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

School: Beall Elementary School **Principal: Misty Dotson**

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I.   INTEGRATED EDUCATIONAL FRAMEWORK

   A.   VISION, MISSION, AND CORE VALUE

Mission Statement

Beall Elementary is committed to provide engaging student learning while nurturing relationships and respecting individual differences. The Beall community promotes a positive culture and mindset through welcoming our students into a happy, safe and supportive learning environment where the process to success is cultivated and achievements are celebrated.

Vision

Believe in ALL children
Encourage each other
Achieve goals together
Lead with great character and a positive mindset
Learn rigorously

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Core Values

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

B. SCHOOL CLIMATE AND CULTURE

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Climate

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 Second Step bully prevention in their monthly guidance lessons with lessons focused on character traits, problem solving, mindfulness strategies, and bullying prevention. Our bullying lessons include collaborative assignments designed to foster communication between the parent and child on the topic of bullying and healthy relationships. In engaging parents, 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. In addition to our Second Step lessons, guidance utilizes the Toolbox project where children learn twelve internal tools to help them with life's daily problems. Through this program, students are able to grow in relationship building, self-regulation, self-awareness, problem solving, and consciousness. Students are encouraged to use their tools during the day to create an environment of safety, kindness, and academic resilience.   Parents are encouraged to use the toolbox curriculum to create a common approach to positive behavior and decision-making.   Information is provided to parents and families during the implementation of this social emotional learning tool.

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<u>**Culture**</u>

The culture of Beall Elementary is supportive, caring, encouraging, proactive, academically focused, and engaging. Our staff invests great effort into maintaining positive relationships with students and families to foster an environment that is optimal for learning. We believe personal relationships between staff, students, and families are essential for student success. Our school vision, "Believe, Empower, and Succeed" is our guiding principle in establishing strong, supportive relationships in our school community that will lead to a passion 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. As a school, we are exploring a framework for Understanding Poverty by Ruby K. Payne, Ph.D. to better understand children of diverse backgrounds and support their learning. A culture of awareness of diverse needs allows each individual to feel appreciated and valued. Daily routines and expectations are key for students to feel comfortable and a sense of stability, which enhances their learning. 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. Grade level teachers and special education staff work together regularly to close learning gaps and to help students achieve their highest potential. Collaborative goals are set by co-teaching / co-planning as a school community. Teachers are implementing this process and are currently utilizing co-teaching across all grade levels. Co-planning occurs weekly between regular education staff and special education staff. 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 constant daily inclusive support for students with special needs.

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II.   SCHOOL DEMOGRAPHICS   **Number of years the principal has been in the building? 11**

A. Staff Demographic   **B. Student Demographics**

Table 2	
SUBGROUP DATA	**2023-2024 COUNT**
American Indian/Alaskan Native	**<10**
Hawaiian/Pacific Islander	**<10**
African American	**<10**
White	**370**
Asian	**<10**
Two or More Races	**26**
Special Education	**89**
LEP	**<10**
Males	**235**
Females	**178**

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Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		33	33
Itinerant staff		7	7
Paraprofessionals	2	13	15
Support Staff	1	4	5
Other	4	10	14
Total Staff	7	69	76

Gender X	**<10**
Total Enrollment	**413**
FARMS Rate (2022-2023)	**73.61%**

Special Education Data 2023-2024 School Year

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

Table 3					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	2	06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	15	14 Autism	6
04 Speech/Language Impaired	24	09 Specific Learning Disability	17	15 Developmental Delay	24
05 Visual Impairment		10 Multiple Disabilities	1	**TOTAL COUNT**	89

III.   ATTENDANCE

Table 4a	2022-2023
Grade Level – School Level	**Attendance Rate**
All (Excluding PreK & K)	91.2%
Grade 1, 6, or 9	89.0%
Grade 2, 7, or 10	91.7%
Grade 3, 8, or 11	91.9%
Grade 4 or 12	92.3%
Grade 5	91.3%

Table 4b: Subgroup Attendance Rate	2022-2023
All Students	90.7%
Hispanic/Latino of any race	88.6%
American Indian or Alaska Native	92.8%
Asian	97.2%
Black or African American	84.9%
Native Hawaiian or Other Pacific Islander	n/a
White	90.8%
Two or more races	89.9%
Male	90.8%
Female	91.5%
EL	93.3%

Special Education	88.4%
Free/Reduced Meals (FARMS)	89.2%

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.

Challenges are evident in our black/African American (84.9%) and our Hispanic (88.6%) subgroups. The other areas that possess challenges are our special education (88.4%) and our free/reduced meal (89.2%) subgroup.

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

   We have created an attendance team to target ways to improve our attendance rate for all students. Below are programs we will be implementing for the 2023-2024 school year.
   ● Perfect attendance awards.
   ● Monthly classroom drawings for kids who attend school on time and dismiss on time each week. Students earn a ticket for each week they are at school. At the end of the month one name is drawn from each class and is awarded a community coupon to a local restaurant.
   ● Daily positive check in calls are made when students have multiple absences.
   ● Each quarter one class from each grade is awarded a surprise if they have the best percentage of attendance.
   ● Conferences are held with parents when attendance exceeds 12 days of unexcused absences.
   ● Resource officers and school counselors do well checks when necessary.
   ● Popcorn bi-weekly reward for the class with the best percentage of attending school.

Chronically Absent

Chronically absent is defined as missing 10% or more of days enrolled in a school year.

MD Report Card reports students NOT chronically absent.

Table 5	2019	2022	2023
Not Chronically Absent (percentage)	88.2%	63.2%	64.17%
Not Chronically Absent (student count)		.	283
Report Card Points Earned	12	6.5	7

Habitually Truant

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year.

Table 6	2022	2023
Habitually Truant (percentage)	4.24%	1.30%
Habitually Truant (student count)	17	5

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

We have conferences with our pupil service team to address factors that contribute to a student who is habitually absent. We use our counselors, pupil service worker, social worker, and school resource officer to do well checks and develop relationships with families.   In partnering with each family we aim to assess needs and assist with potential obstacles in getting one's child to school.

IV.   **GRADUATION RATE – High Schools Only**

V.   **SCHOOL SAFETY/ SUSPENSIONS**
  1. Complete the table.

Table 8: SUSPENSIONS		
	All Students	
Subgroup	2021-2022	2022-2023
Total Referrals	66	69
All Suspensions	0	1
In School	0	0
Out of School	0	1
Sexual Harassment Offenses	1	0
Harassment/Bullying Offenses	0	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 incentives 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. 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. 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, SRSS screener, 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.

