

# Allegany County Public School

2018 – 2019 School Improvement Plan

I: Bel Air Elementary

Principal: Autumn Eirich



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# **Allegany County Public Schools**

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### **INTEGRATED EDUCATIONAL FRAMEWORK**

#### **Mission, Vision, and Core Values**

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##### **Mission Statement**

Bel Air Elementary School is committed to the belief that all students must experience success in order to develop emotionally, socially, and academically. All students are unique individuals who possess a variety of skills and needs, and through successful learning experiences grow into productive and responsible citizens. This commitment for all students to be successful is based on the premise that all students learn and that learning is a lifelong process. The educational process includes the fostering of a positive home/school environment. The staff uses a variety of instructional techniques and activities that will ensure academic success. With an emphasis on systematic, data-based programs, the staff is perpetually addressing the needs of each individual student to provide the best possible learning experience for all. Staff members participate in job-embedded professional development to gain further insight into the most current and effective educational approaches. The staff at Bel Air embraces the value of a college and career readiness education and considers it essential for all students thriving in a global economy. Within the school environment, it is crucial that the staff, students, and community and families seek ways to increase positive experiences which will enhance the students' growth in confidence, ability, involvement, and achievement.

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##### **Vision**

Staff, students, parents, and the community encourage and support Bel Air School's vision as a school centered on reaching excellence. Students will S.O.A.R. They will stay safe, own their behavior, actively learn, and respect all. This vision allows students, staff, family, and community the opportunity to grow together. All individuals are impacted by the educational experience at Bel Air, with the vital focus being on the successful educational growth of each student as a complete, successful citizen.

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**Bel Air Eagles Soar to S.C.O.R.E**

**School Centered on Reaching Excellence**

**Core Values**

Bel Air's core values are based on our mission statement and our vision. We believe that all students can achieve success and fulfill their greatest potential. The staff is committed to providing all students with diverse educational experiences to help them gain knowledge, confidence, and self-awareness. Staff members recognize the need to teach the whole student; accepting their diverse learning styles, life experiences, interests, and motivators. Each student can find his or her own excellence. All children can succeed and it is the core value of Bel Air to ensure that success.

**A. VISION, MISSION, CORE VALUES, AND LEADERSHIP**

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

**The principal is the education leader of the school and, therefore, oversees the entire School Improvement process. In addition, the principal facilitates the development and review of our school mission and vision statements. This is done in collaboration with students, staff, parents, and community stakeholders.**

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

**The Bel Air Leadership Team serves as the Title I Planning Team and the School Improvement Team. The team reviews data and works collaboratively to develop the School Improvement Plan based on the primary needs of the student population with which we work. Moreover, the leadership team consistently reviews the School Improvement Plan to ensure that the goals identified in the plan are being addressed effectively in all**

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classrooms and with all lessons. The leadership team also reviews the lessons to ensure that the Graduated Release of Responsibility, Universal Design for Learning, and other system-wide and school-wide strategies are part of lessons being taught throughout the school. Furthermore, the leadership team reviews school data to identify targeted groups, additional or changing needs, and if goals have been reached; or if students show an outstanding need for academic support.

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

**YES**

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

Members of our school community are given opportunity to attend any of our school-based team meetings such as the following: faculty meetings, co-planning meetings, grade-level team meetings, PTO meetings, Title I meetings, PBIS meetings, and more. We include many stakeholders in our school-wide activities. We have parent interactive activities, opening activities in the classroom, school-wide recognition activities, daily announcement activities, displays created by Bel Air parents, and lessons conducted by parents and community volunteers. We are implementing two new programs this year at Bel Air; PBIS and Title I. Staff members, parents, and community representatives have been the driving force in the development of the PBIS Title I activities and continue to work towards full implementation of PBIS based upon the PBIS timeline. Title I planning meetings have included staff, parent, and community input as we are conducting surveys and compacts, informing parents of the program, deciding on assessment and exit criteria for the targeted students, and creating schedules for instruction.

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

**New parents and students are introduced to the vision and mission during PreK and Kindergarten Orientation in May prior to the students beginning the next school year. Moreover, the PreK and Kindergarten parents receive the information during parent conferences which are conducted the first week of school before the PreK and Kindergarten students begin attending. The third exposure occurs the first day the students arrive; when they receive documents to take home to their parents concerning the vision, the mission, the Title I Targeted Assistance Program, and the PBIS program. All these documents are also shared with the school's active community members, including local bank officials, accountants, business owners, and CEOs. The principal shares the information during a PTO meeting.**

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

**During the summer of 2018, the PBIS team met to review the vision, mission, and core values in place at the school in order to link our PBIS expectations. The team connected the expectations directly to the vision. The PBIS team initiated the review of the vision, mission, and core values with staff members as they met in collaboration as part of the PBIS initiative being implemented for the first time. In addition, the vision, mission, and core values were infused into the Title I Targeted Assistance implementation for this academic year by the Title I Planning team. The teams have community members who attended meetings.**

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

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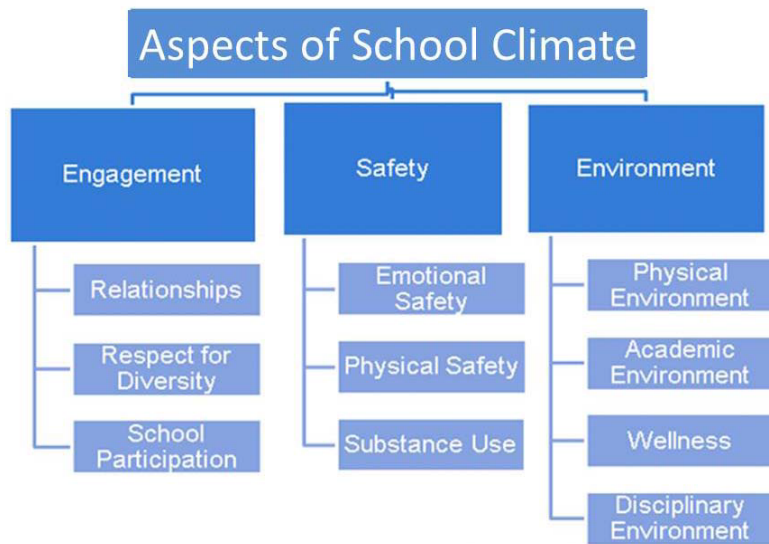
We expanded on the vision to include our PBIS expectations. PBIS is a new program to our school this year. Parents reviewed the expansion through a document sent home the first day of school for students. In becoming a Title I Targeted Assistance School this year affects our mission and vision. The changes we made during Meet the Teacher Night and supplemental information was distributed to the parents on Parent Conference Day. This includes a parent/school compact that all staff, students, and parents sign.

### **B. Culture, Climate, and Inclusive Community**

**School climate and culture** have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development.

**School climate** refers to the character and quality of school life that is centered on patterns of students, staff and parent experiences of school life. School climate refers to a school's social, physical, and academic environment. It refers to not limited to how the school makes people feel. Examples: Do they feel safe, welcomed, and connected?

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

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

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

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



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

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

**rative or bulleted form**, address your school's **climate, culture, and inclusive community**. (Refer to Professional Standards- Standards 2, 3 and the graph Aspects of School Climate)

Professional Norms: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

**Bel Air staff works diligently to demonstrate continuous improvement, collaboration, perseverance, and learning. The principal leads weekly collaborative meetings with team level staff. Special education staff and Title I staff are also involved in these meetings to ensure continuity among all individuals educating the students. Various teachers are members of county-wide committees that focus on school improvement. Staff members also willingly volunteer to spearhead new programs being initiated in the school. Teachers attend a variety of in-service presentations and bring the acquired knowledge to their classrooms to better meet the needs of all students. Presentations are shared with staff so all teachers benefit from professional development.**

**Staff members place children at the center of education and accept responsibility for each student's academic success and well-being. Bel Air teachers look at the entire student in an effort to best educate each child. Students at Bel Air come from a variety of backgrounds and experiences and the teachers work to help the students, who have come from challenging situations, find success in school. Teachers meet with students individually and in groups to help them become well-rounded individuals with the ability to achieve success. Parents are very involved in the school climate and participate willingly in conferences concerning their child's academic, social, and behavioral goals. The initial Title I meeting was well attended, and the Title I teacher works diligently to maintain consistent contact with parents.**

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g and Cultural Responsiveness: Effective educational leaders strive for equity of educational opportunity and culturally relevant practices to promote each student's academic success and well-being.

At Bel Air, the school staff and staff at Bel Air work to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. Equity is the key to academic success for all students. Treating all students equally, addressing students with equity provides the opportunity for each student to receive the most effective teaching approaches best suited to his or her needs. Bel Air continues to strive to apply equity in the classrooms through differentiated instruction. The school staff recognizes the need to be flexible in its approach to scheduling. Instructional Assistants and support staff rotate to ensure that students with specific needs are receiving appropriate educational support.

In addition to school climate, Bel Air staff works smoothly as a team; striving to maintain positive relationships with each other, students, and with stakeholders in the community. Safety is a priority at Bel Air, and the school annually practices all safety protocols, including the drills as needed to ensure the students are comfortable and aware of the expectations during drills. The discipline process has always been one of restorative practices whenever possible. The principal and counselor work closely to ensure that discipline is restorative rather than punitive. The addition of a LAP room has helped encourage the restorative nature of the discipline at Bel Air. The addition of the PBIS Initiative has helped streamline the safety expectations and the positive behavior expectations. As the staff embraces the PBIS goals, the school is even more focused on positive behavior and positive feedback.

In addition to the specifically assigned responsibilities of our paraeducators, Bel Air uses this staff to support the educational plans for students with specific needs and learning styles. Paraeducators were given the opportunity to choose the additional classroom assignments best suited to their interests and teaching strengths, and all paraeducators are assisting with students in various classrooms across the academic levels. Students gain an educational mentor through the use of the paraeducators. Moreover, the paraeducators are regularly given the opportunity to share their insight with teachers and support staff.

Paraeducators facilitate small group activities based on academic needs, learning styles, and social interactions. Close adult supervision is provided as paraeducators work with their individual students within small groups as well as working with other individuals when their

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nt is able to work independently. This approach allows the assigned student to develop a sense of independence so v  
future academic experiences.

As at Bel Air are responsible for behavioral and academic support of their assigned student and the academic support  
nts in their assigned classrooms. This includes whole-classroom, small-group, and individual academic support. The  
academic assessments, review lessons, and individualize instruction for students with specific learning styles. Our IA  
materials and help with organizing the materials needed to implement effective GRRUDL lessons. They assist with l  
duties as needed and also assume dismissal and breakfast duty responsibilities. The LAP IA serves on the PBIS  
ipate in positive behavior support training so she can utilize those interventions in the LAP room. She also proactively  
nts with behavior concerns or academic concerns in the classrooms by scheduling herself into those areas when the LA  
eeded. The IAs also work to encourage staff morale by spearheading luncheons, particularly during Parent Confer  
teachers' schedules can make it difficult for them to leave the building.

be included in collaborative planning weekly. They are also invited to share their observations during Pupil Servi  
ngs when ap

al education teachers, Title I teacher, and special education staff meet weekly during a scheduled team collaboration  
ng. During the collaborative meetings, special education staff modify lesson plans to adapt to the needs of th  
tion population. Collaborative planning is part of the MTSS Profile initiative to include co-teaching in our daily instru  
staff member is also involved in collaborative meetings during which she shares the Title I data on each of her stud  
orates on what will best assist the students with whom she is  
nts work in heterogeneous groups throughout the day. They work in partners and they are provided opportunities to v  
s based upon their preferred learning style. The students in Grade 5 work with Pre-K students regularly. Two classes c  
VI activity together with Grade 5 students assuming instructional leadership roles. Grade 4 and Grade 5 students assist  
lents during their common lunch period. Students in Grade 2 read to Kindergarten students as part of their rewards pr  
chool counselor conducts small group activities with students of varying grades and abilities to address social and inter  
the students are experiencing. The counselor also has morning groups before the academic day begins. These groups i  
groups to enhance the communication among students of varying ages. Lunch groups provide the opportunity to addr

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onal social issues and social skills. One PBIS Matrix expectation for lunch is that students use school manners when eating. Students have the chance to learn these manners during small group lunch periods in the counselor's office. The AEP teacher facilitates activities so the grade 4 and grade 5 AEP students can work on activities together to challenge their knowledge.

Bel Air staff will be receiving a myriad of professional development trainings throughout the 2018-2019 academic year. Staff was trained in the introduction of the PBIS program as Bel Air initiated Tier I of PBIS the first part of the year. Additional training will be provided as the school continues to initiate Tier II and Tier III during the second part of the year.

\*Growth Mindset activities are to be shared during the school year. The school counselor will be presenting information on Growth Mindset and aligning that information with our results from our Staff Engagement Survey. The Growth Mindset training will also focus on the importance of self-talk and how it impacts one's morale and the morale of those around them. This professional development will go beyond what the system requires. Resources used are listed in our Staff Engagement Survey Action Plan and in the Professional Learning section of this plan.

\*The Title I teacher will be leading a study of the book "Teaching Students to Drive their Brains" by Donna Wilson and Conyers. It focuses on growth mindset for students as well. The book study will be conducted with teachers of the target students in Title I per the requirements of the Title I mandates.

\*In an ongoing system-wide staff development program, teachers will continue to learn about Collaborative Learning. The administrator utilizes the book, "Productive Group Work", by Nancy Frey, Douglas Fisher, and Sandi Everlove to continue to engage them in planning their GRRUDL lessons to include Collaborative Learning.

· Staff Engagement Survey  
· Action Plan

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|   |   |
|---|---|
| <p>Identify areas of needed improvement: What is/are the issue (s) needs addressed?</p> | <p><b>78% (21/27) of the staff took the engagement survey. Of 78%, 62% (13/21) neither agree or disagree, disagree, or disagree with the following statement: “I am responsible for my own morale”. 7 of those were neither agree or disagree, disagreed, and 1 strongly disagreed. 38% (8/21) agree or strongly agree with this statement. Also, when ranking it on a personal perspective 1-5, with 1 being the most important and 5 the least, 67% (14/21) ranked it a 5 as least impact. This data shows that morale building within each individual is a need, especially the initiative of realizing that your own mindset will affect your morale in a positive way. Therefore realizing “I am responsible for my own morale” is the issue that needs to be addressed. Empowering teachers to believe in themselves will have a direct, positive impact on their students and peers. This goal is aligned with the ACPS initiative of Mindset as it is a county-wide focus beginning the 2018-2019 school year. Studies show that growth mindsets result in improved academics and foster positive self-esteem and morale.</b></p> |
| <p>Activities: What steps will be taken in order to obtain the desired outcome(s).</p>  | <p><b>Our steps will include Professional Learning and brief staff engagement activities created using resources on Growth Mindset, including, but not limited to: selected lessons from “The Growth Mindset Coach” by Annie Brock and Heather Hundley; “Mindset: the New Psychology of Success” by Carol Dweck; “I Can’t Do That, YET: Growth Mindset” by Estelle Cordova and Maima Adiputri; “Self-Talk: How to Train Your Brain to Turn Negative Thinking into Positive Thinking...” by Ashton Sanderson; and “Self-Talk Change Your Mind, Change Your Life” by Ashton Sanderson.</b></p>  |

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|  |   |
|--|---|
|  | <b>Your Life” by Sally Hall.</b>  |
| <b>Initiative leader and team:</b> Who is responsible and involved in work?  | <b>Principal, School Counselor, and School Psychologist</b>   |
| <b>Resources:</b> What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)? | <b>Books listed above, preparation time and planning time for presenters, Smartboard and technology availability are resources needed to achieve the desired outcome.</b>   |
| <b>Milestones:</b> What are the major events and/or accomplishments anticipated?   | <b>The leaders of the professional learning will present to staff during faculty meetings and grade level team meetings throughout the school year. The milestone goal is to increase the percentage of staff who feel they are responsible for their own morale from 38% to at least 60%. Increasing our own morale and realizing the importance of its effects on our students and others will have a direct impact on student success.</b> |
| <b>Performance Metrics:</b> What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?                             | <b>The presenters will create an evaluation for staff members to give feedback in order for changes to be made and additional steps to be taken. The 2019 Staff Engagement Survey will be used to measure if the goal has been met.</b>   |
| <b>Timeline:</b> Include dates for implementation of action steps.   | <b>The timeline will be the 2018-2019 school year during school faculty meetings and grade level team meetings that occur on Mondays each week.</b>   |

## SCHOOL DEMOGRAPHICS

### A. Staff Demographics

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| <b>Table 1</b>         |           |           |       |
|------------------------|-----------|-----------|-------|
| School-based Personnel | Part Time | Full Time | Total |
| Administrators         |           | 1         | 1     |
| Teachers               | 4         | 16        | 20    |
| Itinerant staff        | 6         |           | 6     |
| Paraprofessionals      | 5         | 3         | 8     |
| Support Staff          | 1         | 3         | 4     |
| Other                  | 3         | 8         | 11    |
| Total Staff            | 22        | 31        | 50    |

| <b>Table 2</b>   |                                      |                                      |                                      |                                      |                                      |
|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Under each year, indicate the percent as indicated of individual in each category.   | <b>2014 – 2015<br/>Official Data</b> | <b>2015 – 2016<br/>Official Data</b> | <b>2016 – 2017<br/>Official Data</b> | <b>2017 – 2018<br/>Official Data</b> | <b>2018 – 2019<br/>Official Data</b> |
| <b>Percentage</b> of faculty who are: <ul style="list-style-type: none"> <li>• Certified to teach in assigned area(s)</li> <li>• Not certified to teach in assigned area(s)</li> </ul> | 100%<br>0%                           | 100%<br>0%                           | 100%<br>0%                           | 100%<br>0%                           | 100%<br>0%                           |
| For those not certified, list name, grade level course   | N/A                                  | N/A                                  | N/A                                  | N/A                                  | N/A                                  |
| Number of years principal has been in the building   | 8                                    | 9                                    | 10                                   | 11                                   | 12                                   |
| Teacher Average Daily Attendance   | 95.4%                                | 94.1%                                | 95.7%                                | 96.0%                                |                                      |

