• Implement SRSS behavior screening tool	PBIS Admin District	October 2019	• Identify and discuss barriers • Review SSRS-IE administration, fidelity and outcomes results
INSTALLING			
• PD during team meetings for staff to review purpose • Train and discuss proper use of the universal behavioral screener	District Identified Person Admin	October 2019	• Continue to identify barriers and problem solve around barriers
IMPLEMENTING			
• Make changes as needed to current Tier II and Tier III interventions based upon fidelity results • Explore other identified research based Tier II and Tier III interventions based upon data results and needs	PBIS Admin Teachers	October – June 2020	• Discuss barriers and ways to overcome barriers • Identify possible support needs and PD
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
• Continue to explore research based interventions, plan for school wide implementation. • Evaluate the PBIS Tier I and Tier II and Tier III interventions using fidelity protocols and school data to determine effectiveness. (ODRs and SWIS data)	PBIS Admin Teachers	May 2020	• Share results with staff

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

PRACTICE: 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
LAYING THE FOUNDATION			
• Create a planning schedule for collaborative planning between general education and special education teachers • PD on collaborative planning and co-teaching for entire staff	Admin. SEF SPED teachers	August 2019	Reflect on barriers to planning, structuring schedules for planning and co-teaching when planning time is interrupted
INSTALLING			
• Meet with teams weekly to establish the routine and facilitate the PD, (group norms, protocols, building relationships)	Admin. All teachers K-5 Dianne Scott	Sept. – June 2020	• Cohort Support • discuss observation process for others to learn from others
IMPLEMENTING			
• Debrief, reflect and refine process in "model classrooms" • Use look and listen for collaborative teaching checklist to evaluate process • Schedule classroom visits for model examples	Admin Teacher	Sept. – June 2020	• Administration and teachers will observe process in classrooms
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
• Explore data collection possibilities in the co-teaching areas to identify improvement in student achievement	Admin Staff	April-May 2020	• Continued conversation and learning with staff to overcome barriers and celebrate successes.

X.   **POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**

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

	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Total Referrals	66	41	59	52	54	87	76	85	62	70
Referral Behaviors										
Fighting/Physical Aggression	29%	24%	17%	15%	43%	37%	43%	58%	45%	29%
Defiance/ Disrespect	11%	19%	29%	44%	26%	34%	20%	29%	34%	37%
Theft	0%	2%	3%	2%	0%	4%	4%	5%	1%	9%
Disruption	39%	17%	14%	27%	17%	11%	25%	12%	19%	18%
Inappropriate Language	2%	0%	0%	8%	0%	0%	0%	1%	0%	0%

Fighting and physical aggression was the area of focus last year and we had a 16 % decrease in referrals. Although this is positive, we will continue with fighting, physical aggression, and disrespect as our areas of focus. As part of the PBIS action plan, we will continue the school wide behavior screener for students in grades PK-5. Students who are identified as needing extra support will be monitored and supported to meet their needs. We will continue to offer school wide incentives to encourage positive behavior expectations in all areas of the school.

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

Beall Elementary School has a school-wide emphasis on the Positive Behavior Interventions and Supports (PBIS) approach to discipline through the use of restorative practices. We commit to nurturing a learning environment where every individual feels

safe and respected, and where all students learn. As a result of our efforts, Beall Elementary was designated a statewide PBIS Exemplar School for twelve consecutive years (2007-2019).

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 for the Treasure Tower in the main office. Behavior 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.

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

XI. **Title I Schools**
TITLE I PARENT/FAMILY ENGAGEMENT

Parent/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 a weekly parent workshop. Volunteer workshops facilitated by our Family Engagement Coordinator, Laura Biser, are held every Wednesday. We have homeroom parents who help with bulletin boards, reading and math groups, and making and organizing classroom materials.