VI.   **EARLY LEARNING (Elementary Only)**

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

Table 9		
Kindergarten Readiness Assessment		
	2021-2022	**2022-2023**
	Percent Demonstrated	Percent Demonstrated
Language & Literature	26.92%	64.41%
Mathematics	11.54%	33.90%
Social Foundations	48.08%	30.51%
Physical Development	53.85%	71.19%

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

Kindergarten Readiness Assessment
BEALL ELEMENTARY

Name	Year	Rating	Language & Lit		Mathematics		Social Foundations		Physical Dev.		Rating	Composite Score	
			Count	%	Count	%	Count	%	Count	%		Count	%
Beall Elementary	2022-2023	Dem	38	64.41	20	33.90	18	30.51	42	71.19	Dem	27	45.8%
		Not Yet Dem	21	35.59	39	66.10	41	69.49	17	28.81	App	23	39.0%
											Em	9	15.3%
Beall Elementary	2021-2022	Dem	14	26.92%	6	11.54%	25	48.08%	28	53.85%	Dem	16	30.8%
		Not Yet Dem	38	73.08%	46	88.46%	27	51.92%	24	46.15%	App	15	28.8%
											Em	21	40.4%
Beall Elementary	2019-2020	Dem	26	35.6	23	31.5	37	50.7	37	50.7	Dem	28	38.4%
		Not Yet Dem	47	64.4	50	68.5	36	49.3	36	49.3	App	27	37.0%
											Em	18	24.7%

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".

○ Implementation of the Raising a Reader program in pre-k 3, pre-k 4, and kindergarten will strengthen and support students in the Language and Literacy Domain
○ Parent Involvement events for reading and math to share with families instructional strategies that support literacy and math readiness
○ Partner with the Evergreen Heritage Center for family STEM activities and Literacy activities, in order to make families become more comfortable with science, math, and literacy
○ 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

- ○ Cheri Helmstetter, early learning specialist, provides instructional coaching for pre-k 3, pre-k 4, and the Partners Program that supports readiness skills in all domains
- ○ Special Education services (speech, occupational therapy, and physical therapy) are being provided in the classroom setting in pre-k
- ○ Collaborative planning between pre-k 4 and kindergarten teachers
- ○ Collaborate with Head Start to provide 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 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 lowest areas of readiness are Mathematics and Language and Literacy. Social Foundations showed to be a low area for the 2022-2023 data collection. The kindergarten classrooms have implemented the I-Ready Discourse cards and Number Talks as instructional strategies during daily math lessons to focus on the readiness skills of number concepts. Monthly I-Ready online math pathway goals have been established for the 2023-2024 school year to support parents and students with online lessons to further develop math readiness skills. In addition, the Heggerty Phonemic Awareness program has been implemented in the pre-k and kindergarten classrooms to focus on phonemic awareness readiness skill, as well as the Superkids Phonemic Awareness program in kindergarten. Furthermore, students that have been identified as approaching or emerging readiness will be tracked using multiple ELA and Math assessment methods to include: quarterly basic skills assessments using the online ESGI program, DIBELS, DIBELS progress monitoring, Superkids Unit Assessments, I-Ready benchmark, 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. Pre-K 3 and Pre-K 4 staff have attended the Early Childhood LETRS professional development and kindergarten staff have completed the LETRS training. The early childhood staff is implementing those researched-based instructional practices with the

existing reading series for the 2023-2024 school year (Frog Street and Superkids). To address students who are not yet demonstrating readiness in the Social Foundations domain, pre-k and kindergarten teachers will indicate specific areas of concern using the SRSS rating system. Based on the SRSS data, students will receive direct support from classroom social skills lessons, guidance counselor support, as well as support from the mental health counselor.   In addition, pre-k and kindergarten teachers will analyze data that focuses on readiness skills throughout the school 2023-2024 year in order to plan for instruction that will ensure an increased readiness level for students entering kindergarten for the 2024-2025 school year.

VII.   **ACADEMIC PROGRESS**

A. **ENGLISH LANGUAGE ART**   **Long Term Goal:**   to prepare 100% of students to be college and career ready by
    graduation

                                                                            to reduce the 2017 non-pass rate by 50% by the year 2030
                                            Short Term Goal: to increase proficiency rates and to close or reduce achievement gaps
                                                                            between subgroups and their counterparts

1. **Complete data charts using 2022 and 2023 data results.**
* indicates no students or fewer than 10 students in category

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TABLE 10a ELA Grade 3	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	62843	12	43	45	63702	9	43	**48**	**+3**
ACPS Results	563	13	46	41	597	5	46	**49**	**+8**
All school students	56	14	29	57	67	3	51	**46**	**-11**
American Indian or Alaska Native	N/A	*	*	*	N/A	*	*	*	*
Asian	≤10	*	*	*	≤10	*	*	*	*
Black or African American	≤10	*	*	*	≤10	*	*	*	*
Hispanic/Latino of any race	N/A	*	*	*	N/A	*	*	*	*
Native Hawaiian or Other Pacific Islander	≤10	*	*	*	≤10	*	*	*	*
White	53	13	30	57	63	3	49	**48**	**-9**
Two or more races	≤10	*	*	*	≤10	*	*	*	*
Special Education	≤10	*	*	*	≤10	*	*	*	*
Limited English Proficient (LEP)	N/A	*	*	*	N/A	*	*	*	*

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Free/Reduced Meals (FARMS)	25	24	36	40	42	5	57	**38**	**-2**
Female	23	4	22	74	23	5	52	**43**	**-31**
Male	33	21	33	46	44	2	50	**48**	**+2**

* indicates no students or fewer than 10 students in category

TABLE 10b ELA Grade 4	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	63284	13	41	46	63938	11	40	**49**	**+3**
ACPS Results	603	9	41	50	567	10	41	**49**	**-1**
All school students	72	3	43	54	54	4	28	**68**	**+12**
American Indian or Alaska Native	N/A	*	*	*	≤10	*	*	*	*
Asian	≤10	*	*	*	N/A	*	*	*	*
Hispanic/Latino of any race	N/A	*	*	*	≤10	*	*	*	*
Native Hawaiian or Other Pacific Islander	N/A	*	*	*	N/A	*	*	*	*
White	71	3	44	53	53	4	26	**70**	**+17**
Two or more races	≤10	*	*	*	≤10	*	*	*	*