**B. Student Demographics**

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**Table 3**

| <b>SUBGROUP DATA</b>                  |                            |                              |                            |                            |
|---------------------------------------|----------------------------|------------------------------|----------------------------|----------------------------|
| <b>SUBGROUP</b>                       | <b>2015-2016<br/>TOTAL</b> | <b>2016 – 2017<br/>TOTAL</b> | <b>2017-2018<br/>TOTAL</b> | <b>2018-2019<br/>TOTAL</b> |
| American Indian/Alaskan Native        | n/a                        | n/a                          | n/a                        | n/a                        |
| Hawaiian/Pacific Islander             | n/a                        | n/a                          | n/a                        | n/a                        |
| African American                      | ≤10                        | ≤10                          | ≤10                        | ≤10                        |
| White                                 | 216                        | 214                          | 217                        | 211                        |
| Asian                                 | ≤10                        | ≤10                          | ≤10                        | ≤10                        |
| Two or More Races                     | 11                         | 13                           | 12                         | ≤10                        |
| Special Education                     | 36                         | 42                           | 46                         | 39                         |
| LEP                                   | n/a                        | n/a                          | ≤10                        | ≤10                        |
| Males                                 | 109                        | 112                          | 111                        | 105                        |
| Females                               | 124                        | 125                          | 125                        | 122                        |
| Total Enrollment<br>(Males + Females) | 233                        | 237                          | 236                        | 227                        |
| Farms (Oct 31 data)                   | 49                         | 52                           | 55                         | 50                         |



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

| <b>Table 4</b>              |              |                                 |              |                           |              |
|-----------------------------|--------------|---------------------------------|--------------|---------------------------|--------------|
| <b>Disability</b>           | <b>TOTAL</b> | <b>Disability</b>               | <b>TOTAL</b> | <b>Disability</b>         | <b>TOTAL</b> |
| 01 Intellectual Disability  | 0            | 06 Emotional Disturbance        | 0            | 12 Deaf-Blindness         | 0            |
| 02 Hard of Hearing          | 0            | 07 Orthopedic Impairment        | 0            | 13 Traumatic Brain Injury | 0            |
| 03 Deaf                     | 0            | 08 Other Health Impaired        | 5            | 14 Autism                 | 1            |
| 04 Speech/Language Impaired | 21           | 09 Specific Learning Disability | 8            | 15 Developmental Delay    | 4            |
| 05 Visual Impairment        | 0            | 10 Multiple Disabilities        | 0            |                           |              |

**ATTENDANCE**

|                |                  |
|----------------|------------------|
| <b>Table 5</b> | <b>2017-2018</b> |
|----------------|------------------|

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| <b>School Progress Attendance Rate</b> | <b>All Students AMO = 94.0%</b> |                |
|--|---------------------------------|----------------|
| <b>Grade Level – School Level Data</b> | <b>Attendance Rate</b>          | <b>MET Y/N</b> |
| All Students                           | 95.8%                           | Y              |
| Grade 1                                | 95.6%                           | Y              |
| Grade 2                                | 95.8%                           | Y              |
| Grade 3                                | 95.5%                           | Y              |
| Grade 4                                | 95.9%                           | Y              |
| Grade 5                                | 96.0%                           | Y              |

Complete the table and then calculate the annual change by taking difference of 2016-17 and 2017-18 and dividing by 2017. Represent as + or - based on increase or decrease of data.

| <b>Table 6</b>                            |                  |                  |                  |                  |                          |
|---|------------------|------------------|------------------|------------------|--------------------------|
| <b>Attendance Rate</b>                    |                  |                  |                  |                  |                          |
| <b>Subgroups – School Level Data</b>      | <b>2014-2015</b> | <b>2015-2016</b> | <b>2016-2017</b> | <b>2017-2018</b> | <b>Percent of Change</b> |
| All Students                              | ≥95%             | 95.1%            | 95.2%            | 95.3%            | +.001                    |
| Hispanic/Latino of any race               | n/a              | n/a              | n/a              | n/a              | n/a                      |
| American Indian or Alaska Native          | n/a              | n/a              | n/a              | n/a              | n/a                      |
| Asian                                     | n/a              | n/a              | n/a              | n/a              | n/a                      |
| Black or African American                 | 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                      |
| White                                     | ≥95%             | 95%              | 95.1%            | 95.2%            | +.001                    |
| Two or more races                         | 94.1%            | 95.3%            | 95.1%            | 95.3%            | +.002                    |
| Special Education                         | 93.1%            | 93.5%            | 93.9%            | 95.1%            | +.01                     |
| Limited English Proficient (LEP)          | n/a              | n/a              | n/a              | n/a              | n/a                      |

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|                            |     |     |       |       |       |
|----------------------------|-----|-----|-------|-------|-------|
| Free/Reduced Meals (FARMS) | 94% | 94% | 94.3% | 94.5% | +.002 |
|----------------------------|-----|-----|-------|-------|-------|

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.

**All groups met the goal of 94% or above for attendance.**

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

**The Pupil Service Team will continue to meet weekly to monitor student attendance in an effort to maintain our 94% above attendance rate for all subgroups. During the weekly meetings, parent conferences about attendance may occur. Attendance calls are made by Blackboard Connect and by school personnel when necessary. The Pupil Personnel Worker attends meetings, contacts parents, and sends letters concerning attendance. She makes home visits in an effort to encourage better attendance. Each nine week marking period, students are recognized by the principal for perfect attendance with an award. The names are also announced on the school PA system.**

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**HABITUAL TRUANCY**

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is an habitual truant if (a) the student is unexcusedly 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 to 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

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

How many students were identified as habitual truants? **0**

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

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**SCHOOL SAFETY/ SUSPENSIONS**

Suspension – In school and out of school suspensions

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

Complete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses bullying/ harassment. Calculate the annual change by taking difference of 2016-17 and 2017-18 and dividing by 2016-2017. Represent as + or - based on increase or decrease of data.

| <b>Table 9</b>               |                     |                  |                  |   |
|------------------------------|---------------------|------------------|------------------|---|
| <b>SUSPENSIONS</b>           |                     |                  |                  |   |
| <b>Subgroup</b>              | <b>All Students</b> |                  |                  |   |
|                              | <b>2015-2016</b>    | <b>2016-2017</b> | <b>2017-2018</b> | <b>Percent Change from 2017 to 2018</b> |
| Total Referrals              | 86                  | 66               | 76               | 15                                      |
| All Suspensions              | 6                   | 12               | 0                | 100                                     |
| In School                    | 0                   | 1                | 0                | 100                                     |
| Out of School                | 6                   | 11               | 0                | 100                                     |
| Sexual Harassment Offenses   | 0                   | 1                | 0                | 100                                     |
| Harassment/Bullying Offenses | 0                   | 2                | 3                | 50                                      |

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

During the 2017-2018 school year, Bel Air had 0 suspensions compared to 12 suspensions in 2016-2017. This decrease was because of the consistent utilization of L.A.P. Bel Air had a total of 76 discipline referrals. L.A.P. was used 61 times during the 2017-2018 school year, which helped to keep students in school to continue learning. It helped maintain students in school who were experiencing behavioral issues. Bel Air did not have L.A.P. during the 2016-2017 school year. In addition, 39/76 (51%) of the 2017-2018 referrals were written for primary students. These student behaviors were severe as they included major disruption, attack on other students, and attack on adults. However, suspension was not an option because of the County policy not to suspend students in Pre-K through Grade 2. Students displaying major behaviors in all grade levels were supported by instructional assistants, the school counselor, the administrator, and special education staff. Staff created formal or informal behavior plans to be consistently followed, reviewed, and changed as necessary. Additionally, parent communication was made a priority. We are implementing PBIS during the 2018-2019 school year. The implementation of this program will allow for increased positive staff and student relationships, consistent school-wide expectations, consistent disciplinary actions, and instruction and interventions related to positive behavior.

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**EARLY LEARNING**

A. Complete the chart with KRA results.

| Early Learning                |              |                      |              |                      |              |                      |              |                      |
|-------------------------------|--------------|----------------------|--------------|----------------------|--------------|----------------------|--------------|----------------------|
| Language Readiness Assessment |              |                      |              |                      |              |                      |              |                      |
|                               | 2015-2016    |                      | 2016-2017    |                      | 2017-2018    |                      | 2018-2019    |                      |
|                               | Total Number | Percent Demonstrated | Total Number | Percent Demonstrated | Total Number | Percent Demonstrated | Total Number | Percent Demonstrated |
| Language & Literature         | 11/38        | 29%                  | 20/30        | 67%                  | 14/36        | 39%                  | 13/32        | 41%                  |
| Mathematics                   | 20/38        | 53%                  | 18/30        | 60%                  | 10/36        | 28%                  | 21/32        | 66%                  |
| Foundations                   | 28/38        | 74%                  | 25/30        | 83%                  | 30/36        | 83%                  | 22/32        | 69%                  |
| Physical Development          | 22/38        | 58%                  | 22/30        | 73%                  | 26/36        | 72%                  | 26/32        | 81%                  |

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

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### Site Score Results

|              | 2015-2016 |         | 2016-2017 |         | 2017-2018 |         | 2018-2019 |         |             |
|--------------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-------------|
|              | Count     | Percent | Count     | Percent | Count     | Percent | Count     | Percent | Change in % |
| Standardized | 20/38     | 53%     | 21/30     | 70%     | 22/36     | 61%     | 19/32     | 60%     | 10          |
| Learning     | 14/38     | 37%     | 6/30      | 20%     | 12/36     | 33%     | 10/32     | 31%     | 6           |
| Engaging     | 4/38      | 10%     | 3/30      | 10%     | 2/36      | 6%      | 3/32      | 9%      | 50          |

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

be the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who garten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness Assessment. We will include a discussion of the best practices your school has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have been effective.

II, our percentage of students demonstrating readiness, approaching readiness, and emerging entering kindergarten has significantly changed from 2017-2018 to 2018-2019. However, we increased in 2018-2019 by 2% in demonstrating readiness in language and literacy, 38% in math, and 9% in physical development. We had a decrease of 14% in social foundation. Kindergarten teachers at Bel Air are addressing achievement gaps found in KRA data with a variety of strategies. They recognize that children whose readiness skills are approaching and/or emerging require differentiated instruction, targeted



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arts, or interventions to be successful in kindergarten. The pre-kindergarten teacher remains pro-active as she plans her instruction to include the necessary readiness skills for kindergarten. Some of the strategies teachers use include the following: Direct Instruction (DI), Number Talks from Math Solutions, Literacy curriculum, learning through art and music, use of a variety of manipulatives, multiple learning styles, SmartBoard activities, technological interactive activities, computer lab experience, re-teaching activities, Writing Traits, reading intervention program (ERI), consistent PBIS based, class-wide and individual behavior plans to help changing behaviors, flexible groups based on foundational skills, and small groups based on student interest and strengths. Additional assistants and interns from Frostburg State University are utilized in ways that allow the teacher to focus on individual student needs. Creative scheduling by the administrator allows for additional support staff to visit kindergarten and prekindergarten with struggling students individually or in small groups. Parents are encouraged to participate in all school-based activities and opportunities to learn about pre-kindergarten and kindergarten expectations during scheduled orientation, the student orientation meetings, and parent conferences. Data from teacher observation, formative assessment, benchmarks, and classroom performance are analyzed on a regular basis to monitor student progress.

In order to address the percentage decrease for social foundation, the pre-kindergarten and kindergarten staff will plan lessons that engage students in pretend play, role play, following multistep directions, asking appropriate questions when needed, taking turns, control impulse, and expressing feelings. This will be done through weekly tasks/activities using literature, games, and the arts.

The school is working in collaboration with their local preschool partners (i.e., Judy Centers, Preschool Special Education, School Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten “demonstrating readiness”.

The school's pre-kindergarten and kindergarten teachers meet annually with our in-house Head Start staff to discuss students who are entering our public school program the next academic year. The Head Start staff also meets with the principal and school counselor periodically throughout the school year, as the need arises, for discussions about future students and families. These discussions

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us to be a better support to those families as they enter our pre-kindergarten program. The Head Start staff also share  
gies and insights with pre-kindergarten as they often teach the same students.

**ACADEMIC PROGRESS**

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

**A. ENGLISH LANGUAGE ARTS**

**1. Reading/ELA Data Overview**

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

**Short Term Goal:** To reduce the gap for FARMS, Special Education and other low performing subgroups.

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

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

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|   | 2015       |                 |     |         |    |                 |    | 2016       |                 |     |         |    |                 |    | 2017       |                 |    |         |    |                 |     | 2018       |                 |    |                      |
|---|------------|-----------------|-----|---------|----|-----------------|----|------------|-----------------|-----|---------|----|-----------------|----|------------|-----------------|----|---------|----|-----------------|-----|------------|-----------------|----|----------------------|
|   | Total<br># | Level 1<br>or 2 |     | Level 3 |    | Level 4<br>or 5 |    | Total<br># | Level 1<br>or 2 |     | Level 3 |    | Level 4<br>or 5 |    | Total<br># | Level 1<br>or 2 |    | Level 3 |    | Level 4<br>or 5 |     | Total<br># | Level 1<br>or 2 |    | Level 3 or 4<br>or 5 |
|   |            | #               | %   | #       | %  | #               | %  |            | #               | %   | #       | %  | #               | %  |            | #               | %  | #       | %  | #               | %   |            | #               | %  | #                    |
| Students                                    | 42         | 12              | 29  | 11      | 26 | 19              | 45 | 37         | 11              | 20  | 9       | 24 | 17              | 46 | 28         | 9               | 32 | 5       | 18 | 14              | 50  | 37         | 9               | 24 | 9                    |
| Indian or<br>Alaska Native                  | 0          | 0               | 0   | 0       | 0  | 0               | 0  | 0          | 0               | 0   | 0       | 0  | 0               | 0  | 0          | 0               | 0  | 0       | 0  | 0               | 0   | 0          | 0               | 0  | 0                    |
| Hispanic/Latino                             | ≤10        | ≤10             | 100 | 0       | 0  | 0               | 0  | ≤10        | ≤10             | 100 | 0       | 0  | 0               | 0  | ≤10        | 0               | 0  | 0       | 0  | ≤10             | 100 | ≤10        | 0               | 0  | ≤10                  |
| African American                            | 0          | 0               | 0   | 0       | 0  | 0               | 0  | ≤10        | ≤10             | 100 | 0       | 0  | 0               | 0  | 0          | 0               | 0  | 0       | 0  | 0               | 0   | 0          | 0               | 0  | 0                    |
| Latino of<br>Hispanic or<br>Latino American | 0          | 0               | 0   | 0       | 0  | 0               | 0  | 0          | 0               | 0   | 0       | 0  | 0               | 0  | 0          | 0               | 0  | 0       | 0  | 0               | 0   | 0          | 0               | 0  | 0                    |
| Native Hawaiian or<br>Pacific Islander      | 0          | 0               | 0   | 0       | 0  | 0               | 0  | 0          | 0               | 0   | 0       | 0  | 0               | 0  | 0          | 0               | 0  | 0       | 0  | 0               | 0   | 0          | 0               | 0  | 0                    |
| Two or more races                           | 39         | 11              | 28  | 11      | 28 | 17              | 44 | 32         | 10              | 31  | 8       | 25 | 14              | 44 | 27         | 9               | 33 | 5       | 19 | 13              | 48  | 33         | 9               | 27 | 8                    |
| English Learners                            | 0          | 0               | 0   | 0       | 0  | 0               | 0  | ≤10        | 0               | 0   | ≤10     | 33 | ≤10             | 67 | 0          | 0               | 0  | 0       | 0  | 0               | 0   | ≤10        | 0               | 0  | 0                    |
| English Learners<br>(LEP)                   | 11         | 6               | 55  | 2       | 18 | 3               | 27 | ≤10        | ≤10             | 86  | 0       | 0  | ≤10             | 14 | ≤10        | ≤10             | 60 | 0       | 0  | ≤10             | 40  | ≤10        | ≤10             | 33 | ≤10                  |
| English Learners<br>(LEP)                   | 0          | 0               | 0   | 0       | 0  | 0               | 0  | 0          | 0               | 0   | 0       | 0  | 0               | 0  | 0          | 0               | 0  | 0       | 0  | 0               | 0   | 0          | 0               | 0  | 0                    |
| Unidentified                                | 20         | 6               | 30  | 7       | 35 | 7               | 35 | 15         | 8               | 53  | 3       | 20 | 4               | 27 | 17         | 8               | 47 | 3       | 18 | 6               | 35  | 16         | 7               | 44 | 5                    |