Community partnerships are important to the success of our students at Beall Elementary. We have a strong partnership with The University of Maryland Extension Office who provide programs on healthy living as well as STEM activities. Frostburg State

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

According to electronic sign-in and sign-in sheets at our parent/family engagement events for the 2018-2019 school year, we had the following attendance at events:

Back to School Night/Annual Meeting - 328

Parent Conference Days: October - 220, March - 89

Math Night - 176

ELA Night - 205

PARCC Meeting - 20+

STEM Day - 86

Parent Advisory/ Title I Parent Committee 2019-2020

Name	Grade Level Representation	Position
Holly Harman	1st and 4th	PAC Representative
Jodi Welsch	4th	PAC Alternate
Josh Schall	2nd	Parent
David McGann	3rd	Parent
Robin Sweitzer	5th	Parent
Eddie Kim	PK	Parent
Doug Frost	K	Parent
Laura Biser		Family Engagement Coordinator

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

Beall Elementary School's PARENT / FAMILY ENGAGEMENT PLAN

Expectations

As a schoolwide Title I school, Beall Elementary School's Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Section 1116 Every Student Succeeds Act of 2005.

Beall Elementary School recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent/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:

I   – Shared decision-making opportunities

II   – Annual meeting to explain the schoolwide Title I program

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

IV -   Formal and informal evaluation of the effectiveness of parent/family engagement activities

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

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

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

increasing skills to support academics at home, the school will meet all goals on MCAP 2020.

Allegany County Public Schools
2019-2020 School Improvement Plan
Action Plan

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
I. 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. Parents are invited in a variety of ways to provide input into the plan.	**Ongoing**	**Robert Stevenson, Principal**
➤ The SIP is available for parent review and input at any time.	A synopsis of the SIP is shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	**January 2020**	**Robert Stevenson, Principal** **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 will have an opportunity to review the plan and provide feedback. The final plan is submitted to the SIT for approval.	**May 2020**	**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.	**January 2020**	**Robert Stevenson, Principal** **Misty Dotson, Assistant Principal**
➤ With parents, develop a written School Parent Compact(s) supporting instruction that is signed by teachers, parents, and students.	A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year's School Parent Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In	**May 2020**	**Robert Stevenson, Principal** **Misty Dotson, Assistant Principal**

	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.		
II. 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 school will provide for parental/family engagement.	Information is shared by powerpoint presentation. Stipends $606.06	**August 26, 2019**	**Robert Stevenson, Principal** **Misty Dotson, Assistant Principal**

III. Building Parental Capacity
➤ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.
 	
➤ Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.
	Grade level expectations are distributed to parents in the fall. Teachers discuss expectations with parents during conferences, Back to School/Meet the Teacher events, and/or during classroom visitation activities. Information about testing is also distributed to parents at appropriate times.
	MCAP Information Meeting
	  Materials $684.88
	
	The following events are planned for this school year:
	
	Family Reading Night
	  Stipends $740.10
	  Materials $684.88
	
	Family Math Day
	  Math Resource Magnets $385
	  Materials $684.88
		March 2020
		
		February/ March 2020
		
		November 6, 2019
			Robert Stevenson, Principal
			
			Carmen Bishop, Teacher
			
			Janice Lewis, Teacher

	STEM Night	**December 2019**	**Serena McCormick, Teacher**
	Stipends $740.10 Materials $684.88		
➢ Educate school personnel on how to work with parents as equal partners in their child's education.	*Home School Connection* Newsletter $229	**Monthly**	**Misty Dotson, Assistant Principal**
	Input from parents is gathered at parent events by activity evaluations and parent surveys. The results are shared to improve future events. Parent members of school teams attend meetings and provide input.	**Ongoing**	**Robert Stevenson, Principal** **Misty Dotson, Assistant Principal**

➢ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources such as the Health Department, Library, Head Start, Striving Readers Grant, Local After School Program, MD Extension, YMCA, etc.	The following programs provide opportunities to increase parent/family engagement:
	  Judy Center - Reading Nights, Math Nights, Nutrition Programs
	  Health Department - Dental screening, flu shot
	  Lions Club - Vision screening
	  Frostburg Public Library - Family Reading Night
	  Daycare Program
		Ongoing	**Robert Stevenson, Principal**
			Misty Dotson, Assistant Principal