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Special Education	10	20	70	10	≤10	*	*	*	*
Limited English Proficient (LEP)	N/A	*	*	*	N/A	*	*	*	*
Free/Reduced Meals (FARMS)	37	3	62	35	32	6	28	**66**	**+31**
Female	38	0	29	71	23	6	28	**66**	**-1**
Male	34	6	59	35	31	0	32	**68**	**+33**

* indicates no students or fewer than 10 students in category

TABLE 10c ELA Grade 5	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	64583	15	44	41	64144	14	44	**42**	**+1**
ACPS Results	592	10	37	53	611	8	49	**43**	**-10**
All school students	68	5	31	64	72	6	57	**37**	**-27**
American Indian or Alaska Native	≤ 10	*	*	*	N/A	*	*	*	*
Asian	≤ 10	*	*	*	≤ 10	*	*	*	*
Black or African American	≤ 10	*	*	*	≤ 10	*	*	*	*
Hispanic/Latino of any race	≤ 10	*	*	*	N/A	*	*	*	*

Native Hawaiian or Other Pacific Islander	N/A	*	*	*	N/A	*	*	*	*
White	68	5	31	64	70	6	57	**37**	**-27**
Two or more races	≤ 10	*	*	*	≤ 10	*	*	*	*
Special Education	≤ 10	*	*	*	≤ 10	*	*	*	*
Limited English Proficient (LEP)	N/A	*	*	*	N/A	*	*	*	*
Free/Reduced Meals (FARMS)	38	8	39	53	38	8	71	**21**	**-32**
Female	33	3	18	79	38	5	42	**53**	**-26**
Male	35	6	43	51	34	6	73	**21**	**-30**

Table 11a:	Cohort Growth (Elementary Cohort 2031)		
ELA Percent Proficient	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
All Students	57	68	11
Economically Disadvantaged	40	66	26
Special Education	<10	<10	*
Male	46	68	22

Female	74	70	-4
Other subgroup (White)	57	70	13

Table 11b:	Cohort Growth (Elementary Cohort 2030)		
ELA Percent Proficient	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
All Students	54	37	-17
Economically Disadvantaged	35	21	-14
Special Education	10	<10	*
Male	35	21	-14
Female	71	53	-18
Other subgroup (White)	53	37	-16

2. ELA FOCUS AREAS

ELA 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):	WHY? Engaging male students in complex texts is a challenge due to their lack of interest. WHY? Lack of a positive male role model exhibiting positive reading behaviors. WHY? Due to our increasing economically disadvantaged population students are lacking oral language and vocabulary skills needed to understand and engage in complex text.

	According to the 2022 DIBELS data, the end of the year data shows grade 3-5 males are underperforming females in all grade levels. Percentages indicate students at or above grade: Grade 3: Male 48%; Female 52% Grade 4: Male 45%; Female 61% Grade 5: Male 34%; Female 54% The MCAP trend data from 2022-2023 is showing an average of negative 21% comparing male to female proficiency.

	2022 Female	2022 Male	2023 Female	2023 Male
Grade 3	74%	46%	43%	48%
Grade 4	71%	35%	70%	68%
Grade 5	79%	51%	53%	21%

Focus Content Standard(s):	L4 MCCR Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. L5 MCCR Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L6 MCCR Anchor Standard: Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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 male mentor who develops relationships and is invested in the students and their interests, 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 model what positive reading engagement looks like and how reading can be enjoyable and build knowledge.
How will it be funded?	N/A
Steps towards full implementation with timeline:	Year-long: ● We will implement the ACPS Comprehensive Literacy Plan and the TNTP learning walks to enhance our reading curriculum school wide. ● Mentors will also participate in team-building activities with students in grades 3-5 to build relationships. ● Mr. Ferguson will meet with male students monthly during "Gentleman's Club" to model positive behavior in the classroom and community. ● The Beall Elementary staff will participate in a professional learning community and PD on the book by Ruby Payne called "Understanding the Framework for Poverty". ● Male mentors/athletes from FSU and/or Mountain Ridge High School will visit classrooms to build relationships and provide literature experiences based on common interests. Quarterly: ● Our reading intervention teachers and literacy coach will assist with progress monitoring of targeted students and will meet with teachers to discuss Literacy Lab placements. ● The literacy coach will meet with teachers during team planning to discuss literacy strategies connected with our Tier 1, 2, and 3 curriculum. November: ● At our school wide career day, the presenters will share how they use and apply reading skills to their everyday jobs. ● Students will get to see a play based on the chapter book "Nate the Great" with connected book activities.
Monitoring Procedure:	The ELA 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. Progress monitoring through DIBELS will occur with the targeted group and will be discussed during data meetings with school literacy coach and reading intervention teachers. We will meet weekly with the special education inclusion teachers to ensure best inclusive practices are being implemented to support our male students with IEPs.

ELA FOCUS AREA 2:	Economically disadvantaged students in grades 3-5
Focus Area Goal	Decrease the gap by 5 percent within the FARMS and Non-FARMS subgroups in all grades.
Root Cause(s):	WHY? The community has a large percentage of economically disadvantaged students who lack the necessary vocabulary and oral language skills to read and comprehend complex text. WHY? Students are not exposed to enough simple and complex text to develop oral language and vocabulary at an appropriate rate. WHY? Many families from economically disadvantaged backgrounds struggle with prioritizing academic learning over basic needs that they struggle to meet.
Focus Content Standard(s):	L3 MCCR Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Barriers:	Beall currently does not receive federal funding for economically disadvantaged students. Many resources that staff and students were previously provided are currently not funded or available.
Strategies and/or evidence-based interventions:	All teachers and support staff are currently participating in a book study using "Understanding the Framework for Poverty" by Ruby Payne in their action teams. Teachers will be discussing how this book relates and is applicable to our student population. Teachers will become more cognizant of challenges and disadvantages our students typically experience as a result of being economically disadvantaged. Students will spend the minimum amount of recommended time on Amplify Reading Hub to increase vocabulary knowledge and skills.
How will it be funded?	The LEA has provided all schools with the book "Understanding the Framework for Poverty" by Ruby Payne. All students and teachers are provided Amplify digital resources by the LEA.
Steps towards full implementation with timeline:	Teachers will debrief throughout the year on the book study within their action teams and orally reflect on best practices when working with economically disadvantaged students. Teachers will meet with the literacy coach to review student access and engagement on the vocabulary hub of the Amplify program.
Monitoring Procedure:	Administration will monitor action team agendas and observe application of practices understood from the Ruby Payne book study.