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|      |    |   |    |   |    |    |    |    |   |    |   |    |   |    |     |     |    |     |    |     |    |    |   |    |   |  |  |  |
|------|----|---|----|---|----|----|----|----|---|----|---|----|---|----|-----|-----|----|-----|----|-----|----|----|---|----|---|--|--|--|
| RMS) |    |   |    |   |    |    |    |    |   |    |   |    |   |    |     |     |    |     |    |     |    |    |   |    |   |  |  |  |
|      | 21 | 3 | 14 | 5 | 24 | 13 | 62 | 20 | 4 | 20 | 7 | 35 | 9 | 45 | 21  | 6   | 29 | 4   | 19 | 11  | 52 | 13 | 2 | 15 | 3 |  |  |  |
|      | 21 | 9 | 52 | 6 | 29 | 6  | 29 | 17 | 7 | 41 | 2 | 12 | 8 | 47 | ≤10 | ≤10 | 43 | ≤10 | 14 | ≤10 | 43 | 24 | 7 | 29 | 6 |  |  |  |

|                           | 2015       |              |    |         |     |                 |    | 2016       |                 |    |         |    |                 |    | 2017       |                 |     |         |    |                 |     | 2018       |                 |    |         |     |                 |   |
|---------------------------|------------|--------------|----|---------|-----|-----------------|----|------------|-----------------|----|---------|----|-----------------|----|------------|-----------------|-----|---------|----|-----------------|-----|------------|-----------------|----|---------|-----|-----------------|---|
|                           | Total<br># | Level 1 or 2 |    | Level 3 |     | Level 4<br>or 5 |    | Total<br># | Level 1<br>or 2 |    | Level 3 |    | Level 4<br>or 5 |    | Total<br># | Level 1<br>or 2 |     | Level 3 |    | Level 4<br>or 5 |     | Total<br># | Level 1<br>or 2 |    | Level 3 |     | Level 4<br>or 5 |   |
|                           |            | #            | %  | #       | %   | #               | %  |            | #               | %  | #       | %  | #               | %  |            | #               | %   | #       | %  | #               | %   |            | #               | %  | #       | %   | #               | % |
| Asian or Pacific Islander | 26         | 10           | 39 | 10      | 39  | 6               | 23 | 45         | 13              | 29 | 10      | 22 | 22              | 49 | 36         | 9               | 25  | 11      | 31 | 16              | 44  | 32         | 6               | 19 | 14      |     |                 |   |
| Black or African American | 0          | 0            | 0  | 0       | 0   | 0               | 0  | 0          | 0               | 0  | 0       | 0  | 0               | 0  | 0          | 0               | 0   | 0       | 0  | 0               | 0   | 0          | 0               | 0  | 0       | 0   | 0               | 0 |
| Hispanic or Latino        | 0          | 0            | 0  | 0       | 0   | 0               | 0  | 0          | 0               | 0  | 0       | 0  | 0               | 0  | ≤10        | ≤10             | 100 | 0       | 0  | 0               | 0   | ≤10        | 0               | 0  | 0       | 0   |                 |   |
| Indigenous                | 0          | 0            | 0  | 0       | 0   | 0               | 0  | 0          | 0               | 0  | 0       | 0  | 0               | 0  | ≤10        | 0               | 0   | 0       | 0  | ≤10             | 100 | ≤10        | 0               | 0  |         | ≤10 | 0               |   |
| Two or more races         | ≤10        | 0            | 0  | ≤10     | 100 | 0               | 0  | ≤10        | ≤10             | 50 | 0       | 0  | ≤10             | 50 | 0          | 0               | 0   | 0       | 0  | 0               | 0   | 0          | 0               | 0  | 0       | 0   | 0               | 0 |
| White                     | 0          | 0            | 0  | 0       | 0   | 0               | 0  | 0          | 0               | 0  | 0       | 0  | 0               | 0  | 0          | 0               | 0   | 0       | 0  | 0               | 0   | 0          | 0               | 0  | 0       | 0   | 0               | 0 |
| Other                     | 22         | 10           | 46 | 7       | 32  | 5               | 23 | 41         | 12              | 29 | 9       | 22 | 20              | 49 | 31         | 8               | 26  | 10      | 32 | 13              | 42  | 29         | 6               | 21 | 13      |     |                 |   |
| Other races               | ≤10        | 0            | 0  | ≤10     | 50  | ≤10             | 50 | 0          | 0               | 0  | 0       | 0  | 0               | 0  | ≤10        | 0               | 0   | ≤10     | 33 | ≤10             | 67  | ≤10        | 0               | 0  | 0       |     |                 |   |

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|              |     |     |     |   |    |   |    |    |   |    |   |    |    |    |     |     |     |   |    |   |    |     |     |    |    |
|--------------|-----|-----|-----|---|----|---|----|----|---|----|---|----|----|----|-----|-----|-----|---|----|---|----|-----|-----|----|----|
| ation        | ≤10 | ≤10 | 100 | 0 | 0  | 0 | 0  | 13 | 9 | 69 | 0 | 0  | 4  | 31 | ≤10 | ≤10 | 100 | 0 | 0  | 0 | 0  | ≤10 | ≤10 | 50 | ≤1 |
| lish<br>.EP) | 0   | 0   | 0   | 0 | 0  | 0 | 0  | 0  | 0 | 0  | 0 | 0  | 0  | 0  | 0   | 0   | 0   | 0 | 0  | 0 | 0  | 0   | 0   | 0  | 0  |
| ed<br>MS)    | 11  | 7   | 64  | 4 | 36 | 0 | 0  | 21 | 7 | 33 | 4 | 19 | 10 | 48 | 17  | 8   | 47  | 5 | 29 | 4 | 23 | 21  | 6   | 29 | 11 |
|              | 12  | 3   | 25  | 6 | 50 | 3 | 25 | 21 | 6 | 29 | 3 | 14 | 12 | 57 | 19  | 2   | 11  | 8 | 42 | 9 | 47 | 23  | 3   | 13 | 10 |
|              | 14  | 7   | 50  | 4 | 29 | 3 | 21 | 24 | 7 | 29 | 7 | 29 | 10 | 32 | 17  | 7   | 41  | 3 | 18 | 7 | 41 | ≤10 | ≤10 | 33 | ≤1 |

|        | 2015    |              |    |         |    |              |    | 2016    |              |    |         |     |              |    | 2017    |              |    |         |    |              |    | 2018    |              |     |         |              |   |
|--------|---------|--------------|----|---------|----|--------------|----|---------|--------------|----|---------|-----|--------------|----|---------|--------------|----|---------|----|--------------|----|---------|--------------|-----|---------|--------------|---|
|        | Total # | Level 1 or 2 |    | Level 3 |    | Level 4 or 5 |    | Total # | Level 1 or 2 |    | Level 3 |     | Level 4 or 5 |    | Total # | Level 1 or 2 |    | Level 3 |    | Level 4 or 5 |    | Total # | Level 1 or 2 |     | Level 3 | Level 4 or 5 |   |
|        |         | #            | %  | #       | %  | #            | %  |         | #            | %  | #       | %   | #            | %  |         | #            | %  | #       | %  | #            | %  |         | #            | %   |         |              | # |
|        | 25      | 8            | 32 | 8       | 32 | 9            | 36 | 25      | 11           | 44 | 9       | 36  | 5            | 20 | 43      | 14           | 32 | 13      | 30 | 16           | 37 | 34      | 7            | 21  | 8       |              |   |
| ian or | 0       | 0            | 0  | 0       | 0  | 0            | 0  | 0       | 0            | 0  | 0       | 0   | 0            | 0  | 0       | 0            | 0  | 0       | 0  | 0            | 0  | 0       | 0            | 0   | 0       | 0            | 0 |
|        | 0       | 0            | 0  | 0       | 0  | 0            | 0  | 0       | 0            | 0  | 0       | 0   | 0            | 0  | ≤10     | 0            | 0  | ≤10     | 50 | ≤10          | 50 | ≤10     | ≤10          | 100 | 0       |              |   |
| an     | ≤10     | ≤10          | 50 | ≤10     | 50 | 0            | 0  | 0       | 0            | 0  | 0       | 0   | 0            | 0  | 0       | 0            | 0  | 0       | 0  | 0            | 0  | 0       | 0            | 0   | 0       | 0            | 0 |
| no of  | 0       | 0            | 0  | 0       | 0  | 0            | 0  | ≤10     | 0            | 0  | ≤10     | 100 | 0            | 0  | ≤10     | ≤10          | 50 | 0       | 0  | ≤10          | 50 | 0       | 0            | 0   | 0       | 0            | 0 |

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|                 |     |     |     |   |    |   |    |     |     |     |   |    |     |     |     |    |    |     |     |    |    |     |     |    |     |
|-----------------|-----|-----|-----|---|----|---|----|-----|-----|-----|---|----|-----|-----|-----|----|----|-----|-----|----|----|-----|-----|----|-----|
| in or<br>lander | 0   | 0   | 0   | 0 | 0  | 0 | 0  | 0   | 0   | 0   | 0 | 0  | 0   | 0   | 0   | 0  | 0  | 0   | 0   | 0  | 0  | 0   | 0   | 0  | 0   |
|                 | 23  | 7   | 30  | 7 | 30 | 9 | 39 | 22  | 11  | 50  | 7 | 32 | 4   | 18  | 38  | 13 | 34 | 11  | 29  | 14 | 37 | 28  | 5   | 18 | 6   |
| aces            | 0   | 0   | 0   | 0 | 0  | 0 | 0  | ≤10 | 0   | 0   | 0 | 0  | ≤10 | 100 | ≤10 | 0  | 0  | ≤10 | 100 | 0  | 0  | ≤10 | ≤10 | 20 | ≤10 |
| tion            | ≤10 | ≤10 | 100 | 0 | 0  | 0 | 0  | ≤10 | ≤10 | 100 | 0 | 0  | 0   | 0   | 10  | 9  | 90 | 1   | 10  | 0  | 0  | ≤10 | ≤10 | 86 | 0   |
| h<br>P)         | 0   | 0   | 0   | 0 | 0  | 0 | 0  | 0   | 0   | 0   | 0 | 0  | 0   | 0   | 0   | 0  | 0  | 0   | 0   | 0  | 0  | 0   | 0   | 0  | 0   |
| l<br>S)         | 11  | 5   | 46  | 2 | 18 | 4 | 36 | 11  | 6   | 55  | 5 | 46 | 0   | 0   | 19  | 5  | 26 | 6   | 32  | 8  | 42 | 15  | 6   | 40 | 3   |
|                 | 12  | 4   | 33  | 4 | 33 | 4 | 33 | 12  | 3   | 25  | 6 | 50 | 3   | 25  | 19  | 6  | 32 | 4   | 21  | 9  | 47 | 17  | 1   | 6  | 3   |
|                 | 13  | 4   | 31  | 4 | 31 | 5 | 39 | 13  | 8   | 62  | 3 | 23 | 2   | 15  | 24  | 8  | 33 | 9   | 38  | 7  | 29 | 17  | 6   | 35 | 5   |

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

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

After analyzing ELA data from 2015-2017, the long range goal from the 2017-2018 SIP was to increase the n students within the special education population in grades 3-5 who meet or exceed PARCC expectations (lev The percentage for students with special needs receiving a level 4 or 5 in grade 3 decreased by 7% in 2018 con 2017. The percentage increased 25% in grade 4 and increased 14% in grade 5. Overall, we increased our perc students in grades 3-5 with special needs receiving meeting or exceeding expectations by 16%. Therefore, progressed towards our long range goal.

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An outcome on which we focused, that would have an impact on our goal, was to decrease the percentage of students in grades 3-5 with special needs not meeting or partially meeting PARCC expectations (level 1 or 2). There was a decrease in grade 3 in 2018 compared to 2017. Grade 4 had a decrease of 50%. In grade 5 the decrease was 100%. Overall, our percentage of students in grades 3-5 with special needs receiving a 1 or 2 decreased by 32%. Therefore, the focused outcome made a positive impact on our goal.

Staff members enhanced their instruction during the 2017-2018 school year to include consistent UDL strategies. The special education staff and general education staff participated in co-planning, they improved their planning and strategy development. Teachers planned for, and utilized, an increased amount of online technology tools to engage students. These tools empowered students to want to learn new material. The special education teacher utilized the Reading Inventory data to create a variety of reading materials to meet individual student needs. Her special education students were given more opportunity to read multiple media as well as appropriate materials. In addition, teachers feel the UDL Principles and Guideline Checkpoints with the GRR Instructional Framework the most effective were:

- \*UDLPI2.1 Clarify vocabulary and symbols when providing options for language and symbols
- \*UDLPII4.2 Optimize access to tools and assistive technology (focused on using technology tools)

These strategies helped to reduce barriers to learning and enhance student outcomes.

The goal of increasing scores of students with special needs will be sustained by continuing our MTSS process. We will dedicate time for co-planning/co-teaching between special education staff and classroom teachers. Teachers will continue to practice GRRUDL and focus on utilizing specific UDL strategies. Collaborative learning and shared instruction will be a part of every day lesson plans. Effective scheduling of human resources will continue. Instructional assistants, close adult support staff, special education teacher, and Title I teacher are utilized for additional support in the primary grades with the goal of seeing academic and behavioral improvement of students with special needs and FARMS by the time they reach the testing grades. Utilizing the reading specialist to provide support and students support on our focus areas in ELA will be a great asset. The reading intervention teacher will continue to assess students in the primary grades to provide appropriate intervention to those in need. Classroom teachers will

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special education teacher, and the Title I teacher will provide appropriate reading interventions to students in intermediate grades based on informal and formal assessments.

b. Establish Focus Areas

**Root Cause Analysis (The Whys):**

**\*Students may not be taking the test as seriously as they should and not trying their best.**

**\*Reasons for our students specific learning challenges need to be made a top priority. This should be done as Pre-K and Kindergarten and continue through Grade 5.**

**\*New students are entering or transitioning into our school without the ELA knowledge of Bel Air expectations and grade level expectations. These students need to receive additional support to advance to expectancy.**

**\*Staff can strive to do better at following individual student ELA data (example: benchmarks, weekly assessments, PARCC) and student learning from year to year, to provide success for students instead of focusing on on grade level reading scores .**

**\*Students are not reading independently or for the love of reading. More emphasis should be put on independent reading, reading at home, and teacher read-alouds.**

**\*Students need exposure to a variety of texts through multiple media. We show a need for more exposure to texts such as fiction, drama, and poetry. There are more resources available for informational text than literary text. In addition, the past main emphasis was informational text. Therefore, we feel this took away from the exposure needed for literary text in the intermediate grades. Primary grades feel the exposure to literary text is a strength.**

**\*\* Ways in which we plan to help to decrease or eliminate the reasons/causes( listed above) of why we have these issues are listed below in the sections that relate to available resources and steps to be taken to improve our results**

- What are the issues?



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ough we increased our special education percent of students meeting or exceeding expectations by 16% overall in gr  
its with special needs in each grade 3, 4, and 5 continue to show a need for improvement in ELA achievement.

M students in grades 3-5 have a deficit in ELA achievement as percentages of meeting or exceeding expectations de  
8 compared to 2017.

erent grade 5 students scored below the county and state proficiency rates in ELA on PARCC in grade 4.

es scored lower than females on all of the ELA categories on PARCC in grades 3-5.

- What data support the need for a resolution to the identified issues?

percentage of students with special needs receiving a level 4 or 5 in grade 3 decreased by 7% in 2018 compared to 2  
ntage increased 25% in grade 4 and increased 14% in grade 5. Overall, we increased our percentage of students in  
special needs receiving meeting or exceeding expectations by 16%.

outcome upon which we focused that would have an impact on our goal was to decrease the percentage of students  
with special needs not meeting or partially meeting PARCC expectations (level 1 or 2). There was a 27% decrease in  
8 compared to 2017. Grade 4 had decrease of 50%. In grade 5 the decrease was 4%. Overall, our percentage of st  
s 3-5 with special needs receiving a 1 or 2 decreased by 32%. Therefore, the focused outcome made a positive impa  
In addition, 46% of students with special needs scored a 3 or above with 67% of students scoring a 3 or above in  
n grade 4, and 14% in grade 5.

hree testing grade levels decreased their percentage of FARMS students who met or exceeded expectations in 2017  
3, 35% of students met or exceeded expectations in 2017 compared to 25% in 2018. In grade 4 , 24% of the studen  
led expectations in 2017 compared to 19% in 2018. In grade 5, 42% of the students met or exceeded expectation  
ared to 40% in 2018. Overall in grades 3-5, there was a decrease in 2018 from 2017 of those meeting or  
tations from 34% in 2017 to 27 % in 2018. However, 63% of the FARM students scored a level 3 or above with 56%  
above in grade 3, 71% in grade 4, and 60% in grade 5.

ording to the 2018 data on proficiency rates, Bel Air's grade 4 (this year's grade 5 students) scores were below th  
ie state rates. The percentage was the lowest compared to grade 3 and 5, also. However, 44% (14/32) of the grade 4  
ached expectations by scoring a level 3 on PARCC.

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**Proficiency Rates: Level 4 or 5**

|                           |            |
|---------------------------|------------|
| <b>2018 Bel Air Gr. 4</b> | <b>38%</b> |
| <b>2018 County Gr. 4</b>  | <b>51%</b> |
| <b>2018 State Gr. 4</b>   | <b>43%</b> |
| <b>2018 Bel Air Gr. 3</b> | <b>52%</b> |
| <b>2018 Bel Air Gr. 5</b> | <b>56%</b> |

shows that males scored lower than females in overall performance in ELA in grades 3, 4, and 5. This indicates a trend in ELA of PARCC. Male scores were lower than the district scores in grades 4 and 5 in all categories as well.

**ELA PARCC Data by Gender**

| e | Overall Performance |            |            |            | Literary Text |            |            |            |
|---|---------------------|------------|------------|------------|---------------|------------|------------|------------|
|   | Male                |            | Female     |            | Male          |            | Female     |            |
|   | Bel Air             | ACPS       | Bel Air    | ACPS       | Bel Air       | ACPS       | Bel Air    | ACPS       |
|   | <b>46%</b>          | <b>34%</b> | <b>61%</b> | <b>52%</b> | <b>37%</b>    | <b>33%</b> | <b>39%</b> | <b>46%</b> |
|   | <b>22%</b>          | <b>43%</b> | <b>43%</b> | <b>59%</b> | <b>45%</b>    | <b>48%</b> | <b>48%</b> | <b>58%</b> |
|   | <b>35%</b>          | <b>42%</b> | <b>76%</b> | <b>66%</b> | <b>24%</b>    | <b>39%</b> | <b>65%</b> | <b>58%</b> |

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| e | Informational Text |      |         |      | Vocabulary |      |         |      |
|---|--------------------|------|---------|------|------------|------|---------|------|
|   | Male               |      | Female  |      | Male       |      | Female  |      |
|   | Bel Air            | ACPS | Bel Air | ACPS | Bel Air    | ACPS | Bel Air | ACPS |
|   | 38%                | 31%  | 62%     | 41%  | 46%        | 38%  | 54%     | 40%  |
|   | 34%                | 40%  | 61%     | 54%  | 45%        | 48%  | 57%     | 49%  |
|   | 35%                | 40%  | 47%     | 53%  | 41%        | 46%  | 47%     | 53%  |

| e | Written Expression |      |         |      | Knowledge & Use of Language Conventions |      |         |      |
|---|--------------------|------|---------|------|---|------|---------|------|
|   | Male               |      | Female  |      | Male                                    |      | Female  |      |
|   | Bel Air            | ACPS | Bel Air | ACPS | Bel Air                                 | ACPS | Bel Air | ACPS |
|   | 42%                | 36%  | 77%     | 61%  | 46%                                     | 43%  | 62%     | 60%  |
|   | 11%                | 51%  | 48%     | 67%  | 0%                                      | 37%  | 48%     | 58%  |
|   | 35%                | 53%  | 88%     | 80%  | 29%                                     | 41%  | 76%     | 71%  |

r analyzing the school evidence statements for each grade level, summarizing will need to be a main focus for grad  
18-2019 school year. Summarizing will be encouraged through writing activities. Bel Air has made writing a scl

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for the past several years. Teachers assess written expression and conventions at all grade levels. Last year's students (current grade 5 students) scored the lowest on written expression and conventions with 38% meeting or exceeding expectations for written expression and 34% meeting or exceeding expectations in conventions. This is compared to last year's written expression score being 54% and conventions 51%. Also, grade 5 students written expression score was 53%.

