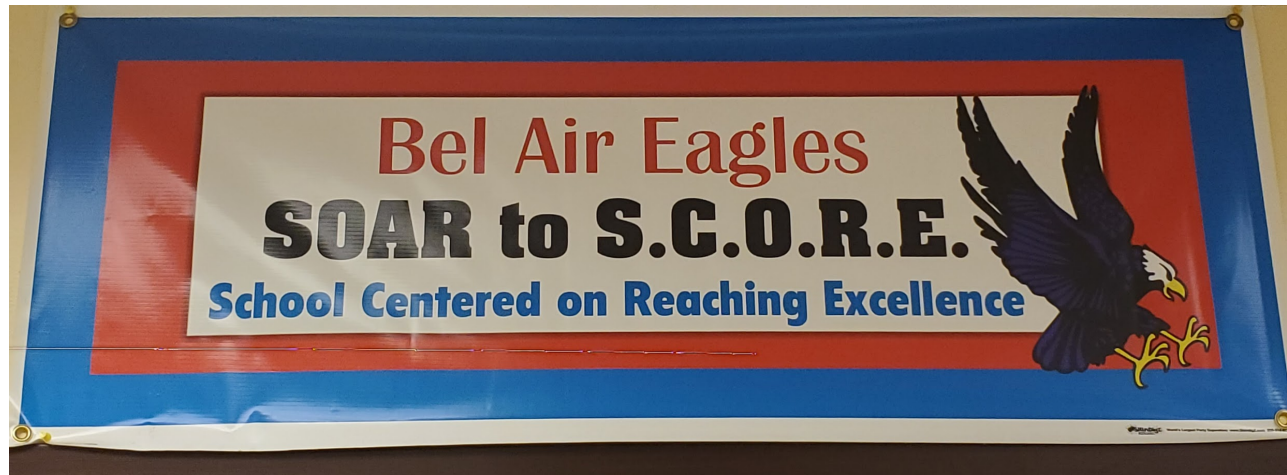


Bel Air School Improvement Plan

Autumn Eirich, Principal



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

School: Bel Air Elementary School

Principal: Mrs. Autumn Eirich

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I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

Mission Statement

Bel Air Elementary School is committed to the belief that all students must experience success in order to develop emotionally, socially, and intellectually. All students are unique individuals who possess a variety of skills and needs, and through successful learning experiences, will develop into productive and responsible citizens.

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.

Bel Air Eagles Soar to S.C.O.R.E
School Centered on Reaching Excellence

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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. All children can succeed and it is a core value of Bel Air to ensure that all students experience success. The educational process includes the fostering of a positive home/school environment, and involves students in a variety of instructional techniques and activities that will ensure academic success. Staff members use system-wide, evidence-based programs for instruction, and they 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. The staff, students, and community and family members seek ways to increase positive experiences which will enhance the students' growth in all aspects of their individuality.

B. Culture, Climate, and Inclusive Community

Climate: The faculty and staff at Bel Air work diligently to maintain a climate of inclusiveness, caring, and motivation. All staff members recognize that the focus of the school is the children and they strive to help each child reach his or her greatest potential. Students at Bel Air come from a variety of backgrounds and experiences, and the entire staff helps students who have come from challenging situations to find a safe and positive place in school. Parents are also involved in the climate of the school, as they are always available to assist with all programs and activities that nurture a positive, safe climate.

Culture: Bel Air staff works smoothly as a team; striving to maintain positive relationships with each other, with parents, and with stakeholders in the community. Safety is a priority at Bel Air, and the school annually practices all safety drills, repeating the drills as needed to ensure the students are comfortable and aware of the expectations during drills. The disciplinary environment 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 LAP room has helped encourage the restorative nature of discipline at Bel Air. The addition of the PBIS Initiative has helped streamline the safety expectations

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and the positive behavioral feedback. As the staff embraces the PBIS goals, the school is even more focused on positive behavior and positive feedback.