	Classroom teachers and the literacy coach will monitor student usage and progress on the digital Amplify reading program.

Universal Design for Learning for ELA.

Table 12	
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. Schoology is being implemented in grades 3-5. ● Resources for Multisensory Support (Lit Kits, OG+) ● Making connections to information learned in previous grades.
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 and learning formats and then choose how they want to acquire the instructional material. ● Students will be offered a variety of reading intervention or enrichment to increase their reading ability. (Fundations, OG+, Read Live, ReadWorks, Newsela, REWARDS, Heggerty Phonemic Awareness) ● All students are provided laptop devices to enhance their learning experience at home and at school. ● Students are provided multiple ways to formatively and summatively demonstrate their learning outcomes through electronic and/or paper pencil means, using a variety of questioning techniques.

Means for Engagement: *tap into learners' interests, challenge them appropriately, and motivate them to learn.*	**Multiple Options for Engagement**
	● When possible, allow students to choose the method in which they acquire and demonstrate mastery of information. ● Allow students' choice based on their interest in the topic. ● Differentiation through multisensory learning strategies to meet needs of all learners.

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

to reduce the 2017 non-pass rate by 50% by the year 2030.

Short Term Goal: to increase proficiency rates and to close or reduce achievement gaps between

subgroups and their counterparts.

1. **Complete data charts using 2022 and 2023 data results.**

* indicates no students or fewer than 10 students in category

	2022				**2023**				2022 to 2023
TABLE 13a **Math Grade 3**		Level 1	Level 2	Proficient Level 3 or 4		Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
	Total Test Takers	%	%	%	Total Test Takers	%	%	%	+ or - %

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	2022				2023				2022 to 2023
Maryland Results	63262	28	35	37	64274	26	34	**40**	**+3**
ACPS Results	563	26	41	33	596	20	39	**41**	**+8**
All school students	56	14	36	50	67	25	28	**47**	**-3**
American Indian or Alaska Native	≤10	*	*	*	N/A	*	*	*	*
Asian	≤10	*	*	*	≤10	*	*	*	*
Black or African American	≤10	*	*	*	≤10	*	*	*	*
Hispanic/Latino of any race	≤10	*	*	*	≤10	*	*	*	*
Native Hawaiian or Other Pacific Islander	≤10	*	*	*	≤10	*	*	*	*
White	53	15	34	51	63	24	28	**48**	**-3**
Two or more races	≤10	*	*	*	≤10	*	*	*	*
Special Education	≤10	*	*	*	18	61	22	**17**	*
Limited English Proficient (LEP)	≤10	*	*	*	≤10	*	*	*	*
Free/Reduced Meals (FARMS)	25	28	48	24	42	36	31	**33**	**+9**
Female	23	13	18	69	23	35	31	**34**	**-35**
Male	33	15	49	36	44	21	27	**52**	**+16**

* indicates no students or fewer than 10 students in category

TABLE 13b	2022	2023	2022 to 2023

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Math Grade 4	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	63749	27	45	28	64520	25	43	**32**	**+4**
ACPS Results	602	18	47	35	566	17	47	**36**	**+1**
All school students	72	11	52	37	54	6	44	**50**	**+13**
American Indian or Alaska Native	≤10	*	*	*	≤10	*	*	*	*
Asian	≤10	*	*	*	N/A	*	*	*	*
Black or African American	≤10	*	*	*	≤10	*	*	*	*
Hispanic/Latino of any race	≤10	*	*	*	≤10	*	*	*	*
Native Hawaiian or Other Pacific Islander	≤10	*	*	*	N/A	*	*	*	*
White	71	11	51	38	53	6	43	**51**	**+13**
Two or more races	≤10	*	*	*	≤10	*	*	*	*
Special Education	10	40	50	10	≤10	*	*	*	*
Limited English Proficient (LEP)	≤10	*	*	*	N/A	*	*	*	*
Free/Reduced Meals (FARMS)	37	16	62	22	32	6	60	**34**	**+12**
Female	38	8	47	45	23	9	35	**56**	**+11**
Male	34	15	56	29	31	3	52	**45**	**+16**

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* indicates no students or fewer than 10 students in category

TABLE 13c Math Grade 5	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	64989	26	49	25	64666	22	51	27	+2
ACPS Results	590	19	49	32	611	14	54	32	0
All school students	68	15	46	39	72	13	51	36	-3
American Indian or Alaska Native	≤10	*	*	*	N/A	*	*	*	
Asian	≤10	*	*	*	≤10	*	*	*	
Black or African American	≤10	*	*	*	≤10	*	*	*	
Hispanic/Latino of any race	≤10	*	*	*	≤10	*	*	*	
Native Hawaiian or Other Pacific Islander	≤10	*	*	*	N/A	*	*	*	
White	68	15	46	39	70	13	51	36	-3
Two or more races	≤10	*	*	*	≤10	*	*	*	
Special Education	≤10	*	*	*	≤10	*	*	*	
Limited English Proficient (LEP)	≤10	*	*	*	N/A	*	*	*	
Free/Reduced Meals (FARMS)	38	26	42	32	38	21	61	18	-14
Female	33	9	58	33	38	11	45	44	+11

30

Male		35	20	34	46	34	15	59	**26**	**-20**

Table 14a:	Cohort Growth (Elementary Cohort 2027)		
MATH Percent Proficient	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
All Students	50	50	+0
Economically Disadvantaged	24	34	+10
Special Education	≤10	≤10	*
Male	36	45	+9
Female	69	56	-13
Other subgroup	≤10	≤10	*

Table 14b:	Cohort Growth (Elementary Cohort 2030)		
MATH Percent Proficient	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
All Students	37	36	-1
Economically Disadvantaged	22	18	-4