Therefore, the following are the ELA standards we scored below the district and state:

|         |  |
|---------|--|
| Grade 3 | <b>RL.3.2.2 - Provides a statement of the central message, lesson, or moral in a text.</b><br><b>RL.3.7.1 - Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting)</b><br><b>RI.3.5.1 - Demonstrates use of text features to locate relevant information (e.g., key words, sidebars)</b>   |
| Grade 4 | <b>RL.4.5.1 - Provides an explanation of major differences between poems, drama, and prose with references to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptive language, stage directions) when writing about a text.</b><br><b>RI.4.5.1- Provides a description of the overall structure (e.g., chronology, comparison, cause/effect. And problem/solution) of events, ideas, concepts or information in a text or part of a text.</b> |
| Grade 5 | <b>RL.5.2.2 - Provides a summary of the text.</b><br><b>RI.5.2.2 - Provides an explanation of how two or more main ideas are supported by key details.</b><br><b>RI.5.2.3 - Provides a summary of the text.</b><br><b>RI.5.6.2 - Provides an analysis of multiple accounts of the same topic, noting important similarities and/or differences in the point of view they represent.</b><br><b>L.5.5.2 - Demonstrates the ability to determine the meaning of common idioms, adages, and proverbs.</b>        |

Our data shows a need for more exposure and teaching to literary texts. Our school scores in each grade level are lower than state scores for reading and analyzing fiction, drama, and poetry; making it a school-wide focus.

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| <b>Grade</b>   | <b>Bel Air School</b>  | <b>District</b>  |
|----------------|--|--|
| <b>Grade 3</b> | <b>38% Met or Exceeded<br/>19% Approached<br/>43% Did Not Meet</b> | <b>39% Met or Exceeded<br/>22% Approached<br/>40% Did Not Meet</b> |
| <b>Grade 4</b> | <b>47% Met or Exceeded<br/>28% Approached<br/>25% Did Not Meet</b> | <b>53% Met or Exceeded<br/>21% Approached<br/>26% Did Not Meet</b> |
| <b>Grade 5</b> | <b>44% Met or Exceeded<br/>38% Approached<br/>18% Did Not Meet</b> | <b>48% Met or Exceeded<br/>27% Approached<br/>25% Did Not Meet</b> |

- What are the identified goals?

During 2018-2019 school year, we will continue the same goal as last year for special education to increase ELA scores, but the goal will be to progress the students up one level with a specific focus on those who received a level 1, 2, or 3 last year. Therefore, one of our goals is to advance the special education population specifically within each grade level (grades 3-5) from a level 1, 2, or 3 at least one level as we track each student with special needs from year to year.

Another goal will be to increase the number of FARM students in grades 3-5 to approach, meet, or exceed expectations in ELA.

A third goal will be to increase the number of students in grade 5 to meet or exceed expectations in ELA. A strategy for improvement will be to track those particular students in grade 4 last year who were approaching expectations (level 3) to use their scores to meet or exceed expectations.

Within the three goals, reviewing male data will be a focus to provide any additional support needed in order to increase performance.

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outcome to determine if the identified goals have been met is that the percentage of students with special needs taking PARCC will decrease in Level 1 and 2. There will be an increase in the percentage of students with special needs and FAIR taking a level 3 and above. Grade 5 students will see an increase in level 3 and above scores compared to last year in grade 5. We will increase their ELA overall performance percentage on PARCC in grades 3-5.

- Do the identified goals align with an initiative of the ACPS? If so, how/why do they align?

Identified goals align with the initiative of ACPS as the ongoing focus of ACPS has been to improve the achievement of all students, including students with special needs and those who are economically disadvantaged.

- What resources are needed and can be made available to meet the identified goals?

Additional professional development on co-teaching models.

Additional professional development on modeling and practicing of the GRRUDL components using system-wide resources.

Additional professional development on the identification and instruction of specific learning styles for teachers to better reach to auditory, kinesthetic, or visual learners, and substantial training on how to best educate students who were impacted by substance addiction, autism, or mood disorder.

Additional professional development relating to the topic of growth mindset is needed for staff. According to our staff morale survey, many staff members do not feel they are responsible for their own morale. Therefore, focusing on having a growth mindset will help improve morale and then in turn improve student morale, resulting in better student success.

Additional behavior specialists have been hired in the county to provide support.

ACPS is implementing the PBIS program this year along with a system-wide behavior screening tool. The tool, professional development, and teamwork will help us implement appropriate strategies for Tier I, Tier II, and Tier III behaviors.

ACPS received a reading specialist this year for one day a week to support all staff and student needs.

ACPS received an additional teacher for instructing small targeted groups as we became a Title I Targeted Assistance School this year. \*Creative and effective scheduling occurred to better utilize our support staff who include our LAP IA, special education staff, IA's, FSU interns, and Title I teacher.

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ularly scheduled co-planning with regular education teachers, special education staff, and Title I staff occurs weekly during a set time for discussions and sharing of individual teacher activities and school-wide activities helps to improve vocabulary.

Students of need are receiving reading intervention in all grade levels by the reading intervention teacher and special education teacher. DIBELS and progress monitoring assessments are used to define a student's reading challenge and strength in K-5. We place them in an appropriate reading intervention. The Scholastic Reading Inventory assesses students' reading in grades 3-5 and places them on a lexile level. County reading benchmarks and individual teacher-made assessments also are used to assess skills and to place students in the appropriate differentiated group.

Phonemic Awareness book is used as part of our primary curriculum.

Flexible groupings are created as teachers analyze student needs, challenges, and strengths.

Book It Program is an incentive to encourage students to read at home.

Title I Compact, signed by the teacher, parent, and student, includes reading at home.

Teachers lesson plans include silent reading time and read-alouds.

Teachers will plan to use materials for literary text instruction.

Technology tools such as IXL, RI, RAZ, Gynzy, Typing Club, Readworks, Scholastic News, and more are utilized to enhance learning and provide student engagement, UDL, and learning connections between school and home.

Primary teachers use an extension of technology sites to engage students in educational videos that compliment support standards. These sites cover multiple learning styles.

Traits of Writing activities and rubrics are available for each grade level writing instruction.

- What resources are not currently available to meet the identified goals?

We need additional support and training for students with specific diagnosis such as Dyslexia, drug and alcohol born, behavior issues, and mental health issues. We need to provide interventions early in order to meet our identified goals in intermediate grades.

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Training is needed for Close Adult Support IA's who enter their educational employment without any background or training to support students.

Additional laptop carts are needed so all students have access to technology in each classroom.

- What steps will be taken to fully implement the plan in the effort to reach the identified goals?

Air's PBIS Program and the systems screening tool on ASPEN will provide consistent interventions and supports for I and Tier III behavior students. The PBIS team will have monthly meetings to discuss data and make school-wide adjustments as well as help teachers implement specific strategies.

For creative scheduling, importance has been placed on the arrangement and following of schedules of the support staff to meet the needs of all students. There is particular emphasis on extra support for the primary grades so we can begin addressing our issues early and also provide assistance for struggling students who transition into our school. Students of every grade can be provided with additional support to build a concrete base in reading and writing fundamentals. We do this through use of IA's and interns.

The reading specialist will analyze data and participate in teacher discussions to provide the appropriate support. She will provide strategies and resources to teachers that relate to our evidence statements in need of improvement. They will provide to staff such things as Released Items for PARCC and mark those standards and questions relating to our evidence statements that need more practice. She will help to make PARCC style questions on assessments for students to use. Vocabulary and wording will be a focus. For instance, the type of wording relating to the standards in need of improvement are encouraged to be used more often in the classroom. The specialist will help to create graphic organizers for summarizing. They will provide resource packets that include summarizing literary texts. She will provide teachers with monthly tasks for summarizing literary texts for their SLO's. She will help teachers to differentiate student groups and use different levels of teaching the same activity. Additional material, professional development, and modeling will be done with groups. The reading specialist will help teachers monitor data on males in grades 3, 4, and 5.

Co-teaching and co-teaching models will help improve grade level ELA standards in which we need to show improvement. Communication between regular education teachers, special education staff, and Title I staff will help with planning.



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appropriate lessons based on student needs; especially summarizing strategies. During this time, staff will focus on ELA standards needing improvement using evidence tables, assessments (formal and summative), and teacher observation.

The Title I teacher will provide opportunities for additional parental support with reading by conducting parent meetings and involvement activities relating to reading. She coordinates family literacy activities and parent training sessions with input from the Family Engagement Coordinator. The Title I teacher uses the Parent Interest Survey to plan the training based on the needs and wants of the parents. The Title I teacher will provide the following learning opportunities in reading for targeted students: individualized instruction, goal setting, self-assessments, conferencing with students, feedback, vocabulary development utilizing the Spelling City online program, phonics assessments, lessons that coordinate with interventions on iM3.com for interactive reading lessons, and writing activities utilizing touch screens. In order to focus on our need for summarizing, she will read texts and create sequencing strips to summarize what the students have read. She will model summarizing. The students will use their strips to write their own summaries. The Title I teacher will collaborate with the classroom teachers of her targeted students to plan student instructional goals for the week. Before classroom start time, she will instruct individual or groups of her targeted students to provide consistent review and re-teaching. The Title I teacher will assess student progress. She uses the online program IXL to teach and assess phonemic awareness. This student interactive and engaging program to assess reading skills of each individual student is also an immediate self-assessment. She can re-teach immediately at the student's level.

Contextual vocabulary is presented in a variety of ways so that the repetition helps the students gain ownership of the word meanings.

Teachers will use a variety of technology resources (many are listed in resources section above) to engage students in ELA, differentiate UDL, and to assess students.

Independent reading will occur with teacher read-alouds in daily lesson plans. Read alouds will be based on literary with informational. Some classrooms will use a reading log and students will choose reading material of their interest. Activities are designed to encourage reading at home.

Metacognition activities will be planned to help students think about their thinking. They will have practice identifying what they already know and then articulate what they have learned. It is important for them to transfer their learning from one situation to another. This is promoted through our GRRUDL lessons where the teacher facilitates and guides the students towards learning collaboratively and independently.

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Teachers will plan writing lessons and utilize writing rubrics for written expression and conventions. 6+1 Traits of Writing will be used as a resource. Primary grades will use the 6+1 Traits of Writing rubrics for assessing student writing. Intermediate grades will use the PARCC rubric for assessing writing. The lessons will focus on students being able to show they can compose developed writing, using details from what they have read. They will use rules of standard English.

Teachers will provide students with additional practice in analyzing fiction, drama, and poetry.

Students with specific learning disabilities in ELA, data and teacher documentation collected early will help understand. Although students are identified as having learning disabilities, it is important that the staff recognize exactly what the challenges are and use the GRRUDL approach to best instruct the students. The appropriate interventions need to begin immediately, when students are flagged for concerns. This means we may have to have additional interventions and support that the classroom teacher is using. Enhancing our informative discussions during articulation meetings annually will help teachers next year be prepared for upcoming students with challenges. The reading intervention teacher will use DIBLES and progress monitoring to create small intervention groups using Phonemic Awareness, ERI, and Foundations.

Although it is difficult to catch up new or transitioning students with minimum time, staff will assess the new students and provide re-teaching reading strategies. We can utilize our reading specialist, who we did not have in the previous years, to provide support to the teachers.

Teachers will better analyze data to provide additional strategies and support to our students who are approaching expectations (“bubble kids”) along with our special education, FARMS students, and males.

Teachers will compare male and female data and classwork in order to create differentiated instruction and learning that is more specific.

The special education teacher will analyze special education students' lexile levels from the RI with a goal of increasing students' reading specific bands. The special education teacher also creates individualized interactive binders for students' specific learning needs. She will conduct a book trading system for students to encourage their love of reading and at the same time focus on reading levels and activities to help them with their ability to summarize what they have read.

During transition meetings at the end of the school year, teachers will focus on students with special needs, addressing various needs that are academic, behavioral, or social/emotional. The discussion will enable the teachers in the rising grade to be prepared to best meet student needs for the first day of school.

Teachers are continuing professional development and implementation of the GRRUDL model.

Each teacher's SLO's are written to support the goals of the SIP.

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Teachers are becoming more technology based in their classroom lessons in an effort to familiarize students with online tests. Students are more comfortable with the testing format. There will be more PARCC online practice testing early in the year so students become familiar with the process and format. The media specialist includes the Typing Club Program to support students.

Principal, administration and the school counselor effectively to present additional professional development on growth mindset. When staff and students have a positive attitude and a growth mindset instead of a fixed mindset, success will be achieved. We all try harder. In addition, staff will do booster activities with students before testing to encourage them to do their best.

- How will implementation be monitored to reach the identified goals?

Principal and administration will continue to perform regular walk-throughs which will be posted on the TPE site. Statistics from student observations will be analyzed in an effort to enhance the educational strategies being presented.

During co-planning and team meetings, appropriate staff will discuss the needs of individual students and what strategies are working and are not working for each student.

Teachers will continuously examine their data and self-reflect so they are assured that their strategies are effective.

During IEP meetings, staff will be asked to provide deeper analysis of the needs of the students so that appropriate goals and necessary support are included in the plan.

PBIS Team will meet monthly to analyze behavioral data and make changes to strategies and interventions to support students. When students are involved in a positive environment, it helps their willingness to work harder and learn.

Title I Planning Team will meet monthly to discuss the progress of targeted students toward their exit criteria. The team will meet quarterly with the teachers of her targeted groups to review data for students to exit the group and for identification of screenings for students to be added to the group.

Leadership/SIT will meet monthly to review the SIP and analyze data in order to make necessary changes.

Parents and community members will be invited to join their designated school team to give feedback.

Principal will conduct SLO conferences with staff members to monitor their progress toward their goals. Teachers will provide the principal with the necessary data relating to their SLO's.

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

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

**3. Universal Design for Learning for ELA.**

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

|  |  |
|--|--|
| <b>Table 13</b>  |  |
| <b>DL Principle/Mode</b>   | <b>Representation – This is how the teacher presents the information.</b>  |
| <i><b>Means of Representation:</b><br/>Providing the learner with various ways of acquiring information and knowledge.</i> | <i><b>*Teachers will clarify vocabulary and symbols as they provide options for language during instruction as they model and demonstrate the content, language, and social purposes. Teachers will also clarify vocabulary and symbols during guided instruction as they scaffold, ask questions, and give students prompts, cues, and direct explanations. The clarifying of vocabulary and symbols will continue during collaborative learning as students are participating in positive interdependence.</b></i> |

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|--|--|
|  | <p>face-to-face interactions, individual and group accountability, and interpersonal and small group skills. (UDLPI.2.1)</p> <p>*Teachers will activate or supply background knowledge as they model and demonstrate content, language, and social purposes. They will activate their background knowledge to scaffold learning and ask questions, prompt, cue, and directly explain to the students during guided instruction. This will continue as the students collaboratively learn. (UDLPI.3.1)</p> <p>*Teachers will offer alternative ways for auditory information during guided instruction as they scaffold learning for students and during collaborative learning when students have individual or group accountability. (UDLPI.1.2)</p>  |
| <p><b>Means for Expressions:</b></p> <p><i>Providing the learner with multiple alternatives for demonstrating their knowledge and skills (what they know).</i></p> | <p><b>Expression/Action-</b> This is how the student will demonstrate their knowledge.</p> <p>*Teachers will use multiple media for communication during guided instruction as they ask questions, and give students prompts, cues, and direct explanations. They will use multiple tools for communication during collaborative learning as students experience positive interdependence, face-to-face interaction, individual and group accountability, and interpersonal and small group skills. They will also use multiple media for communication during independent learning as students are given time for metacognition and self-regulation. (UDLPII.5.1)</p> <p>*Teachers will include using multiple tools for construction and composition during guided instruction as they scaffold, ask questions, and give students prompts, cues, and direct explanations. Students will use multiple tools for construction during collaborative learning as they experience positive interdependence, face-to-face interaction, individual and group accountability, and interpersonal and small group skills. They will also do this during independent learning as they are given time for metacognition and self-regulation. (UDLPII.5.2)</p> <p>*Teachers will build fluencies and graduated levels of support for practice and performance as they scaffold, ask questions, prompt, cue, and directly explain using guided instruction. (UDLPII.5.3)</p> |
| <p><b>Means for Engagement:</b></p>  | <p><b>Multiple Options for Engagement</b></p>  |

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| <i>v into learners interests,<br/>allenge them<br/>ropriately, and motivate<br/>em to learn.</i> | <b>*Teachers will promote expectations and beliefs that optimize motivation during guided instruction as they prompt, question, cue, and directly explain. This will occur during collaborative learning as students work together in groups. Promoting expectations and motivation will continue during independent learning when students practice applying t information in new ways. (UDLP III.9.1)</b><br><b>*Teachers will develop self-assessment and reflection during guided instruction as they question, facilitate, or lead students through tasks, This will also occur during collabora learning as they work together in a productive group. This continues during independe as they solidify their understanding. (UDLP III.9.3)</b><br><b>*Teachers will vary demands and resources to optimize challenge during guided instruc collaborative learning ,and independent learning. (UDLP III.8.2)</b> |
|--|---|