➢ Ensure information is presented in a format and/or language parents can understand.	Communications with parents are designed to be parent-friendly. Blackboard Connect mass notification phone calls, texts, and emails enhance communication with parents.	**Ongoing**	**Robert Stevenson, Principal** **Misty Dotson, Assistant Principal**
➢ Ensure accessibility for parents with limited English proficiency,	Translated documents are provided on an as needed basis. Reasonable requests for transportation and childcare may be provided.	**Ongoing**	**Robert Stevenson, Principal** **Misty Dotson, Assistant**

parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.			**Principal**
IV. Review the Effectiveness ➢ The effectiveness of the school's parental/family engagement activities will be reviewed.	Evaluations from parent activities are reviewed and are the basis for changes in subsequent activities. The Leadership Team reviews the effectiveness of the parental/family engagement activities.	**May 2020**	**Robert Stevenson, Principal** **Misty Dotson, Assistant Principal**
V. Joyce Epstein's Third Type of Parent Involvement ➢ Volunteering	Parents are given the opportunity to volunteer in a variety of ways: -Outdoor School Chaperones -Weekly Volunteer Workshops with Family Engagement Coordinator -School Leadership Teams -Classroom Activities	**Ongoing**	**Robert Stevenson, Principal** **Misty Dotson, Assistant Principal** **Laura Biser, Family Engagement Coordinator**

XII.   Professional Community for Teachers and Staff- Standard 7

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

1. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom

Allegany County Public Schools
2019-2020 School Improvement Plan

Growth Mindset Coach	Monthly, 8:00 AM, Beall Elementary Media Center	PreK-Grade 5 General Educators, Special Educators, Resource Teachers, Administrators	Teachers and students will use a month-to-month approach to learning the growth mindset and the power of "yet" in order to become successful in learning and to provide an ease of stress and anxiety.	Growth mindsets result in higher test scores, improved grades, and more in-class involvement. Through the month-to-month approach of incorporating the growth mindset into classroom instruction and having the expectation, students will understand their intelligence is not limited. Students will be motivated to believe in themselves and achieve anything.	Student test scores will improve on the DIBELS assessment, Reading Inventory, ELA benchmarks, Imagine Learning math benchmarks, and MCAP assessments. Student learning will be assessed daily through formative assessments in classrooms.
2. Professional Learning Title	**Date(s), Time, and Location**	**Intended Audience**	**Changes to occur as a result of Professional Learning**	**Knowledge and skills the participant will attain**	**Method to measure implementation of knowledge and skills in the classroom**
Conscious Discipline	Monthly PBIS Meetings, 8:00 AM, Mrs. Saville's Classroom Area	PBIS Team Members with grade level representation	The goal of the professional development is for the school family to infuse social-emotional wellbeing in order to address student behaviors that are demonstrated at the Tier 2 and Tier 3 levels.	Conscious Discipline will improve the social and emotional skills of students and teachers. It will increase student academic readiness and achievement. Conscious Discipline will improve the quality of student-teacher interactions, which improves overall school climate. Using Conscious Discipline skills will decrease aggression, impulsivity and hyperactivity in challenging students.	Student test scores will improve on the DIBELS assessment, Reading Inventory, ELA benchmarks, Imagine Learning math benchmarks, and PARCC assessments. Students learning will be assessed daily through formative assessments in classrooms.

XIII.   **Management Plan**

1. How will the plan be shared with the faculty and staff? Please include approximate dates.

    Teachers have reviewed the proposed activities in grade level teams and made recommendations concerning needed materials for implementing the activities. The final document will be discussed with the faculty November 21, 2019 prior to the review of the plan by the Central Office Team. This document will be placed on both the school website and the Allegany County Public Schools website for staff, parents, and community access and examination. The plan will also be shared on Google Drive for all staff members to access throughout the school year.

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

2. How will the plan be shared with parents and community members? Please include approximate dates.

    Components of the School Improvement Plan will be shared with the parents and the community in a variety of ways. These will include presenting the plan at the Back to School Night (August 26, 2019) and Title I Parent Information Meeting, being delivered through the school newsletter (monthly), 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.