Special Education	10	*	*
Male	29	26	-3
Female	45	44	-1
Other subgroup			

MATH FOCUS AREAS

MATH FOCUS AREA 1:	Special Education students grades 3 and 4
Focus Area Goal	Increase proficiency of Special Education students from 17% to 24%
Root Cause(s):	Students lack background knowledge and the appropriate mindset about their abilities to complete and persevere through math content using 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 (40%) and modeling (34%) 4th grade reasoning (50%) and modeling (33%) 5th grade reasoning (35%) and modeling (29%)
Barriers:	Lack of comfortability and exposure to test taking environments and the understanding of utilizing the appropriate tools when needed
Needed Resources:	Test Taking bags (hundreds chart, place value chart, fraction bars, calculator, multiplication chart, number lines, counters), testing buddies, iReady assessments and reports
Strategies and/or evidence-based interventions:	Create testing accommodation bags to utilize daily Monthly "test practice sessions" with testing buddy Assign testing buddies to build relationships for testing environments

How will it be funded?	Special Education Grant Money Target School money??
Steps towards full implementation with timeline:	September 2023- June 2024 ● 3rd and 4th grade teachers will create testing accommodation bags for each student who receives services with the appropriate tools. Students will use these bags for testing practice each month and on state assessments in May. ● Special Education students will be assigned a "buddy" that will be their testing accommodator for MCAP and will practice testing sessions each month. ● Students who demonstrate a need for a read aloud option will have opportunities when participating in testing practice sessions. ● Co-planning with Special Ed teachers and Regular Education teachers to develop strategies for small group instruction for individual student needs. Spring 2024 ● MCAP Day with the math specialist to explain MCAP and review practice test example questions. ● Teachers will model math lessons to parents and include activities for parents to complete at home to support classroom instruction.
Monitoring Procedure:	Student progress will be analyzed throughout the year using the monthly test practice sessions and monitoring iReady data. Quarterly data meetings will occur with the math specialist during team meetings to review iReady and math testing session results.

MATH FOCUS AREA 2:	Economically Disadvantaged students in grades 3, 4, and 5
Focus Area Goal	Increase Economically Disadvantaged Students performance by 5%
Root Cause(s):	Students lack problem solving strategies and the retention of basic foundational skills
Focus Content Standard(s):	In order to increase the number of proficient students in grades 3-5, each grade level will focus on the following standards. Grade 3- Number and Operations and Algebra Grade 4- Numbers and Operations Fractions Grade 5- Measurement and Data

Barriers:	Uncertainty of where to start when problems are presented, consistency among grade levels, teachers struggle with managing time to allow for spiral review of previously learned content, Students are not able to retrieve previously taught concepts when applicable
Needed Resources:	● Spiral Review lessons- on drive from Math Specialist ● i-Ready prerequisite resources ● Problem Solving Strategy Anchor Charts and Visuals ● Coupons for rewards
Strategies and/or evidence-based interventions:	● Use the iReady prerequisite resources for lessons, groupings, and individualized instruction. ● In grades 2-5, Students will complete spiral review activities from our math specialist to review content material and retain concepts.
How will it be funded?	● Donations from local businesses
Steps towards full implementation with timeline:	September 2023- June 2024 ● Students will be exposed to word problems and strategies to help break the problems into easier steps using problem solving skills. Teachers will model steps using the 3 Reads, CUBES/CUBS, and other word problem solving techniques from the Ready Math program. ● Student personalized instruction on iReady will be encouraged to motivate student usage throughout the year. Incentives such as student recognition, gift cards, and other prizes will be awarded when students reach grade level determined milestones.
Monitoring Procedure:	● Grade level representatives will bring examples of student work to Math team meetings to analyze the use of problem solving strategies.

Universal Design for Learning for MATH.

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 more auditory and visual opportunities for all students. Hands-on (accommodation bags, math manipulatives, Box Cars and One Eyed Jacks games, Ready Math materials), auditory (Elementary Math Strategy Videos from ACPS, Pearson video lesson, Learn Zillion, music, and movement), and multimedia presentations (Discovery Ed, iReady Math, 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 iReady 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 ● iReady PAWS bulletin board, balloon pop ● iReady individualized pathways

C. SCIENCE

1. **Complete data charts using 2022 and 2023 data results.**

* indicates no students or fewer than 10 students in category

TABLE 16 MISA (SCIENCE)	2022				2023				2022 to 2023
	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Total Test Takers	Level 1 %	Level 2 %	Proficient Level 3 or 4 %	Change in proficiency rate + or - %
Maryland Results	64716	20	50	30	64543	18	48	**34**	**+4**
ACPS Results	5889	14	55	31	611	13	53	**34**	**+3**
All school students	70	10	56	34	72	12	60	**28**	**-6**
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*

White	70	10	56	34	70	13	59	**28**	**-6**
Two or more races	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	39	15	54	31	38	16	71	**13**	**-18**
Female	34	6	56	34	38	13	53	**34**	**0**
Male	36	14	56	30	34	12	68	**20**	**-10**

2.

FOCUS AREA 1:	Grade 5 FARMS. 13% of FARM students scored a 3 or 4 on MISA in 2023, while 31% of the FARM students scored a 3 or 4 in 2022. This is a decrease of 18%.
Focus Area Goal	Increase the number of FARM students scoring 3 or 4 on the MISA assessment.
Root Cause(s):	Students in all grade levels need exposure to MCAP/MISA type tasks, so that they can apply scientific reasoning to solve real world problems. They need to increase their science content vocabulary so that they are able to explain reasoning within the area of science.
Focus Content Standard(s):	5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down. 3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. 3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
Barriers:	Exposure to MCAP/MISA type tasks across all grade levels. Lack of experiences where students have the ability to develop solutions about the natural world and then time

	to critique explanations of peers using scientific evidence. Allotted time isn't sufficient to complete tasks in their entirety and allow for analysis of data and reasoning. Student population lacks necessary comprehension skills to quote accurately and draw inferences from text. They also struggle with integrating knowledge from multiple texts in order to speak and write about the subject knowledgeably. Cross-curricular planning time to map ELA and Science standards/curriculum so that text can be used in ELA while experiences, solutions, and data analysis can be done during the designated science instruction block.
Needed Resources:	Schoolwide curriculum that aligns with Next Gen Science Standards and compliments MISA/MCAP tasks. MISA practice tasks for all grade levels. Partnership experiences concerning real-world problems that focus on data collecting, analysis, and reasoning. (FSU, Evergreen) MISA practice tests
Strategies and/or evidence-based interventions:	Curriculum mapping with ELA/Science/Math Paired texts with NewsELA on the same topic. Lit Lab writing with focus on identified focus content standards. Partner with FSU Physics Department to plan experiences using magnetism, electromagnetism, and gravitational forces Science unit departmentalization within grade-levels Utilize Discovery Ed Techbook and lesson plans.
How will it be funded?	Local monies and funds
Steps towards full implementation with timeline:	November 2023-Contact FSU Physics Department to begin strategizing for a partnership All activities listed below will focus on identifying cause/effect relationships through questioning, observations, and measurement and will be ongoing Interactive journals, hands-on experiments, data collection activities, graphing and data analysis, drawing conclusions, and written explanations
Monitoring Procedure:	Classroom teachers will monitor hands-on experiments that focus on cause and effect relationships through questioning and arguments.