**B. MATHEMATICS**

**1. Math Data Overview**

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

**Short Term Goal:** To reduce the gap for FARMS, Special Education and other low performing subgroups.

**Math** – Proficiency Data (Elementary, Middle and High Schools)

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

|        | 2015    |              |    |         |     |              |     | 2016    |              |    |         |    |              |     | 2017    |              |    |         |    |              |     |         |              |    |
|--------|---------|--------------|----|---------|-----|--------------|-----|---------|--------------|----|---------|----|--------------|-----|---------|--------------|----|---------|----|--------------|-----|---------|--------------|----|
|        | Total # | Level 1 or 2 |    | Level 3 |     | Level 4 or 5 |     | Total # | Level 1 or 2 |    | Level 3 |    | Level 4 or 5 |     | Total # | Level 1 or 2 |    | Level 3 |    | Level 4 or 5 |     | Total # | Level 1 or 2 |    |
|        |         | #            | %  | #       | %   | #            | %   |         | #            | %  | #       | %  | #            | %   |         | #            | %  | #       | %  | #            | %   |         | #            | %  |
|        | 42      | 12           | 29 | 12      | 29  | 18           | 43  | 37      | 5            | 13 | 11      | 30 | 21           | 57  | 28      | 3            | 11 | 7       | 25 | 18           | 64  | 37      | 10           | 27 |
| or     | 0       | 0            | 0  | 0       | 0   | 0            | 0   | 0       | 0            | 0  | 0       | 0  | 0            | 0   | 0       | 0            | 0  | 0       | 0  | 0            | 0   | 0       | 0            | 0  |
|        | ≤10     | 0            | 0  | ≤10     | 100 | 0            | 0   | ≤10     | 0            | 0  | 0       | 0  | ≤10          | 100 | ≤10     | 0            | 0  | 0       | 0  | ≤10          | 100 | ≤10     | 0            | 0  |
|        | 0       | 0            | 0  | 0       | 0   | 0            | 0   | ≤10     | 0            | 0  | 0       | 0  | ≤10          | 100 | 0       | 0            | 0  | 0       | 0  | 0            | 0   | 0       | 0            | 0  |
| if any | ≤10     | 0            | 0  | 0       | 0   | ≤10          | 100 | 0       | 0            | 0  | 0       | 0  | 0            | 0   | 0       | 0            | 0  | 0       | 0  | 0            | 0   | 0       | 0            | 0  |
| or     | 0       | 0            | 0  | 0       | 0   | 0            | 0   | 0       | 0            | 0  | 0       | 0  | 0            | 0   | 0       | 0            | 0  | 0       | 0  | 0            | 0   | 0       | 0            | 0  |
| nder   | 0       | 0            | 0  | 0       | 0   | 0            | 0   | 0       | 0            | 0  | 0       | 0  | 0            | 0   | 0       | 0            | 0  | 0       | 0  | 0            | 0   | 0       | 0            | 0  |
|        | 39      | 12           | 31 | 11      | 28  | 16           | 41  | 32      | 5            | 16 | 8       | 25 | 19           | 59  | 27      | 3            | 11 | 7       | 26 | 17           | 63  | 33      | 10           | 30 |

## Allegany County Public Schools 2018 – 2019 School Improvement Plan

|     |    |   |    |   |    |    |    |     |     |    |     |    |     |    |     |     |    |     |    |     |    |     |     |    |
|-----|----|---|----|---|----|----|----|-----|-----|----|-----|----|-----|----|-----|-----|----|-----|----|-----|----|-----|-----|----|
| ss  | 0  | 0 | 0  | 0 | 0  | 0  | 0  | ≤10 | 0   | 0  | ≤10 | 67 | ≤10 | 33 | 0   | 0   | 0  | 0   | 0  | 0   | 0  | ≤10 | 0   | 0  |
|     | 11 | 6 | 55 | 2 | 18 | 3  | 27 | ≤10 | ≤10 | 57 | ≤10 | 43 | 0   | 0  | ≤10 | 0   | 0  | ≤10 | 60 | ≤10 | 40 | ≤10 | ≤10 | 22 |
|     | 0  | 0 | 0  | 0 | 0  | 0  | 0  | 0   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0   | 0  |
| als | 20 | 7 | 35 | 6 | 30 | 7  | 35 | 15  | 4   | 27 | 5   | 33 | 6   | 40 | 17  | 3   | 18 | 6   | 35 | 8   | 47 | 16  | 8   | 50 |
|     | 21 | 3 | 14 | 5 | 24 | 13 | 62 | 20  | 1   | 5  | 6   | 30 | 13  | 65 | 21  | 2   | 10 | 5   | 24 | 14  | 67 | 13  | 3   | 23 |
|     | 21 | 9 | 43 | 7 | 33 | 5  | 14 | 17  | 4   | 24 | 5   | 29 | 8   | 47 | ≤10 | ≤10 | 14 | ≤10 | 29 | ≤10 | 57 | 24  | 7   | 29 |

[illegible]



# Allegany County Public Schools

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|                                 |     |     |     |     |    |     |    |    |    |    |    |    |    |    |     |     |    |     |    |     |    |     |     |    |     |
|---------------------------------|-----|-----|-----|-----|----|-----|----|----|----|----|----|----|----|----|-----|-----|----|-----|----|-----|----|-----|-----|----|-----|
| Hispanic or<br>Pacific Islander | 0   | 0   | 0   | 0   | 0  | 0   | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0   | 0  | 0   |
|                                 | 22  | 11  | 50  | 6   | 27 | 5   | 23 | 41 | 13 | 32 | 13 | 32 | 15 | 37 | 31  | 5   | 16 | 12  | 39 | 14  | 45 | 29  | 8   | 28 | 8   |
| Other races                     | ≤10 | 0   | 0   | ≤10 | 50 | ≤10 | 50 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | ≤10 | 0   | 0  | ≤10 | 67 | ≤10 | 33 | ≤10 | 0   | 0  | ≤10 |
| Education                       | ≤10 | ≤10 | 100 | 0   | 0  | 0   | 0  | 13 | 8  | 62 | 3  | 23 | 2  | 15 | ≤10 | ≤10 | 50 | ≤10 | 50 | 0   | 0  | ≤10 | ≤10 | 38 | ≤10 |
| English<br>(EP)                 | 0   | 0   | 0   | 0   | 0  | 0   | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0   | 0  | 0   |
| Reduced Meals                   | 11  | 7   | 64  | 4   | 36 | 0   | 0  | 21 | 7  | 33 | 4  | 29 | 10 | 48 | 17  | 4   | 24 | 8   | 47 | 5   | 29 | 21  | 8   | 38 | 7   |
|                                 | 12  | 3   | 25  | 6   | 50 | 3   | 25 | 21 | 6  | 29 | 3  | 14 | 12 | 57 | 19  | 2   | 11 | 8   | 42 | 9   | 47 | 23  | 6   | 26 | 8   |
|                                 | 14  | 7   | 50  | 4   | 29 | 3   | 21 | 24 | 7  | 29 | 7  | 29 | 10 | 32 | 17  | 3   | 18 | 7   | 41 | 7   | 41 | ≤10 | ≤10 | 22 | ≤10 |

|                                 | 2015       |                 |    |         |    |                 |    | 2016       |                 |    |         |    |                 |    | 2017       |                 |    |         |    |                 |    |            |                 |    |
|---------------------------------|------------|-----------------|----|---------|----|-----------------|----|------------|-----------------|----|---------|----|-----------------|----|------------|-----------------|----|---------|----|-----------------|----|------------|-----------------|----|
|                                 | Total<br># | Level 1<br>or 2 |    | Level 3 |    | Level 4<br>or 5 |    | Total<br># | Level 1 or<br>2 |    | Level 3 |    | Level 4 or<br>5 |    | Total<br># | Level 1 or<br>2 |    | Level 3 |    | Level 4<br>or 5 |    | Total<br># | Level 1<br>or 2 |    |
|                                 |            | #               | %  | #       | %  | #               | %  |            | #               | %  | #       | %  | #               | %  |            | #               | %  | #       | %  | #               | %  |            |                 |    |
| Hispanic or<br>Pacific Islander | 25         | 8               | 32 | 8       | 32 | 9               | 36 | 25         | 16              | 64 | 5       | 20 | 4               | 16 | 43         | 19              | 44 | 14      | 33 | 10              | 23 | 34         | 6               | 18 |
| Other races                     | 0          | 0               | 0  | 0       | 0  | 0               | 0  | 0          | 0               | 0  | 0       | 0  | 0               | 0  | 0          | 0               | 0  | 0       | 0  | 0               | 0  | 0          | 0               | 0  |
| Education                       | 0          | 0               | 0  | 0       | 0  | 0               | 0  | 0          | 0               | 0  | 0       | 0  | 0               | 0  | 0          | 0               | 0  | 0       | 0  | 0               | 0  | ≤10        | 0               | 0  |

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|                         |     |     |     |     |    |   |    |     |     |     |   |    |     |     |     |     |     |     |    |     |    |     |     |    |   |
|-------------------------|-----|-----|-----|-----|----|---|----|-----|-----|-----|---|----|-----|-----|-----|-----|-----|-----|----|-----|----|-----|-----|----|---|
| ican                    | ≤10 | ≤10 | 50  | ≤10 | 50 | 0 | 0  | 0   | 0   | 0   | 0 | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0   | 0  | 0   | 0   | 0  | 0 |
| tino of                 | 0   | 0   | 0   | 0   | 0  | 0 | 0  | ≤10 | ≤10 | 100 | 0 | 0  | 0   | 0   | ≤10 | 0   | 0   | ≤10 | 50 | ≤10 | 50 | 0   | 0   | 0  | 0 |
| aiian or<br>ic Islander | 0   | 0   | 0   | 0   | 0  | 0 | 0  | 0   | 0   | 0   | 0 | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0   | 0  | 0   | 0   | 0  | 0 |
|                         | 23  | 7   | 30  | 7   | 30 | 9 | 39 | 22  | 14  | 64  | 5 | 23 | 3   | 14  | 38  | 18  | 47  | 12  | 32 | 8   | 21 | 28  | 5   | 18 |   |
| e races                 | 0   | 0   | 0   | 0   | 0  | 0 | 0  | ≤10 | 0   | 0   | 0 | 0  | ≤10 | 100 | ≤10 | ≤10 | 100 | 0   | 0  | 0   | 0  | ≤10 | ≤10 | 20 |   |
| cation                  | ≤10 | ≤10 | 100 | 0   | 0  | 0 | 0  | ≤10 | ≤10 | 100 | 0 | 0  | 0   | 0   | ≤10 | ≤10 | 80  | ≤10 | 20 | 0   | 0  | ≤10 | ≤10 | 43 |   |
| lish<br>.EP)            | 0   | 0   | 0   | 0   | 0  | 0 | 0  | 0   | 0   | 0   | 0 | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0   | 0  | 0   | 0   | 0  | 0 |
| ed Meals                | 11  | 5   | 46  | 2   | 18 | 4 | 36 | 11  | 9   | 82  | 2 | 18 | 0   | 0   | 19  | 7   | 37  | 8   | 42 | 4   | 21 | 15  | 4   | 27 |   |
|                         | 12  | 4   | 33  | 4   | 33 | 4 | 33 | 12  | 6   | 50  | 4 | 33 | 2   | 17  | 19  | 8   | 42  | 6   | 32 | 5   | 21 | 17  | 1   | 6  |   |
|                         | 13  | 4   | 31  | 4   | 31 | 5 | 38 | 13  | 10  | 77  | 1 | 8  | 2   | 15  | 24  | 11  | 46  | 8   | 33 | 5   | 21 | 17  | 5   | 29 |   |

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

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

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After analyzing math data from 2015-2017, the long range goal from the 2017-2018 SIP was to increase the number of students within the special education population in grades 3-5 who meet or exceed PARCC expectations (level 4 or 5). The percentage for students with special needs receiving a level 4 or 5 in grade 3 increased by 4% in 2018 compared to 2017. The percentage increased 50% in grade 4 and increased 14% in grade 5. Overall, in 2018, we increased our percentage of students in grades 3-5 with special needs meeting or exceeding expectations by 29%. Therefore, we have progressed toward our long range goal.

An outcome on which we focused that would have an impact on our goal was to decrease the percentage of students in grades 3-5 with special needs not meeting or partially meeting PARCC expectations (level 1 or 2). There was a 22% increase in grade 3 in 2018 compared to 2017. Grade 4 had a decrease of 12%. Grade 5 decreased their level 1 or 2 percentage by 10%. Overall, our percent of students in grades 3-5 with special needs receiving a 1 or 2 decreased by 19%. Therefore, this outcome made a positive impact on our goal.

Staff members enhanced their math instruction during the 2017-2018 school year to include consistent UDL strategies. Special education staff and general education staff participated in co-planning, they improved their focus on plan, do, check, act strategy development. Teachers planned for and utilized an increased amount of online technology tools and practices to engage students. These tools empowered students to want to learn new material. The special education teachers used Imagine Learning data to create a variety of math activities to meet individual student levels. Classroom teachers and special education staff utilized IXL to differentiate instruction for each student's needs. In addition, teachers feel the UDL strategies and Guideline Checkpoints with the GRR Instructional Framework that were most effective were:

- \*UDL PII.6.2 Support planning and strategy development**

- \*UDL PII.4.2 Optimize access to tools and assistive technology (focused on using technology 1:1 and assistive programs)**

These strategies helped to reduce barriers to learning and enhance student outcomes.

The goal of increasing scores of students with special needs will be sustained by continuing our MTSS profile of a 1:1 ratio of time for co-planning/co-teaching between special education staff and classroom teachers. Teachers will continue to

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GRRUDL and focus on utilizing specific UDL strategies. Collaborative learning and small group instruction will be every day lesson plans. IXL and Imagine Learning will continue to be used to differentiate math for students and guide them on their own pathway toward success. Effective scheduling of human resources will continue as instructional assistants, adult support staff, special education teacher, and Title I teacher are utilized for additional support in all grades with the goal of seeing academic and behavioral improvement of students with special needs and FARMS by the time they reach third grades. Utilizing the math specialist to provide staff and students support on our focus areas in math will be a great asset.

**Establish Focus Areas**

**Root cause Analysis (The Whys):**

- \*Students may not be taking the test as seriously as they should and not trying their best.
- \*Reasons for our students specific learning challenges need to be made a top priority. This should be done as early as Kindergarten and continue through grade 5.
- \*New students are entering or transitioning into our school without the math knowledge of Bel Air expectations and level expectations. Effort must be made by the school to educate these students; particularly in areas where there are gaps in learning.
- \*Although we continually use small group instruction and address differentiated learning in math, the staffing is not sufficient to support the individual needs of those who require special education assistance and support. We are aware that sufficient time and human resources can not be fixed system-wide. However, our steps below will describe the scheduling of human resources that may help.
- \*Staff can strive to do better at following individual student math data (example: benchmarks, weekly assessments, PARCC) and student learning from year to year to provide success for students instead of focusing on only whole grade math scores.
- \*Students need more exposure to practicing strategies for solving problems involving fractions. This also includes skills being taught and learned in each grade levels major content.

**\*\* Ways in which we plan to help to decrease or eliminate the reasons/causes( listed above) of why we have our results listed below in the sections that relate to available resources and steps to be taken to improve our results.**

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- What is the issue?

ough we increased our special education percent of students meeting or exceeding expectations by 29% overall in gr  
nts with special needs in each grade 3, 4, and 5 continue to show a need of improvement in math achievement.  
M students in grades 3-5 have a deficit in math achievement as percentages of meeting or exceeding expectations de  
8 compared to 2017.

ent grade 5 students scored below the county proficiency rates in Math on PARCC in grade 4.

students scored lower than female students in 9 of 15 of the math categories on PARCC in grades 3-5. In grade 3, 1  
l below in 3 categories and above in 2 categories. In grade 4, they were above in all areas except one. However, in gr  
were below in all of the categories.

- What data support the need for a resolution to the identified issue?

percentage for students with special needs receiving a level 4 or 5 in grade 3 increased by 4% in 2018 compared to  
percentage increased 50% in grade 4 and increased 14% in grade 5. Overall, we increased our percentage of student  
l needs in grades 3-5 who met or exceeded expectations by 29%.

outcome on which we focused that would have an impact on our goal was to decrease the percentage of students in g  
pecial needs not meeting or partially meeting PARCC expectations (level 1 or 2). There was a 22% increase in gra  
compared to 2017. Grade 4 had a decrease of 12%. Grade 5 decreased their level 1 or 2 percentage by 37%. Overal  
nt of students in grades 3-5 with special needs receiving a 1 or 2 decreased by 19%. Therefore, the focused outcome  
ve impact on our goal. In addition, 67% of students with special needs scored a 3 or above with 78% of students sco  
ve in grade 3, 63% in grade 4, and 57% in grade 5.

hree testing grades either decreased or remained the same in their percentage of FARMS who met or exceeded exp  
2017 to 2018. In grade 3, 47% of students met or exceeded expectations in 2017 compared to 25% in 2018. In grade

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students met or exceeded expectations in both 2017 and 2018. In grade 5, 21% met or exceeded expectations in 2017 and 20% in 2018. Overall in grades 3-5, there was a decrease in 2018 from 2017 of those meeting or exceeding expectations from 32% in 2017 to 25% in 2018. However, 51% of the FARM students scored a level 3 or above with 50% of the students scoring a 3 or above, 62% in grade 4, and 53% in grade 5. According to the 2018 data on proficiency rates, Bel Air's grade 4 (this year's grade 5 students) scores were below the county average. However, 31% (10/31) of grade 4 students approached expectations by scoring a level 3 on PARCC. Grade 5 students scored 1 lower than grade 4 in math. But, those students have moved on to middle school. We need to focus on the students in grade 4 who are now in our grade 5.

Proficiency Rates: Level 4 or 5

|               |     |
|---------------|-----|
| Bel Air Gr. 4 | 44% |
| County Gr. 4  | 49% |
| State Gr. 4   | 38% |
| Bel Air Gr. 3 | 54% |
| Bel Air Gr. 5 | 24% |

The data shows that males scored lower than females in overall performance in grades 3 and 5. Females scored lower in grade 4. Looking at all assessed categories in grades 3-5, males scored above females in 6/15 of the categories and below females in 9/15 categories. In grade 5 specifically, males scored lower than females in all of the categories.