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

    Classroom teachers will enter the data into Edcite and report the data to administration during team meetings and PLCs. Data will be discussed at grade level team meetings(weekly on Wednesdays), PLC meetings(monthly), and faculty meetings(weekly on Thursdays).

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

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

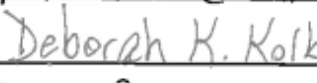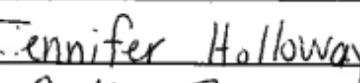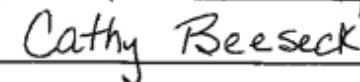5. How will administration monitor the plan?
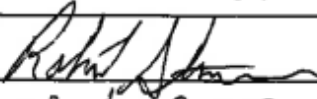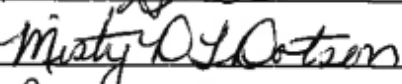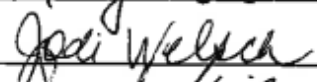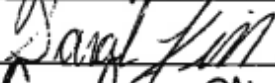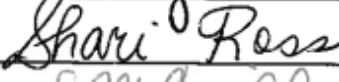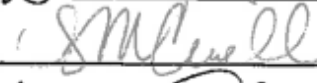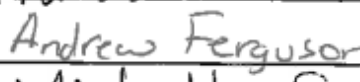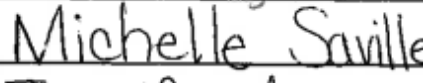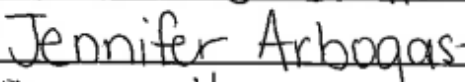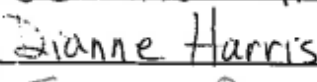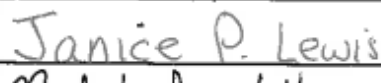
    Administration will review the focus areas with grade level teams at data meetings, leadership meetings, and school improvement team meetings. The goals of the plan will be carried out by teachers and will be monitored by administration through benchmark scores, DIBELS assessment scores, Reading Inventory lexile levels, Imagine Math quantile levels, and I-Reading diagnostic assessments. Administration will collaborate with reading and math specialists, parents, and community stakeholders to accept input and comments on the success of the plan.

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

The instructional, supervisory staff at the Central Office, who comprises the Technical Support Team, will provide support in the development of the plan as needed. Upon request from the SIT chair, the Central Office staff will attend SIT meetings; provide linkages with MSDE or other educational agencies; assist in analyzing school data; and support in planning professional development opportunities. The SIP will be forwarded to Central Office personnel by November 15, 2019. 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 December 2019 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 2020, the evaluation report will be forwarded to the superintendent.

Name (Print and Sign)		Affiliation/Title
Robert J. Stevenson	Robert T. Stevenson	Principal
Misty D.T. Dotson	Misty D.T. Dotson	Assistant Principal
Jodi Welsch	Jodi Welsch	Community Representative
Sarah Kim	Sarah Kim	Parent Representative
Carley McGann	Carley McGann	SIT Chair
Shari Ross	Shari Ross	SIT Co Chair
A. Cianelli	Amy Cianelli	Classroom Teacher
Maria Cotton	Maria Cotton	Classroom Teacher
Andrew Ferguson	*Andrew Ferguson*	School Counselor
Michelle Saville	*Michelle Saville*	Classroom Teacher
Jennifer Arbogast	*Jennifer Arbogast*	Classroom Teacher
Dianne Harris	*Dianne Harris*	Classroom Teacher
Janice P. Lewis	*Janice P. Lewis*	Classroom Teacher
Michele Dertelhauser	*Michele Dertelhauser*	Classroom Teacher
Deborah K. Kolb	*Deborah K. Kolb*	Judy Center Coordinator
Jennifer Holloway	*JM Holloway*	Classroom Teacher
Cathy Beeseck	*Cathy Beeseck*	Special Ed. Teacher