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FOCUS AREA 2:	
Focus Area Goal	Grade 5 males. 20% of male students scored a 3 or 4 on MISA, while 30% of males scored a 3 or 4 in 2022.. This is a decrease of 10%.
Root Cause(s):	Increase the number of male students scoring 3 or 4 on the MISA assessment.
Focus Content Standard(s):	5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down. 3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. 3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
Barriers:	Exposure to MCAP/MISA type tasks across all grade levels. Lack of experiences where students have the ability to develop solutions about the natural world and then time to critique explanations of peers using scientific evidence. Allotted time isn't sufficient to complete tasks in their entirety and allow for analysis of data and reasoning. Student population lacks necessary comprehension skills to quote accurately and draw inferences from text. They also struggle with integrating knowledge from multiple texts in order to speak and write about the subject knowledgeably. Cross-curricular planning time to map ELA and Science standards/curriculum so that text can be used in ELA while experiences, solutions, and data analysis can be done during the designated science instruction block.
Needed Resources:	Schoolwide curriculum that aligns with Next Gen Science Standards and compliments MISA/MCAP tasks. MISA practice tasks for all grade levels. Partnership experiences concerning real-world problems that focus on data collecting, analysis, and reasoning. (FSU, Evergreen) MISA practice tasks for lower grade levels.
Strategies and/or evidence-based interventions:	Curriculum mapping with ELA/Science/Math Paired texts with NewsELA on the same topic. Lit Lab writing with focus on identified focus content standards. Partner with FSU Physics Department to plan experiences using magnetism, electromagnetism, and gravitational forces Science unit departmentalization within grade-levels

How will it be funded?	Local monies and funds
Steps towards full implementation with timeline:	November 2023-Contact FSU Physics Department to begin strategizing for a partnership All activities listed below will focus on identifying cause/effect relationships through questioning, observations, and measurement and will be ongoing Interactive journals, hands-on experiments, data collection activities, graphing and data analysis, drawing conclusions, and written explanations
Monitoring Procedure:	Classroom teachers will monitor hands-on experiments that focus on cause and effect relationships through questioning and arguments.

Universal Design for Learning for SCIENCE.

Table 17	
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. Schoology, Mystery Science, Foss Science Kits, and Online Techbook are being implemented school wide. ● 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
	Expression/Action- This is how the student will demonstrate their knowledge.

Means for Expressions: *providing the learner alternatives for demonstrating their knowledge and skills (what they know)***.**	● 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: *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, 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

VIII.   MD School Survey Results and Plan

Staff Engagement Action Plan: *2023 MD Report Card Score out of 3 = 2.6* *Projected MD Report Card Score (2024) = 2.382*	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Instructional Support - Instructional Feedback - 4.87

Topic Description:	The quality of instructional feedback topic for instructional staff describes the degree to which they receive useful, actionable, adequate feedback from school leadership to improve their teaching.
Strategies:: What steps will be taken in order to obtain the desired outcome..	- More classroom visits from administration with constructive feedback and suggestions to improve instruction. - Weekly grade level team meetings with administration and special education staff.
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)?	Collaborative planning time for grade level staff, special education staff, and administration (without interruption from behavior needs)
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Beginning, middle, and end of year faculty meetings dedicated to instructional feedback. Staff will meet in roundtable cohorts where each grade level is represented by a teacher, instructional assistant, special education staff, and resource teaching staff to determine positives and areas of need. Staff will make suggestions for improvement, and administration will list on chart paper.
Timeline: Include dates for implementation of action steps.	- September 28, 2023 - January 11, 2024 - May 16, 2024
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Community - Participation and Engagement - 5.29
Topic Description:	The participation and engagement topic describes the degree to which instructional staff feel students have chances to participate in school leadership, decision making, and extracurricular activities, and whether administrators involve staff in decision-making.

Strategies: What steps will be taken in order to obtain the desired outcome..	- Buddy Reading-Intermediate grades will have a primary "buddy" to read with on a monthly basis. - Guest Reading for PK3 and PK4 classes- Grades 4 and 5 students will guest read to thePK3 and PK4 classes on a monthly basis. - SAVE- Promise Club - A leadership group in which students meet with counselors twice a month to discuss ways to make all students feel comfortable and safe at Beall Elementary. The SAVE group will implement school-wide activities geared to making our students feel included and accepted. "Paws"itive Pals-Students demonstrating leadership qualities and the willingness to help others.
Initiative leader and team: Who is responsible and involved in the work?	Principal, assistant principal, classroom teachers, guidance counselors, students
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	- Buddy Reading- Grade level teachers will establish a consistent monthly schedule of when buddy reading will occur and what ELA instructional strategy will be the focus. - Guest Reading- Grade 4 and Grade 5 teachers will establish a schedule with Pre-K 3 and Pre-K 4 teachers for student guest readers and books will be selected for each visit.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	- Buddy Reading- Students will complete an informal survey (feeling meter, survey monkey, etc.) to gauge how well the strategy is building student leadership skills. - Guest Reading- Students will complete an informal survey (feeling meter, survey monkey, etc.) to gauge how well the strategy is building intermediate student leadership skills.
Timeline: Include dates for implementation of action steps.	- Buddy Reading and Guest Reading - November 2023 - SAVE-Promise Club - December 2023 - Pawsitive Pals - December 2023