Math PARCC Data by Gender

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| e | Overall Performance |      |               |      | Major Content |      |               |      |
|---|---------------------|------|---------------|------|---------------|------|---------------|------|
|   | Male                |      | Female        |      | Male          |      | Female        |      |
|   | Bel Air             | ACPS | Bel Air       | ACPS | Bel Air       | ACPS | Bel Air       | ACPS |
|   | 50%<br>(12/24)      | 37%  | 62%<br>(8/13) | 42%  | 25%<br>(6/24) | 34%  | 54%<br>(7/13) | 41%  |
|   | 56% (5/9)           | 48%  | 39%<br>(9/23) | 50%  | 56%<br>(5/9)  | 48%  | 39%<br>(9/23) | 44%  |
|   | 12% (2/17)          | 44%  | 35%<br>(6/17) | 51%  | 6%<br>(1/17)  | 40%  | 23%<br>(4/17) | 46%  |

| e | Additional and Supporting Content |      |                |      | Modeling and Application |      |                |      |
|---|-----------------------------------|------|----------------|------|--------------------------|------|----------------|------|
|   | Male                              |      | Female         |      | Male                     |      | Female         |      |
|   | Bel Air                           | ACPS | Bel Air        | ACPS | Bel Air                  | ACPS | Bel Air        | ACPS |
|   | 50%<br>(12/24)                    | 34%  | 46%<br>(6/13)  | 36%  | 46%<br>(11/24)           | 41%  | 54%<br>(7/13)  | 46%  |
|   | 33% (3/9)                         | 51%  | 52%<br>(12/23) | 49%  | 56%<br>(5/9)             | 48%  | 44%<br>(10/23) | 51%  |
|   | 18% (3/17)                        | 39%  | 41%<br>(7/17)  | 41%  | 24%<br>(4/17)            | 43%  | 35%<br>(6/17)  | 48%  |

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| e | Expressing Mathematical Reasoning |      |            |      |
|---|-----------------------------------|------|------------|------|
|   | Male                              |      | Female     |      |
|   | Bel Air                           | ACPS | Bel Air    | ACPS |
|   | 50% (12/24)                       | 35%  | 46% (6/17) | 45%  |
|   | 56% (5/9)                         | 48%  | 39% (9/23) | 49%  |
|   | 29% (5/17)                        | 42%  | 53% (9/17) | 55%  |

r analyzing the school evidence statements for each grade level each, fractions will be a main focus for grades 3-5 for 2019 school year along with practicing standards relating to modeling and reasoning. In detail, the following are the standards in which we scored below the district and state:

|   |   |
|---|---|
| 3 | <p><b>3.NF.A.3.A - Understand two fractions as equivalent (equal) if they are the same size, or the same point on number line.</b></p> <p><b>3.OA.A.2 - Interpret whole-number quotients of whole numbers.</b></p> <p><b>3.NF.A.3.C - Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</b></p> <p><b>3.NF.A.3.B - Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent.</b></p> <p><b>3.NF.A.3.A - Understand two fractions as equivalent (equal) if they are the same size, or the same point on number line.</b></p> |
|---|---|



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|   |   |
|---|---|
|   | <p><b>3. NF.A.3.D - Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the result of comparisons with the symbols, <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions.</b></p> <p><b>3.MD.B.4 - Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units of whole numbers, halves, or quarters.</b></p> <p><b>3.NF.A.2 - Understand a fraction as a number on a number line; represent fractions on a number line diagram.</b></p> <p><b>3.OA.A.1 - Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each.</b></p> <p><b>3. MD.C.5 - Recognize area as an attribute of plane figures and understand concepts of area measurement.</b></p> <p><b>3.MD.C.5.A - A square with side length 1 unit, called “a unit square”, is said to have “one square unit” of area and can be used to measure area.</b></p> <p><b>*Modeling and Reasoning domains for on grade level.</b></p>   |
| 4 | <p><b>4.G.A.2 - Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify similar triangles.</b></p> <p><b>4.OA.A.3 - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</b></p> <p><b>4.NF.B.4.A - Understand a fraction <math>\frac{a}{b}</math> as a multiple of <math>\frac{1}{b}</math>, and use this understanding to multiply a fraction by a whole number.</b></p> <p><b>4.NF.A.2 - Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>, and justify the conclusions.</b></p> <p><b>4.NF.B.3.C - Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</b></p> <p><b>4.OA.A.2 - Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison</b></p> |

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|          |   |
|----------|---|
|          | <b>*Modeling and Reasoning domains for on grade level</b>   |
| <b>5</b> | <p><b>5.NF.B.6 - Solve real world problems involving multiplication of fractions and mixed numbers.</b></p> <p><b>5.NBT.B.7 - Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</b></p> <p><b>5.MD.C.5.C - Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to real world problems</b></p> <p><b>5.G.A.1 - Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond.</b></p> <p><b>5.MD.C.5 - relate volume to the operations of multiplication and addition and solve real world mathematical problems involving volume.</b></p> <p><b>5.NBT.B.5 - Fluently multiply multi-digit whole numbers using the standard algorithm.</b></p> <p><b>5.NF.A.1 - Add and subtract fractions with unlike denominators (including mixed numbers) by replacing fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</b></p> <p><b>5.NF.B.7.B - Interpret division of a whole number by a unit fraction, and compute such quotients.</b></p> <p><b>5.MD.C.3 - recognize volume as an attribute of solid figures and understand concepts of volume measure</b></p> <p><b>5.G.A.2 - Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</b></p> <p><b>5.NF.B.3 - Interpret a fraction as division of the numerator by the denominator. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.</b></p> |

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Our data shows a need for more exposure and teaching to major content. Our school scores in each grade level are below district scores for major content, making it a school-wide focus. Solving fraction problems is a main component of grades 3-5 Major Content. This includes students solving problems of multiplication, division, area, measurement and basic understanding of fractions in grade 3; addition, subtraction, multiplication, division, place value, fraction comparisons, and subtracting of fractions with the same denominators for grade 4; and volume of prisms, addition subtraction, multiplication and division of multi-digit whole numbers, decimals, and fractions for grade 5.

| Major Content | Bel Air School  | District  |
|---------------|---|---|
| Grade 3       | 35% Met or Exceeded<br>32% Approached<br>32% Did Not Meet | 37% Met or Exceeded<br>26% Approached<br>37% Did Not Meet |
| Grade 4       | 44% Met or Exceeded<br>28% Approached<br>28% Did Not Meet | 46% Met or Exceeded<br>28% Approached<br>26% Did Not Meet |
| Grade 5       | 15% Met or Exceeded<br>65% Approached<br>21% Did Not Meet | 43% Met or Exceeded<br>30% Approached<br>27% Did Not Meet |

- What are the identified goals?

During the 2018-2019 school year, we will continue the same goal as last year for special education to increase math scores. Our goal will be to progress the students up one level with a specific focus on those who received a level 1, 2, or 3 last year. Therefore, one of our goals is to advance the special education population specifically within each grade level (grades 3-5) from a level 1, 2, or 3 at least one level as we track each student with special needs from year to year.

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her goal will be to increase the number of FARM students in grades 3-5 to approach, meet or exceed expectations (C) in math.

ird goal will be to increase the number of students in grade 5 to meet or exceed expectations in math. A strategy for improvement will be to track those particular students in grade 4 last year who were approaching expectations (level 3) to use them to meet or exceed expectations.

in the three goals, reviewing male data will be a focus to provide any additional support needed in order to increase performance.

outcome to determine if the identified goals have been met is that the percentage of students with special needs taking MC will decrease in Level 1 and 2. There will be an increase in the percentage of students with special needs and FAI ing a level 3 and above. Grade 5 students will see an increase in their level 3 and above scores compared to last year. 4. Males will increase their math overall performance percentage on PARCC in grades 3-5.

- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?

Identified goals align with the initiatives of ACPS as the ongoing focus of ACPS has been to improve the achievement of students, including students with special needs and who are economically disadvantaged.

- What resources are needed to meet the identified goals?

Additional professional development on co-teaching models.

Additional professional development on modeling and practicing of the GRRUDL components using system-wide resources.

Additional professional development on the identification and instruction of specific learning styles for teachers to better identify and teach to auditory, kinesthetic, or visual learners, and substantial training on how to best educate students who struggle with drug addiction, autism, or mood disorder.

Additional professional development relating to the topic of growth mindset is needed for staff. According to our staff morale survey, many staff members do not feel they are responsible for their own morale. Therefore, focusing on having a growth mindset will help improve morale and then in turn improve student morale for better student success.

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Additional behavior specialists have been hired in the county to provide behavioral support.

WCS is implementing the PBIS program this year along with a system-wide behavior screening tool. The tool, professional development, and teamwork will help us implement appropriate strategies for Tier I, Tier II, and Tier III behaviors.

WCS received a math specialist this year for one day a week to support all staff and student needs.

WCS received an additional teacher for instructing small targeted groups as we became a Title I Targeted Assistance school this year.

Efficient and effective scheduling is important to better utilize our support staff who include our LAP IAs, special education IAs, FSU interns, and the Title I teacher.

Regularly scheduled co-planning with regular education teachers, special education staff, and Title I staff occurs weekly. Flexible groupings are created as teachers analyze student needs, challenges, and strengths.

Title I Compact signed by teacher, parent, and student includes practicing math skills at home.

Teacher lesson plans written to include additional practice on fractions, basic major content (grade specified), modeling, and real world problem solving.

Graphic organizers for students to explain their mathematical thinking.

Number Talks resource to assess prior student knowledge.

Technology tools such as PARCC tasks from Pearson, Imagine Learning, youtube tutorials, Thinking Blocks, and IXL for differentiated learning and provided students engagement in school and at home.

Math interventions to provide appropriate learning strategies for our students starting in the primary grades.

- What resources are not currently available to meet the identified goal?

Students need additional support and training for students with specific diagnosis such as drug and alcohol born, autism, behavioral, and mental health issues. We need to provide interventions early in order to meet our identified goals in the interim.

Additional training is needed for Close Adult Support IAs who enter their educational employment without any prior background or training to support students.

WCS need evidence-based math interventions to implement in all grade levels.

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Additional laptop carts are needed so all students have access to technology in each classroom.

- What steps will be taken to fully implement the plan in the effort to reach the identified goal?

Air's PBIS Program will provide consistent interventions and supports for Tier I, Tier II and Tier III behavior students. Flexible scheduling will be arranged and there will be emphasis on the importance of following of schedules of support to meet the needs of all students. There is particular emphasis of extra support for the primary grades so we can begin solving our issues early and also for struggling students who transition into our school. Students of primary grades called with additional support to build their mathematical skills. We can help to do this through our IA's and interns. The math specialist will analyze data and participate in teacher discussions to provide the appropriate support. He will specifically provide strategies and resources to teacher that relate to our evidence statements in need of improvement. To I provide staff with such things as the Released Items for PARCC that are connected to those evidence statements. The math specialist will provide teachers tasks for the released items that relate to modeling and reasoning as well. He will provide teachers monthly data related to Engrade benchmarks so students can practice entering responses before PARCC. In addition, he will help to support individual and group students by keeping data charts for the grade levels utilizing previous PARCC score, benchmarks scores, and the Learning scores. The math specialist will also provide videos of specialists and teachers teaching lessons to model for staff members. He will help to assess new students to support the teacher in providing differentiated instruction for those students. Additional material, professional development, and modeling will be done with grade 5 students. The data list will help teachers monitor data on males in grades 3, 4, and 5.

Co-planning and co-teaching models will help improve grade level math standard in which we need to show improvement. Consistent communication between regular education teachers, special education staff, and Title I staff will help with planning appropriate lessons based on student needs, especially major content, fractions, and modeling and reasoning. During the monthly co-planning meetings, staff will focus on math standards needing improvement using evidence tables, assessments (formative), and teacher observations.

Title I teacher will provide opportunities for additional parental support with math by conducting parent meetings and family involvement activities relating to math. She coordinates family math activities and parent training sessions with the Family Engagement Coordinator. The Title I teacher used the Parent Interest Survey to plan the training to meet

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and wants of the parents. The Title I teacher will provide the following learning opportunities for her targeted students: dualized instruction, goal setting, self-assessments, conferencing with students, feedback, vocabulary immersion in concrete representation to abstract focus, self-questioning, modeling and reasoning activities, word problems that include students' names in starter problems to gain their attention, re-teaching of any needed strategies as conversations with the classroom teachers. She will utilize such technology tools as IXL and Imagine Learning to create specific math paths for students at on his or her learning level and to continually assess the student's learning and progress. The Thinking Blocks technology program is word-problem based for concrete representation virtually. The Title I teacher will collaborate with classroom teachers of her targeted students to plan student instructional goals for the week. Before classroom start time, meet individual or groups of her targeted students to provide consistent review and re-teaching.

Mathematical vocabulary related to math is presented in a variety of ways so that the repetition helps the students gain ownership of words and their meanings.

Metacognition activities will be planned to help students think about their thinking. Teachers using the Number Talks will allow this to happen during math lessons. Students will have practice identifying what they already know and then apply what they have learned. It is important for them to transfer their learning from skill to another.

Teachers will include modeling and reasoning activities in their plans. The activities will help students to create and justify mathematical solutions and analyze and correct the reasoning of others. They will practice solving real-world problems representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

Representations created to represent real world and mathematical problems will be a focus for all grade levels.

Teachers will increase their use of visual fraction models or equations to represent the problem as well as use concrete number drawings.

Level 5 teachers will use visual anchor charts when teaching multiplication. They will include brain teaser tasks related to math and do a spiral review for math during their morning work.

Level 3 teachers will use youtube tutorials to provide students with another teacher modeling and teaching math skills. Teachers will use a variety of technology resources (many are listed in resources section above) to engage students in math, make UDL, and to assess students.

Students with specific learning disabilities in math, data and teacher documentation collected early will help staff understand the student. Although students are identified as having learning disabilities, it is important that the staff recognize exact

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struggles are and use the GRRUDL approach to best instruct the students. The appropriate interventions need to be implemented in grades 6 and K when students are flagged for concerns. This means we may have to have additional support than what the classroom teacher is using. Enhancing our informative discussions during articulation meetings annually will help teachers next year be prepared for upcoming students with challenges.

Although it is difficult to catch up new or transitioning students with minimum time, staff will assess the new students and reteach math strategies. We will utilize our math specialist, whom we did not have in the previous years, to provide support to the teachers.

Staff will better analyze data to provide additional strategies and support to our students who are approaching expectations (“bubble kids”) along with our special education, FARM students, and males.

Teachers will compare male and female data and classwork in order to create differentiated instruction and learning experiences specific to each student.

The special education teacher will create individualized activities for students specific learning challenges. She will provide a monthly review of reteaching challenging math skills.

The general and special education staff are continuing professional development and implementation of our co-planning, co-teaching, and MTSS profile.

During transition meetings at the end of the school year, teachers will focus on students with special needs and whether their academic, behavioral, or social/emotional needs are met in order for the teacher of the next year to be better prepared to create a successful learning environment at the beginning of school year.

Teachers are continuing professional development and implementation of the GRRUDL model.

Each teacher's SLO's are written to support the goals of the SIP.

Teachers are becoming more technology based in their classroom lessons in an effort to familiarize students with online learning and are more comfortable with the testing format. There will be more PARCC online practice testing early in the year to help students become familiar with the process and format.

Working with administration and the school counselor effectively to present additional professional development on growth mindset. When staff and students have a positive attitude and growth mindset instead of a fixed mindset, success will be achieved. We will all try harder. In addition, staff will do booster activities with students before testing to encourage them to do their best.



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- How will implementation be monitored to reach the identified goal?

Administration will continue to perform regular walk-throughs which will be posted on the TPE site. Statistics from observations will be analyzed in an effort to enhance the educational strategies being presented.

During co-planning and team meetings, appropriate staff will discuss the needs of individual students and what strategies are working and are not working for each student.

Teachers will continuously examine their data and self-reflect so they are assured that their strategies are effective.

During IEP meetings, staff will be asked to provide deeper analysis of the needs of the students so that appropriate goals and necessary support are included in the plan.

PBIS Team will meet monthly to analyze behavioral data and make changes to strategies and interventions to support students. When students are involved in a positive environment, it helps their willingness to work harder and learn..

Title I Planning Team will meet monthly to discuss the progress of targeted students toward their exit criteria. The principal will meet quarterly with the teachers of her targeted groups to review data for students to exit the group and for consideration of screenings for students to be added to the group.

Leadership/SIT will meet monthly to review the SIP and analyze data in order to make necessary changes.

Parents and community members will be invited to join their designated school team to give feedback.

The principal will conduct SLO conferences with staff members to monitor their progress toward their goals. Teachers will provide the principal with the necessary data relating to their SLO's

To Be Completed when 2019 PARCC data is available

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

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

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

|  |   |
|--|---|
| <b>Table 15</b>  |   |
| <b>UDL Principle/Mode</b>  | <b>Representation –How the teacher presents the information.</b>  |
| <b>Means of Representation:</b><br><i>providing the learner with various ways of acquiring information and knowledge.</i>                      | <p>*Teachers will offer ways of customizing the display of information as they scaffold, ask questions, and give students prompts, cues, and direct explanations. They will offer ways to customize the display of information during collaborative learning as students experience positive interdependence, face-to-face interaction, individual and group accountability, and interpersonal and small group skills. (UDLPI.1.1)</p> <p>*Teachers will clarify vocabulary and symbols in math as they model and demonstrate the purpose, language purpose, and social purpose of learning. This will occur during guided instruction as they scaffold and ask questions in math. During collaborative learning, students will have clarification of vocabulary and symbols as they work together. (UDLPI.2.1)</p> <p>*Teachers will support decoding of text, mathematical notation, and symbols. As they guide students through tasks that increase their understanding of the skill. And as students work collaboratively to apply their learning. (UDLPI. 2.3)</p> |
| <b>Means for Expressions:</b><br><i>providing the learner with alternatives for demonstrating their knowledge and skills (what they know).</i> | <p><b>Expression/Action- How the students demonstrate their knowledge.</b></p> <p>*Teachers will optimize access to tools and assistive technology as they scaffold, ask questions, and give students prompts, cues, and direct explanations. This will continue during collaborative learning as students experience positive interdependence, face-to-face interaction, individual group accountability, and interpersonal and small group skills. Students will have access to tools during independent learning as well. (UDLPI.4.2)</p> <p>*Teachers will vary the methods for response and navigation as they lead students through tasks that increase their understanding of the content during guided instructions. This will occur during collaborative learning as well as students have opportunities to have face-to face interactions.</p>  |

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|   |  |
|---|--|
|   | <p>group accountability. During independent learning, this will help as students practice and information. (UDLP.4.1)</p> <p>*Teachers will give students opportunities to build fluencies with graduated levels of support practice and performance as they guide students in their learning (PII.5.3)</p>  |
| <p><b>Means for Engagement:</b></p> <p><i>...into learners interests, challenge them appropriately, and motivate them to learn.</i></p> | <p><b>Multiple Options for Engagement</b></p> <p>*Teachers will promote expectations and beliefs that optimize motivation as they ask questions, give cues, and directly explain mathematical concepts. This will also occur during collaborative learning as students are motivated to work with one another to solve problems. They will set expectations and beliefs as students independently work on metacognition. (UDLP.9.3)</p> <p>*Teachers will develop self-assessment and reflection for students during guided instruction, collaborative learning, and independent learning. (UDLP.9.3)</p> <p>*Teachers will vary demands and resources to optimize challenge in math. As they ask questions and cue them in math. The students will be exposed to this during collaborative learning as they work with others as well as when they work alone during independent learning.</p> |

**Administrative Leadership**

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

**A. Principal SLO 1**

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

All students in grades 4 and 5 will increase math proficiency and performance to become college and career ready. The SLO assesses the major content, supporting content, reasoning, and modeling in mathematics. According to our PARC scores from 2017-2018, there is a need to increase the number of students in grades 4 and 5 to approach, meet, or exceed expectations. This includes all special education students and FARMS in grades 4 and 5. We need to continue to close the gap with the special education subgroup and our FARMS scores decreased in 2017-2018 compared to the previous year. Students will increase their quantile measure by 100 points or maintain the proficient performance level according to Imagine Learning. Imagine Learning is a web-based system of curriculum proven to raise math achievement for students and sets a new standard for differentiation. Imagine Learning's integrated, adaptive benchmark series is designed to measure individual students growth and progress. At the 'Proficient' performance level in Imagine Learning, students exhibit appropriate performance when tested on grade-level skills and concepts. In addition, growth is specific to each individual as it creates individual student learning pathways for students to participate in throughout the school year.