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Student Engagement Action Plan: *2023 MD Report Card Score out of 7 =* *Projected MD Report Card Score (2024) out of 7=*	
Primary Area of Need State the Domain, Topic, and Score	Environment - Physical Environment 3.31
Topic Description:	The physical environment topic describes the degree to which students feel the school is kept clean, comfortable, and in good repair.
Strategies: What steps will be taken in order to obtain an improved outcome(s).	● Paint areas that are in need of repair. ● Upkeep and maintenance of the memorial garden. ● Maintenance of mulched playground areas ● Purchase of new cafeteria tables ● Updated TV monitors and LCD projectors ● Coreboard for communication added to the playground
Initiative leader and team: Who is responsible and involved in the work?	Principal, assistant principal, custodial staff, community partners
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	● Paint - donation from Lowe's ● Mulch, shrubs, rock for memorial garden- donation from Lowe's ● Mulch for playground - ACPS maintenance crews and custodial staff ● New Cafeteria Tables - ACPS maintenance and facilities ● TV monitors and LCD projectors - ACPS IT department ● Coreboard - ACPS Special Education and Facilities departments
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Completion of projects

Timeline: Include dates for implementation of action steps.	- Paint - October 2023 - Memorial Garden - October 2023 - Mulch for Playground - September 2023 - New Cafeteria Tables - October 2023 - TV Monitors and LCD projectors - November 2023 - Coreboard Installation - October 2023
Secondary Area of Need State the Domain, Topic, and Score	Relationships - Student-Student Relationships - 4.84
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: What steps will be taken in order to obtain an improved outcome(s).	- Buddy Reading-Intermediate grades will have a primary "buddy" to read with on a monthly basis. - Guest Reading for PK3 and PK4 classes- Grades 4 and 5 students will guest read to the PK3 and PK4 classes on a monthly basis. - SAVE- Promise Club - Fifth grade students will volunteer twice a month to display leadership throughout our school. One school-wide leadership activity will be performed each month from the start of the program. - Pawsitive Pals- Students demonstrating leadership qualities and the willingness to help others.
Initiative leader and team: Who is responsible and involved in the work?	Principal, assistant principal, classroom teachers, guidance counselors, students
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	- Buddy Reading- Grade level teachers will establish a consistent monthly schedule of when buddy reading will occur and what ELA instructional strategy will be the focus. - Guest Reading- Grade 4 and Grade 5 teachers will establish a schedule with Pre-K 3 and Pre-K 4 teachers for student guest readers and books will be selected for each visit. - Save- Promise Club - Counselors will establish a schedule for participating fifth grade students in coordination with fifth grade teachers. They will also schedule school wide activities in which the SAVE club is promoting kindness, inclusiveness, and acceptance. - Pawsitive Pals- Students choosing to help teachers and faculty throughout 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?	- Buddy Reading- Students will complete an informal survey (feeling meter, survey monkey, etc.) to gauge how well the strategy is building positive student to student relationships. - Guest Reading- Students will complete an informal survey (feeling meter, survey monkey, etc.) to gauge how well the strategy is building positive student relationships between intermediate and early childhood students. - Save- Promise Club Survey at the end of the school year to determine the impact of SAVE school-wide programs. - Pawsitive Pals- Students will demonstrate willingness to help others.
Timeline: Include dates for implementation of action steps.	- Buddy Reading and Guest Reading - November 2023 - SAVE-Promise Club - December 2023 - Pawsitive Pals- December 2023

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

PRIORITY: #1 Behavior Screening and Progress Monitoring

PRACTICE: 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**
LAYING THE FOUNDATION			
● Target specific SRSS internal and external indicators	PBIS & classroom teachers Admin District	Quarterly 2023-2024 SY	● Identify and discuss barriers ● Develop strategies to support identified students
INSTALLING			
● PD during team meetings for staff to gain awareness, understanding and purpose of the screener ● Research strategies to support identified students	PBIS & classroom teachers Admin	2023-2024 SY	● Continue to identify barriers and problem solve around barriers
IMPLEMENTING			
● Explore other identified research based Tier II and Tier III interventions based upon data results and needs	PBIS Admin Teachers	2023-2024 SY	● 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 of interventions. ● 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	2023-2024 SY	● Share strategies 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 gen. and sped. ed teachers ● TSI collaboration with Dr. Brown, focusing on GRRUDL math instruction ● TNTP Comprehensive Literacy Plan implementation	Admin. SEF SPED teachers Dr. Brown TNTP Consultant Reading & Math Specialists	2023-2024 SY	Reflect on barriers to planning and structuring schedules for planning, and debriefing meetings. Implementation of expectations of the walk throughs for TSI and TNTP.
INSTALLING			
● Pre-K through grade 5 classrooms will implement TNTP ● K-5 will implement TSI walk throughs ● PD training ● Meet with teams regularly to debrief and review rubric expectations.	Admin. All teachers pre-k-5 ELA and Math Specialists Dr. Brown TNTP Consultant	2023-2024 SY	● District Support ● Discuss walk through process for classroom teachers with focus on special ed, ELA, and Math
IMPLEMENTING			

• Debrief, reflect and refine instructional practices based on walk throughs • Use look and listen for collaborative teaching checklist to evaluate process	Admin Classroom Teachers Dr. Brown TNTP Consultant	2023-2024 SY	• Establish walk through schedules • Establish debriefing meeting schedule • Identify instructional strategies to be implemented to address student needs
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
• Implement identified instructional strategies based on TNTP and TSI walk throughs • Identify instructional needs in order to implement the strategies	Admin Classroom Teachers Dr. Brown TNTP Consultant	2023-2024 SY	• On going team meetings with special education, Math and ELA Specialists, Dr. Brown, TNTP consultant, and administration

X. **POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS**
   The following are the ways that each tiered behavior is addressed. This information is part of the PBIS Plan (Target Behaviors and Consequences)

PBIS Tier I- Peer praise, increase proximity to an adult, brief student-teacher conference, corrective "re-do" (1-2 repetitions), use of recovery areas, logical consequences, temporary loss of privileges
PBIS Tier II- Use tier I consequences adjusted for more significant behaviors, phone call home, parent-teacher-student conference, contract/self- monitoring sheet, adjustments to BIP, loss of privileges, time out within classroom
PBIS Tier III- office referral with appropriate documentation, possible LAP placement (by administrator), parent-teacher-administrator conference, adjustments to BIP, referral to Pupil Service Team (PST)

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

The following is the PBIS Referral Data:

	2021-2022	2022-2023
Total referrals	66	69
Referral behaviors		
Fighting/Physical Aggression	29	40
Defiance/Disrespect	15	15
Theft	3	3
Disruption	7	5
Inappropriate Language	0	0

Fighting and physical aggression was the area of focus last year and we had a 73 % increase in referrals for this behavior from the 2021-2022 to the 2022-2023 school year. The COVID pandemic has impacted this behavior due to two years of social distancing and virtual learning. The focus of the PBIS Team will continue to implement behavior strategies to address the areas of fighting, physical aggression, and disrespect. As part of the PBIS action plan, we will continue the school wide behavior screener for students in grades PK-5 (SRSS). 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 fifteen consecutive years (2007-2023). Staff participated in professional development provided by William Martinez and Michael Muempfer. The professional development focused on building student relationships and how to reinforce positive behaviors within the classroom setting.

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 incentives are held according to periods of time throughout the school year with higher numbers of 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.   **Family and Community Engagement**

Parent/Community Involvement Needs

Describe in a narrative your school's family and community engagement. Support with data (i.e. volunteer hours, percent of family/community participation from sign in sheets, type and number of parent activities, etc.).

Beall Elementary School strives to enhance family and community partnerships. Through these partnerships, we are able to provide a stable and supportive educational environment where students feel supported within our school community. We frequently have parent partnership school-wide activities available for parents to be involved with their child's education. We have a partnership with the Frostburg United Methodist Church in which we have two community dinners over the school year. During the dinners, parents and students are invited to participate in team building activities, art projects, music appreciation, and develop community and school relationships. The Divine Mercy Parish is also a local church we have collaborated with. They provide food and Christmas support to our families. School wide, parents have an opportunity to participate in our career day, stem activities, Lego Robotics, Girls on the Run, and Peacebuilder award program. Parents also have opportunities to volunteer during the school year to help with PBIS programs and attendance incentives. Additional parent involvement opportunities are raising a reader, holiday themed activities, field trips, pre-k and kindergarten orientation and articulation meetings. Parents are also invited to participate in math and ELA activities as well as 5th grade DARE. 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 and SNAP (Supplemental Nutrition Assistance Program). Frostburg State University is an ever-present partnership that allows our students to benefit from field trips, visits from university 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. Local businesses participate in our attendance incentive by donating goods from their establishments.

According to our sign-in sheets at our parent/family engagement events for the 2022-2023 school year, we had the following attendance at events:

Parent/Family Involvement Activities

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Parent/Family Event	Number Attending Event
Back to School Night/Open House	334
Fall Chicken Dinner	180
Spring Chicken Dinner	286
Parent Conference Days: October & March	October- 236 March- 93
I-Ready Math Parent Involvement Activity	167
ELA Event- One Book One School	62 projects turned in
MCAP Parent Information Meeting	22
STEM Day - Carnival Games Event	79
PBIS Parent Volunteers for Booster Events	15
Pre-K & Kindergarten Orientation	71
Raising a Reader (Pre-K & K)	82
Career Day	22
Veteran's Day Program	256
Peace Builder Awards Assemblies	28 (per month)
Fall Costume Parade Event	434

Field Day	132
Book Fair	109
Going Gold for Haley House	92
St. Jude's Math-a-Thon	97

Parent Involvement Plan

I – Shared decision-making opportunities

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

III – Formal and informal evaluation of the effectiveness of parent/family engagement activities

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

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet their targeted goals.

Identify two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities and processes. Please include a timeline for implementation.

Parental Instructional Activity/Strategy	Content and Connection	Timeline
STEM Day- Each grade level will provide students experiences where they will have the ability to develop solutions about the natural world and then time to critique explanations of peers using scientific evidence.	Science	Spring 2024
ELA Event One Book, One School- Students will receive a copy of the selected book to take home and read as a family. Students will be provided the opportunity to choose the method in which they demonstrate mastery of information in the book.	ELA	February 2024
iReady Math Parent Engagement Event- Families were provided a link and information handout about the I-Ready Online Pathway for each grade level. The link and information was provided on each classroom's Schoology page. Specific math instructional strategies were provided to parents.	Math	January 2024
MCAP Day-The ELA and Math Specialists meet with the parents to go over test taking strategies, share how to access websites to complete a practice test as well as ELA and Math strategies to support daily learning.	ELA/Math	March 2024

XII. Professional Community for Teachers and Staff- Standard 7

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

Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
1. Early Learning LETRS & LETRS	Aug 2023-June 2024	PreK- Grade 3 Teachers	Teachers will utilize their newly acquired knowledge to appropriately apply learning needs related to students' literacy skills.	Teachers will gain an understanding of the Science of Reading and apply their newly acquired deep knowledge to understanding and attending to students' various literacy needs.	Teachers will complete Bridge to Practice to apply their new knowledge to daily classroom instruction and directly reflect on their students and classroom needs. Teachers will meet after each unit with the Literacy Coach, reflecting on their understanding on the literacy content and student specific needs.
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

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
2.Ruby Payne-Understanding the Framework of Poverty	2023-2024 SY Book Study (monthly) September 25, 2023, Beall Elementary Media Center	Grade level action teams Instructional Staff	Build positive relationships with students and families. Provide community supports as needed.	Instructional strategies to address the academic achievement gaps between low-income children and their higher-income peers.	Training assessment was given to instructional staff. Monthly book talks will occur within action teams and specific strategies will be implemented to address the needs of our student population.

3.An Introduction to Bullying Prevention for Maryland Educators	October 27, 2023	Instructional Staff	Promote a stronger and healthier school environment.	Instructional staff will be able to recognize and respond to bullying behaviors among students.	Teacher Completion Certificate SRSS and Behavioral Referral Data
4. Ortin Gillingham PLUS	August 2023	SPED staff, classroom teachers, intervention teachers	Teachers working with student literacy skills will apply their newly acquired knowledge into small groups when meeting students' various needs.	Teachers will learn a multisensory, direct, explicit approach to teach letters and sounds for teaching reading.	Instructor Stephanie Pratt will be following up with teachers participating in the training and work directly with teachers to accurately prescribe and meet student literacy needs.

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 document was discussed with the faculty October 26, 2023 and will be reviewed and signed on November 30, 2023 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, and Wellness) 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 availability for viewing in the school handbook and the school brochure, 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?
   Student benchmark data will be reported 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 the 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, Ready Math quantile levels, and I-Ready 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 December 1, 2023. A review team of Central Office personnel will review the plan using the SIP rubric. The review team will meet with the SIT during December 2023 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 2024, the evaluation report will be forwarded to the superintendent.