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This SLO is targeting all 4th and 5th grade students, including all special education and FARM students. The total number of students is 68. 36 students are in grade 4. 32 students are in grade 5. 6 of grade 4 and 5 students have IEP's for academic or behavior. 1 has a 504. 12 students have speech services. 4 students have OT or PT services. 4 students are currently having challenging behavior concerns. 4 students are an attendance concern. 39 /68 (57%) students are out of compliance during necessary instructional time. 32 /68 (47%) are FARMS.

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

Based on our PARCC results, we show a need to increase student success in mathematics in grades 4 and 5.

\*According to the 2018 data on proficiency rates, Bel Air's grade 4 (this year's grade 5 students) scores were below county rates. However, 31% (10/31) of grade 4 students approached expectations by scoring a level 3 on PARCC. Tracking the students into grade 5 this year will be important in order to provide the appropriate instruction for such students. Although 2018 grade 5 math scores were lower than grade 4 at 24% meeting or exceeding expectations, those students moved to middle school. The focus on following the students from grade 4 to grade 5 and providing the additional instruction for students to increase their scores will in turn increase grade 5 scores overall. In addition, continually monitoring data and adjusting instruction is important in grade 4 in order to prevent the decrease in scores on the 2019 PARCC.

**Proficiency Rates Compared to the District: Level 4 or 5: Bel Air Gr. 4 - 44%, District Gr. 4 - 49%; Bel Air Gr. 5 - 24%, District Gr. 5 - 47%**

Grades 4 and 5 also show a need for more exposure and teaching to major content. Our school scores in each grade are below the district scores for major content. Solving fraction problems is a main component of grades 4 and 5 P. Major Content. This includes students solving problems of addition, subtraction, multiplication, division, place value, fraction comparisons, adding and subtracting of fractions with the same denominators for grade 4; volume of prisms for grade 5. Learning will support students with the major content as they succeed through their pathways.

**Major Content Scores Compared to the District: Bel Air Gr. 4 - 44%; District Gr. 4 - 46%; Bel Air Gr. 5 - 15%; District Gr. 5 - 43%**

The percentage of students meeting or exceeding expectations (level 4 or 5) has been below 50% in grades 4 and 5 in 2015. However, if we track individual students more effectively, we can provide the differentiated instruction needed for them to succeed. A strategy will be to track those students who received approaching (level 3) expectations in grade 4 and 5.

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year who are now in grade 5. This will help to raise grade 5 scores. Imagine Learning can be a useful tool to assess individual student data and provide necessary instruction to move these students up a level.

### **PARCC Level Scores:**

**Gr. 4 Level 4 or 5:** 2015 - 23%; 2016 - 36%; 2017 - 45%; 2018 - 44%   **Gr. 4 Level 3:** 2015 - 31%; 2016 - 33%; 2017 - 42%; 2018 - 31%

**Gr. 5 Level 4 or 5:** 2015 - 36%; 2016 - 16%; 2017 - 23%; 2018 - 24%   **Gr. 5 Level 3:** 2015 - 32%; 2016 - 20%; 2017 - 33%; 2018 - 59%

**Last Year's Imagine Learning SLO results are as follows:**

**Grade 4:** Mrs. Roberts - 14/15 met the target, Mrs. VanMeter 14/17 met the target

**Grade 5:** Mrs. Ferguson 17/18 met the target, Mrs. Tarburton 15/17 met the target

**Total of 60/67 or 90% of students in grades 4 and 5 increased their quantile points by at least 100 points from benchmark 2 to benchmark 3 or remained proficient from the first benchmark. 7 students did not meet the target. 6 of those students were special education students with 3 of those 6 special education students in grade 4 and 3 in grade 5.**

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?  
This SLO is a direct match to our math goals in our School Improvement Plan as it focuses on the same strategies, for selecting strategies, and evidence-based practices that will be made to ensure progress in mathematics in grades 4 and 5.
4. Describe what evidence will be used to determine student growth for the SLO.  
The evidence of growth will be determined using Imagine Learning's benchmark series. Students in grades 4 and 5 scored using Imagine Learning's placement of performance levels that are organized from students' quantile measures on the assessment. The test assesses students' readiness for grade-level math content. The resulting instructional gap is used to deliver benchmark remediation.. Benchmark remediation consists of lessons (online) that are added to the students' learning pathways to prime students for grade-level work. The second benchmark will be used to monitor progress. IXL will also be used as a monitoring tool as students participate in this web-based approach to support in mastering specific math objectives. It, too, supplements core instruction and meets individual needs.

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**Insufficient attainment - 0-29% of the students will increase their quantile measure by 100 points or maintain the previous performance level.**

**Partial attainment - 30%-69% of the students will increase their quantile measure by 100 points or maintain the previous performance level.**

**Full attainment - 70% or more of the students will increase their quantile measure by 100 points or maintain the previous performance level.**

### **B. Principal SLO 2**

1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.  
Students in grades 3, 4 and 5 will increase ELA proficiency and performance to become college and career ready. This includes special education students and FARMS. Students will be able to increase their skill of summarizing literary text using monthly tasks.

**The SLO is targeting all students in grades 3-5. This included the special education students and FARMS. The total number of students for this SLO is 114. 46 of those students are in grade 3. 36 students are in grade 4. 32 students are in grade 5. 6 students have an individualized education plan for academics or behavior. 5 students have speech and language services. 3 have OT or PT services. 22 /46 (48%) are FARMS. In grade 4, 2 students have an individualized education plan for academics or behavior. 6 students have speech and language services. 1 student has OT or PT services. 13/36 (36%) are FARMS. In grade 5, 4 students have individualized education plans for academics or behavior. 1 student has a 504. 6 students have speech and language services. 3 have OT or PT services. 19 /32 (59%) are FARMS. 5 students in grades 3-5 are attendance concerns. 6 students are behavior concerns. 39/68 (57%) of students in grades 4-5 attend band during instructional time. Total number of FARMS students in grades 3-5 is 54/114 (47%).**

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

**\*After analyzing the school evidence statements for each grade level, summarizing, will need to be a main focus for 3-5 for the 2018-2019 school year. Summarizing of literary text will be encouraged through monthly tasks.**

**In detail, the following are the ELA standards we scored below the district and state (summarizing being the main focus)**  
**Grade 3**

**RL.3.2.2 - Provides a statement of the central message, lesson, or moral in a text.**

**RL.3.7.1 - Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by words in a story (e.g., create mood, emphasize an aspect of a character or setting)**

**RI.3.5.1. - Demonstrates use of text features to locate relevant information (e.g., key words, sidebars)**

**Grade 4**

**RL.4.5.1 - Provides an explanation of major differences between poems, drama, and prose with references to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text.**

**RI.4.5.1- Provides a description of the overall structure (e.g., chronology, comparison, cause/effect. And problem/solution events, ideas, concepts or information in a text or part of a text.**

**Grade 5**

**RL.5.2.2 - Provides a summary of the text.**

**RI.5.2.2 - Provides an explanation of how two or more main ideas are supported by key details.**

**RI.5.2.3 - Provides a summary of the text.**

**RI.5.6.2 - Provides an analysis of multiple accounts of the same topic, noting important similarities and/or differences in point of view they represent.**

**L.5.5.2 - Demonstrates the ability to determine the meaning of common idioms, adages, and proverbs.**

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**\*Bel Air's shows a need for more exposure and teaching to literary texts. Our school scores in each grade level are the district scores for reading and analyzing fiction, drama, and poetry making it a school-wide focus.**

**Literary Text Bel Air Grade 3: 38% met or exceeded; 19% approached; 43% did not meet**

**Literary Text District Grade 3: 39% met or exceeded; 22 approached; 40% did not meet**

**Literary Text Bel Air Grade 4: 47% met or exceeded; 28% approached; 25% did not meet**

**Literary Text District Grade 4: 53% met or exceeded; 21% approached; 26% did not meet**

**Literary Text Bel Air Grade 5: 44% met or exceeded; 38% approached; 18% did not meet**

**Literary Text District Grade 5: 48% met or exceeded; 27% approached; 25% did not meet**

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?  
**This SLO is a direct match to our English/Language Arts goals in our School Improvement Plan as it focuses on the strategies, rationale for selecting strategies, and evidence-based practices that will be made to ensure progress in grades 3-5.**
4. Describe what evidence will be used to determine student growth for the SLO.  
**The evidence of student growth will be determined using the monthly PARCC tasks on summarizing.**  
**Insufficient Attainment - 0%-29% of the students will score 70% or higher of the monthly tasks.**  
**Partial Attainment - 30%-69%% of the students will score 70% or higher of the monthly tasks.**  
**Full Attainment - 70% or above of the students will score 70% or higher of the monthly tasks.**



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**MULTI-TIERED SYSTEM OF SUPPORT**

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

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

**Collaborative Planning/Collaborative Teaching**

**A. How will the priority/ priorities be addressed?**

**During the 2016-2017 school year, the administrator created a planning schedule for collaboration between general and special**

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education teachers. Professional development on co-planning and co-teaching for the teachers took place. During the weekly co-planning meetings, relationship building occurred as the teachers continued to establish routines, group norms, and protocols. The special education teacher completed a planning sheet during co-planning. The administrator and two teachers attended the Paul H. Smith workshop on co-planning. The information was shared with other teachers. The administrator, special education staff, and grade five teachers observed a middle school classroom example of co-teaching. The special education teacher and one grade five teacher practiced the co-teaching models. Co-planning took place with all classroom teachers, the special education teacher, and special education instructional assistant every week. The goal for the 2017-2018 school year was to continue the above priorities by having the weekly co-planning meetings involving the general education teachers and special education staff. Special education staff continued to support student achievement by enhancing their instructional strategies to meet students needs. The goal for the 2019 school year is to dive deeper into the co-planning/co-teaching model. We are a Title I Targeted Assistance School. Therefore the Title I teacher, along with the special education staff, will participate in co-planning with the classroom teachers. We will strive to enhance support staff's creativity to adapt the teacher plan, create individualized material, monitor progress, and plan tiered instruction and intervention. The staff will increase the co-teaching opportunities within different grade levels. The co-teaching experiences will include a variety of the co-teaching models. Co-planning and co-teaching is multi-faceted and will be an ongoing practice needing time to fully develop and be refined. It will take several years to establish to a satisfying degree.

#### **B. What district support is needed to address your priority/priorities?**

Professional development on co-teaching models provided by the special education department will be needed to ensure additional teacher knowledge and comfortability. Recommendations of viewing other teachers through live observation, video, or online site would be beneficial. Follow-up conversations between the special education department and teachers during our co-planning meetings will help to ensure a continued direction for this priority.

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

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

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

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

Discipline data: Total of 76 referrals with 0 suspensions

| Top Referrals          | Top Reasons                    | Top Locations             | Top Actions                    |
|------------------------|--------------------------------|---------------------------|--------------------------------|
| 1 student 23 referrals | Disruption 30 referrals        | Classroom 38 referrals    | LAP 61 referrals               |
| 2 students 9 referrals | Disrespect 19 referrals        | Playground 14 referrals   | Time out of class 12 referrals |
| 1 student 6 referrals  | Attack on student 18 referrals | Bus 9 referrals           |                                |
|                        |                                | Resource Area 8 referrals |                                |

Our school is initiating the PBIS framework for the first time this year. Based upon the data reviewed by the administration, the principal, the PBIS Team, and the School Leadership Team, the framework and strategies were developed to use for the school's behavior management. Discipline data indicated an increase of 10 referrals from 2016-2017 to 2017-2018, with most of those referrals being for disruption. From this data the Leadership team and the PBIS Team chose to focus on respecting others and actively learning. Disruption and disrespect are both blocks to one's educational progress. Additional review of the data revealed that a select group of students were responsible for most of the discipline referrals for the year. Therefore, those students are being identified and supported with either Tier I, Tier II, or Tier III behavior support. Examples of some of the strategies used for the tiers are listed in the appendix. Students have informal functional behavioral assessments and informal behavioral plans in place to allow them the opportunity to make better choices and ultimately gain social, behavioral, and academic skills. All students are part of the PBIS framework and the PBIS Team chose four areas upon which to focus: staying safe, owning one's behavior, actively learning, and participating in all. The students are recognized for times when their behavior is particularly notable in one of the four areas. Teachers

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Recognized for the actions which enhance student success in a unusually creative way. Recognizing staff for following the expectations as the students allows for a more consistent program that boosts staff moral. There are recognition activities monthly as well as weekly when we have a booster week to recognize students following the expectations in areas the PBIS Team made an additional focus. The paraprofessional staff is scheduled to work throughout the school, support students with participation. This allows the students an opportunity to receive additional positive feedback for behavior as well as for learning. The administration and the school counselor work diligently to check on students who are in need of extra support. Checking in with students gives the individuals a greater sense of self-esteem as they realize they are important to all adults in the school. The team meets monthly to analyze data and decide on recognition ideas and interventions. The screener on ASPEN will also help the team as well as individual teachers with data to provide appropriate support. The Pupil Services Team meets weekly to discuss what support services can be given to families of students with challenging behaviors. Students are recognized after receiving a card for good attendance, citizenship, and hard work ethic.

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

Although Bel Air is implementing PBIS for the first time this year and have begun only with the Tier I piece, there are students who are in the Tier II behavior support model. The staff is using research-based strategies and interventions for students who are in Tier I and Tier II behavior support. PBIS is a framework that guides us to implementing and integrating evidence-based practices for improving academic and behavioral outcomes for all students. When implementing with fidelity school wide, universal practices reduce disruptive behaviors, enhance school climate and create a safer, more effective school. There is data to support the use of measurable outcomes supported and evaluated by data, practices which provide evidence that outcomes are achieved for students and staff, and systems that efficiently and effectively support implementation of these practices by staff.

Examples of Tier I supports for prevention and early interventions that staff may use are the following:

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**( Social Emotional Foundations of Early Learning):** It is a framework for teaching social and emotional skills to children. It addresses parent stress, teacher job stress and increase parent efficacy and teacher confidence while also seeing an increase in the home environment and a decrease in child specific challenging behavior.

**Second Step Early Learning:** This provides instruction in social and emotional learning with units on skills for learning empathy, conflict management, friendship skills and problem solving. It strengthens students' ability to learn, have empathy, manage emotions, solve problems, focus, listen, and stay calm.

**Mindfulness Resources:** Mindfulness is a state of active, open attention on the present. It encourages the careful observation of thoughts and feelings without judging them as good or bad. It means living in the moment and awakening to your current experience. It supports the development of greater attention, emotional and behavioral self-regulation, as well as positive qualities such as compassion and wisdom. The goal is to decrease stress and negative behavior within the classroom; improve optimal learning competence, and attention; decrease anxiety; improve executive functioning skills; and less aggression, social problem behaviors.

**Data Collection:** The proper use of data and data collection is essential in successfully implementing tiered systems of support. Analyzing the root causes and trends will help ensure students receive proper supports. Our system-wide behavior screener, the Behavior Assessment System for Schools (BASS), will be utilized for decision making for tiered supports.

**Team Approach:** We will use a team approach to determine and address an individual child's root causes. This team will include principals, teachers, school counselors, behavior specialist, pupil personnel worker, school nurse, school psychologist, and support service facilitator. The team can help to identify students in need of additional behavioral supports.

**Academic Supports:** Research indicates that the root causes of many inappropriate behaviors may be the result of academic frustration. Academic supports include: communicating instruction purpose; explicit instruction; modeling instruction; guided practice with teacher support; guided practice with peer support; independent practice; reflection, integration and extension; differentiation, positive learning climate, small group strategies.

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**Room Management Checklist:** This helps to identify if the student is being given the greatest opportunity for success. Strategic seating, time-out locations, and proximity to teachers, paraprofessionals, and supportive peers can make the difference in how a student reacts to different stimuli.

**Most important intervention of all is the positive feedback ratio.** Staff is encouraged to provide five positive comments for every negative comment. This builds self-esteem and confidence in the students and also helps with staff morale because the administrator has a positive mindset.

**Examples of Tier II targeted and Tier III intensive supports that staff may use are the following:**

**Crisis Prevention Intervention):** CPI teaches staff a basic understanding of crisis intervention methods to identify behaviors that lead to crisis; effectively respond to each behavior to prevent escalation; use verbal and non verbal techniques to defuse the situation and resolve the crisis before it becomes violent; and cope with fear and anxiety.

**Restorative Practices:** The philosophy and set of tools actively engage students in dealing with conflict management. These tools help to strengthen connections between students, staff, and administration. Students have opportunities to repair relationships and learn the impact of their actions.

**Mediation Services:** The services are voluntary and confidential problem-solving process in which two or more students resolve conflicts with the help of a school counselor.

**Calming Strategies:** Learning to regulate our emotional responses can be difficult. Children need to learn appropriate ways to cope and when experiencing anxiety. Calming strategies can help a child to work through strong emotions.

**Additional Tier II supports for staff to use include the following:** Check-In/Check Out; Social Groups: In-school intervention and instruction for individual concern.

**Additional Tier III supports for staff to use include the following:** mentoring; Functional Behavior Assessment and Behavior Intervention Plans; and 504 plans.

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source book, “Integrated Multi-Tiered Systems of Support :Blending RTI and PBIS” by Kent McIntosh and Steve Goodn  
lized by staff to learn more about what tiered strategies and resources that are available.

; Title I Schools



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**I PARENT/FAMILY ENGAGEMENT**

**/Community Engagement Needs**

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

Bel Air School continues to have outstanding parent involvement. The parent volunteer hours for the 2017-2018 school year were more than 1,400 hours. PTO membership was more than 62% of the eligible population. Bel Air is proud of the parent/volunteer participation and we will strive to maintain or increase the number of volunteer hours in 2018-2019. Parents contribute in the following ways: teaching science lessons, listening to students read, assisting in the computer lab, assisting in the cafeteria, participating in fundraisers, tutoring, reading aloud, providing healthy snacks for special occasions, providing teacher lunch, organizing and attending the Back-to-School Bash. In addition, the B.A.T.C.H. (Bel Air Teacher and Children Helpers) assist with laminating and copying educational materials, copying and collating PBIS tickets, and providing any additional service requested by staff members throughout the year. PTO parents can also be found attending Meet-Your-Teacher Night and Parent Conferences, coordinating the school yearbook, sitting on school teams and committees, participating in PreK-K Orientation, and creating school-wide bulletin boards. Grade 5 parents serve as speakers for Career Day. Parents, staff, and students participate in creating a drug-free lifestyle through school-wide activities during Red Ribbon Week. The parents also plan and implement all holiday recognition events, including Fall Festival, Skating with Santa, Valentine's treats, Easter Egg Hunt, Field Day, and the Grad Party. Moreover, the parents run the Pizza Hut Book-It reading incentive program, which recognizes students for reading on a regular basis. In terms of community involvement, the parents assist with a number of events, including, but not limited to, "Loved Toys", "Read Across America Day", an animal shelter collection, and the TREX competition. Parents participate in Community Outdoor school as well as field trips on all grade levels. The staff communicates with parents in several formats: assignment notebooks, notes and phone calls to parents, Back-To-School letter, email communication, Parent/Student Handbook, Communication Folder, and the Bel Air School website. Parents/family members of targeted assistance students will be invited to attend literacy math events. These events are being planned in response to parent survey results. They will also meet with the Title I teachers at year-of-the-year conferences to gain information about preventing summer slide and preparing for advancing grades.

**Parent Advisory/ Title I Parent Committee 2018-2019**

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| <b>Name</b>      | <b>Grade Level Representation</b> | <b>Position</b>                                      |
|------------------|-----------------------------------|--|
| Summer Farris    | Grades 2 & 3                      | PAC Representative, Parent, Community Representative |
| Julie Stafford   | Grade 3 & 5                       | PAC Alternate, Parent                                |
| Loreda Wiland    | Kindergarten & Grade 3            | Parent   |
| Matt Schartiger  | Pre-K                             | Parent   |
| Mark Farris      | Grades 2 & 3                      | Community Representative, Carl Belt                  |
| Kimberly Hummel  | Grade 1                           | Parent   |
| Kelsey Parker    | Grade 3                           | Parent   |
| Crystal Miller   | Grade 4                           | Parent, Teacher                                      |
| Laurie Ferguson  | Title I                           | Title I Teacher                                      |
| Hannah Eisenhour | Title I                           | Family Engagement Coordinator                        |
| Laura Michael    | Title I                           | School Support Specialist                            |

the “Grade Level Representation” column, identify the grade level being represented by this parent. Under the “Position” column, identify the parent’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 representatives from all grade levels.**

**Bel Air’s PARENT INVOLVEMENT PLAN**

# **Allegany County Public Schools 2018 – 2019 School Improvement Plan**

## **Expectations**

Targeted Assistance Title I school, Bel Air's Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Part C of the Every Student Succeeds Act of 2015 (ESSA).

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

- I – Shared decision-making opportunities
- II – Annual meeting to explain the schoolwide Title I program
- III – Opportunities to build and increase understanding, communication, and support between home and school
- IV - Formal and informal evaluation of the effectiveness of parent involvement activities
- V – Activities that promote a positive environment of high expectations shared by home and school

Bel Air 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.

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 PARCC 2018-2019.

## **Action Plan**

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| Title I Requirements   | Description of Activities/Actions/ Initiatives  | Date(s)   | Whom should you contact for more information                                  |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>• <b>Shared Decision Making</b></li> <li>➤ <b>The School Improvement Plan (SIP) is developed with input from parents</b></li> </ul> | <p>Parent representatives on SIT and other decision-making teams, including the Title I Planning Team, collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.</p>                                      | <p>August 27;<br/>September 4, 13, 18, 21, 26;<br/>October 1-5, 8-9, 11-12, 15, 17-18, 22-26, 29-31;<br/>November 5, 7-9, 13, 15, 19;<br/>January 8;<br/>February 12;<br/>March 22;<br/>April 9;<br/>May 14</p> | <p>Autumn Eirich, principal<br/>Brenda Luger, school counselor, SIT chair</p> |
| <ul style="list-style-type: none"> <li>➤ <b>The SIP is available for parent review and input at any time</b></li> </ul>  | <p>A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time. This synopsis is initially shared with parents during a Parent Breakfast.</p>  | <p>December, ongoing</p>  | <p>Autumn Eirich, principal<br/>Brenda Luger, school counselor, SIT chair</p> |
| <ul style="list-style-type: none"> <li>➤ <b>The Parent Involvement Plan and budget are developed with input from parents.</b></li> </ul>                                   | <p>The Title I Planning Team, including parent and community representatives, give input. Parent Surveys from targeted students also provided information. The School Improvement Team (SIT) will review the proposed plan, including the budget. Parents of all students will have an opportunity to review the plan and provide</p> | <p>October 17, 2018 and SIT meetings (see above)</p>  | <p>Autumn Eirich, principal<br/>Brenda Luger, school counselor, SIT chair</p> |

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| <p>➤ The Parent/Family Engagement Plan is distributed to all parents.</p> <p>➤ With parents, develop a written School-Parent Compact(s) supporting instruction that is signed by teachers, parents, and students.</p>               | <p>feedback. The final plan is submitted to the SIT for approval.</p> <p>A summary of the Parent Involvement Plan is distributed to all families after the Central Office has approved the SIP.</p> <p>The title I planning committee that includes one parent representative and one community representative met to create the school-parent compact. The compact will be reviewed by parents representing all grade levels at the spring meeting. Revisions will be discussed and made in the fall for 2019-2020.</p> | <p>December 2018</p> <p>June 18, July 24, 2018, May 2019</p> | <p>Autumn Eirich, principal<br/>Brenda Luger, school counselor, SIT chair</p> <p>Title I Planning Team<br/>Title I Parent Committee</p> |
| <p>Annual Meeting</p> <p>➤ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental/family engagement.</p> | <p>Bel Air's Annual Title I Meeting was held. Parents/families of targeted students were invited to attend. Mrs. Eirich, principal, and Mrs. Ferguson, Title I teacher facilitated. Laura Michael, Title I school support specialist, assisted. A powerpoint presentation was shared to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide parental/family engagement.</p>   | <p>Tuesday, October 2, 2018</p>                              | <p>Autumn Eirich, principal<br/>Laurie Ferguson, Title I teacher<br/>Laura Michael, Title I school support specialist</p>               |
| <p>Building Parental Capacity</p> <p>➤ Provide assistance to parent in understanding the State's academic content standards</p>   | <p><i>PTA Parent Guides to Student Success</i> were distributed to all parents of targeted students.</p>   | <p>August 2018</p>   | <p>Laurie Ferguson</p>  |

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| and student academic achievement standards, State and local academic assessments.  | <p>Parent-Teacher Conference Days are held and grade level expectations and assessments are discussed.</p> <p>PARCC event for parents will be held.<br/>Bi-weekly volunteer workshops are held by the Family Engagement Coordinator.</p>   | <p>October 2, 2018 &amp; March 4, 2019<br/>TBD<br/>Every other Monday</p> <p>TBD</p>                        | <p>All Teachers</p> <p>SIT<br/>Hannah Eisenhour, engagement coordi</p>  |
| ➤ Provide materials and parent trainings/workshops to help parent improve their children's academic achievement.   | Parent/Family Engagement Literacy Event, Parent/Family Engagement Math Event, District-Wide Behavioral Specialist Presentation   |   | SIT, Autumn Eirich, teacher, District Behavioral Specialists  |
| ➤ Educate school personnel on how to work with parents as equal partners in their child's education.   | An article on working with parents as equal partners will be shared with teachers prior to March 4th conference day.   | March 2019  | Laura Michael, Laura Ferguson   |
| ➤ Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After-School Program, Head Start, etc. | <p>Head Start teachers meet with pre-K teachers for articulation meetings.</p> <p>BRIDGES Barber &amp; Beauty owner will expand Guys Read with additional groups.</p> <p>Health Department provides flu mist and dental sealants clinics.</p> <p>Career Center, Graphic Design Class, provided custom made ribbons and banners for Red Ribbon Week and PBIS.</p> <p>Students collected items for the Animal Shelter.</p> | <p>Spring 2019</p> <p>January/February 2019</p> <p>October 2018</p> <p>October 2018</p> <p>October 2018</p> | <p>Pre-K teachers, Head Start Teachers</p> <p>Brenda Luger, Lamarc Cockrell, Allegany County Public Library</p> <p>Health Department</p> <p>Daphne Snyder</p> |
| ➤ Ensure information is presented in a format and/or   | The school strives to present information to parents/families in a friendly way. Memos,  | Ongoing   | All staff   |

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| <p>language parents can understand.</p> <p>➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.</p> | <p>calendars, newsletters, website, phone, texts, emails.</p> <p>Deaf parent was offered communication assistance for Parent Conference Day. Family Engagement Coordinator reaches out to parents/families of targeted students by phone, email, and written communication. The building is, almost entirely, wheelchair accessible.</p>  | <p>October 2, March 4, and ongoing</p> | <p>Tim Harrison and additional staff per request, Hannah Eisenhower</p> |
| <p>Review the Effectiveness</p> <p>➤ The effectiveness of the school's parental/family engagement activities will be reviewed.</p>  | <p>The school will review the effectiveness of the parental/family engagement activities by providing and tabulating the results of surveys following events. Information gathered will be shared with teams and used to improve future events.</p>   | <p>ongoing</p>                         | <p>SIT, Title I Planning Autumn Eirich, Lau Ferguson</p>                |
| <p>Joyce Epstein's Third Type of Parent Involvement</p> <p>➤ Volunteering</p>   | <p>Parents and family members have many opportunities to volunteer at Bel Air.</p> <ul style="list-style-type: none"> <li>● Teaching science lessons</li> <li>● Listening to students read</li> <li>● Assisting in computer lab</li> <li>● Assisting in cafeteria</li> <li>● Participating in fundraisers</li> <li>● Tutoring</li> <li>● Reading aloud to classes and individuals</li> <li>● Providing healthy snacks</li> <li>● Providing teacher luncheons</li> <li>● Organizing and attending Back to School Bash</li> </ul> | <p>ongoing</p>                         | <p>Autumn Eirich, Classroom Teachers, Hannah Eisenhower</p>             |

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|  | <ul style="list-style-type: none"><li>● B.A.T.C.H. (Bel Air Children and Teacher Helpers)</li><li>● Assist with laminating and copying educational materials</li><li>● Copying and collating PBIS tickets</li><li>● Attending meet your teacher night and parent conference days</li><li>● Coordinating the school yearbook</li><li>● Sitting on school teams and committees</li><li>● Participating in prek/k orientation</li><li>● Creating school-wide bulletin boards</li><li>● Grade 5 service speakers for Career Day</li><li>● Participate in Red Ribbon Week</li><li>● Plan and implement all holiday recognition events</li><li>● Run the Pizza Hut “Book-It” incentive program</li><li>● Assist with Gently Loved Toys</li><li>● Read Across America Day</li><li>● Animal Shelter Collection</li><li>● TREX Competition</li><li>● Grade 5 Outdoor School</li><li>● Field Trips</li></ul> |  |  |
|--|--|--|--|



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Standard XIV.

**Professional Learning 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 key 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:** Growth Mindset Beyond County PD

**Date (s):** Faculty Meetings and Grade Level Planning Meetings

**Location and Time:** Bel Air School Media Center, Teachers Classrooms

**Intended Audience:** Bel Air Faculty and Staff

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

**The focal change expected to occur is a more positive morale for staff, and therefore, as a direct result, a more positive morale in students. Although there is a county-wide implementation of Growth Mindset, Bel Air is moving further into this new psychology of success in an effort to improve the morale of the staff. According to our Staff Engagement Survey results from last year, staff morale is the area on which we need to focus. Particularly evident was the issue of owning one's morale. Respondents indicated that staff members did not believe they were responsible for their morale. In Section 3 of the survey, in the question, "I am responsible for my morale," 13 staff members scored the question neither agree or disagree, disagree, or strongly disagree, while 10 staff members scored agree or strongly agree.**

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ed the question agree or strongly agree. This particular question triggered the need to help staff improve their learning responsible for their own morale affects them which will have a positive effect on student morale and achievement.

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

Professional Learning and brief staff engagement activities will be created using resources on Growth Mindset, included to : selected lessons from “The Growth Mindset Coach” by Annie Brock and Heather Hundley; “Mindset: the New Biology of Success” by Carol S. Dweck; “I Can’t Do That, YET: Growth Mindset” by Esther Cordova and Maima Adiputri; “So Train Your Brain to Turn Negative Thinking into Positive Thinking...” by Ashton Sanderson; Education Leadership” video “Self-Talk Change Your Mind, Change Your Life” by Sally Hall. The staff will learn about parents, teachers, and coaches, and how mindsets arise. The staff will also develop skills on changing their own mindset and the mindsets of those with whom they interact. The ultimate knowledge and skill from this professional learning will be the journey to a true, lasting growth mindset to adopt a growth mindset that will carry us through our lives in a more positive manner and have a positive impact around us.

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

Measurements given to staff after the professional learning on Growth Mindset takes place will help support the future planning. The results of the Staff Engagement Survey for 2018-2019 will be the measurement tool used to determine if the professional learning concerning Growth Mindset has been fully effective or if we need to delve more deeply into the material. Through classroom observations and teacher and administrator discussions, we will analyze the impact of owning our moral responsibility on student achievement.

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

All staff provided help in completing the Academic Progress section of the SIP during the August PD. Staff collaborated to do a root cause analysis for reading and math. They participated in the goal planning process and in revisiting school-wide UDL strategies. Because of their active participation, they were familiar with the SIP before the sharing of the final plan. The draft document will be reviewed with the staff during grade level team meetings and at faculty meetings. Staff will be encouraged to give input and feedback. The completed document will be reviewed again with the staff after it is submitted to Central Office Staff. The implementation and evaluation of the SIP will be discussed at regularly scheduled faculty meetings.

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

At the end of each quarter, the SIT will collect, analyze, and disaggregate reading and math data to evaluate the progress of the target groups that were identified. Formative and summative assessments will be utilized along with other pertinent information from teachers. Administration will discuss and review this data and information with teachers during grade level team meetings. Now that Del Air is a Title I Targeted Assistance School, the SIT team meets monthly to analyze data for progress of those targeted assistance students.

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

**After carefully analyzing data, the SIT will revise the plan as needed to ensure instructional, professional development, and support programs all meet the needs of the target groups and all students and teachers. Necessary instructional changes or enhancements will be made according to the analysis. This communication will occur through regularly scheduled Title I team planning meetings, grade level meetings, and co-planning meetings.**

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

**Classroom teachers, special education staff, and the Title I teacher meet weekly for collaborative planning and grade level team meetings. They will have opportunity to discuss student data relating to the plan and make changes as needed.**

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

**A synopsis of the School Improvement Plan will be available to parents and community members on the school website and at the school's information center in the main lobby. Family members will be invited to a school breakfast to receive information on our school goals and Title I Targeted Assistance Program. Administration will share the plan with families during a PTO meeting.**

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

**Revisions will be shared with staff during faculty meetings. The parents and community members will be advised of necessary revisions at PTO meeting and/or our school website.**

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

**Title I Central Office Staff will collaborate with the SIT to complete the Title I section of the plan. The Title I staff meets monthly with the SIT to monitor that part of the plan. Other Central Office Staff will assist with planning professional development activities when needed during the school year. The Central Office Staff will review the SIP. Afterwards, they will share information and discuss revisions with the SIT chair and Administrator. The SIP will be assessed by the Central Office Staff as part of the principal's evaluation.**

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

**August 27;**

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September 4, 13, 18, 21,26;  
October 1-5, 8-9,11-12,15,  
17-18, 22-26, 29-31;  
November 5, 7-9, 13, 15, 19, 27, 28;  
January 8;  
February 12;  
March 22;  
April 9;  
May 14

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| Name (Print and Sign)       | Affiliation/Title                    |
|-----------------------------|--------------------------------------|
| <i>Autumn Eirich</i>        | Principal                            |
| <i>Beth E. Lutz</i>         | School Counselor and SIT Chairperson |
| <i>Kimberly Beck</i>        | Media Specialist and Pre-K Teacher   |
| <i>Daphne Snyder</i>        | Grade 1 Teacher                      |
| <i>Judy R.</i>              | Grade 2 Teacher                      |
| <i>Cynthia M. Coe</i>       | Grade 2 Teacher                      |
| <i>Andrea Roberts</i>       | Grade 4 Teacher                      |
| <i>Melissa Tarburton</i>    | Grade 5 Teacher                      |
| <i>Laurie Ferguson</i>      | Title I Teacher                      |
| <i>Kristen F. Lancaster</i> | Special Education Teacher            |
| <i>Anthony M. Arnold</i>    | Parent Rep.                          |
| <i>Shirley Farris</i>       | Community Rep.                       |
| Laura Michael               | Title I School Support Specialist    |

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