Inclusive Community: All members of our school community are given the opportunity to attend topic-appropriate events throughout the academic year. We include many stakeholders in our school-wide activities. We hold parent interactive activities, educational and interactive activities in the classroom, school-wide recognition activities, daily announcement activities. Displays are created by Bel Air parents, lessons are conducted by parents and community volunteers, and school teams are lead by parents. As the PBIS initiative has become more fully developed, community leaders have become a more vital part of the program. Community partners participate in monthly recognition events and in Booster Week activities. All parents who may legally enter the building are welcome in Bel Air School. As part of the PBIS initiative, students are taught to “Respect All”, no matter what gender, race, or socio-economic status. Adults with varying educational backgrounds are invited to share their career experiences and are part of community reader who volunteer at the school. Any questionable statements or behaviors concerning race, socio-economic status, or gender are immediately addressed and appropriate lessons are provided to emphasize the importance of treating all individuals with respect.

C. Staff Engagement Action Plan

<i>Staff Engagement Action Plan</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Domain: Safety Topic: Substance Abuse Score: 6.04
Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.

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Strategies: Steps that will be taken in order to obtain the desired outcome.	Professional Development will be provided to the staff members to increase their knowledge of substance abuse effects and to increase their knowledge of how best to educate students who are impacted by substance abuse of their caretakers or who were born with substance abuse issues.
Initiative leader and team: Who is responsible and involved in the work?	Autumn Eirich, principal; Brenda Luger, School Counselor; The School Leadership Team
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	The School Resource Officer and the Special Education Staff will be active in providing the needed education. Online educational tools and resources will be presented during faculty meetings and Professional Development.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	A survey will be conducted following each professional development session to gain feedback on the success of the session and the ongoing needs of the educators.
Timeline: Include dates for implementation of action steps.	February 3 Principal Staff Development, a faculty meeting, and one team meeting will be used for staff development. The training will continue in August 2020 PD dates.

D. Student Engagement Action Plan

<i>Student Engagement Action Plan</i>	
Primary Area of Need State the Domain, Topic, and Score	Domain: Relationships Topic: Student-Student relationships Score: 5.30

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Topic Description	The student-student relationships topic describes the degree to which students feel other students are friendly with, care about, get along with, and respect one another.
Strategies: Steps that will be taken in order to obtain desired outcome.	Restorative Practice Circles will be used with Grade 5 students to initiate discussion on what is causing the relationship problems and what approaches may be taken to improve those relationships. The circles will be included as part of the ongoing, established School Counseling curriculum. The PBIS team will lead Kindness Booster Weeks to encourage more positive communication among the students across the grade levels.
Initiative leader and team: Who is responsible and involved in the work?	Brenda Luger, School Counselor and PBIS Coach, Autumn Eirich, Principal and PBIS Team
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Restorative Practices materials to supplement School Counseling curriculum; entire staff to participate in PBIS Booster activities. Student buy-in to circle activities.
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Survey will be conducted with Grade 5 students after the initiation of student-based activities to improve student-student relations, and the activities will be adjusted to suit the needs of the students.
Timeline: Include dates for implementation of action steps.	Restorative Practices activities began 01/07/2020 and will continue on 01/14/2020 with Grade 5 students in the school counselor class lessons. Additional lessons will be taught through February, 2020 and beyond as requested by the students or by the observation of the staff. PBIS team will meet January, 2020 to schedule Booster Weeks addressing student-student relations. This will emphasize the "Respect All" piece of the school's PBIS initiative.

II. SCHOOL DEMOGRAPHICS

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A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers	5	14	19
Itinerant staff	6		6
Paraprofessionals	6	3	9
Support Staff		3	3
Other	4	5	9
Total Staff	21	26	47

Table 2				
Under each year, indicate the percent as indicated of individual in each category.	2016-2017 Official Data	2017 – 2018 Official Data	2018-2019 Official Data	2019-2020 Official Data
Percentage of faculty who are:				
• Certified to teach in assigned area(s)	100%	100%	100%	100%
• Not certified to teach in assigned area(s)	0%	0%	0%	0%
For those not certified, list name, grade level course	N/A	N/A	N/A	N/A
Number of years principal has been in the building				13
Teacher Average Daily Attendance	95.7%	96.0%	94.6%	

B. Student Demographics

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Table 3			
SUBGROUP DATA			
SUBGROUP	2017-2018 TOTAL	2018-2019 TOTAL	2019-2020 TOTAL
American Indian/Alaskan Native	0	0	0
Hawaiian/Pacific Islander	0	0	0
African American	≤10	≤10	≤10
White	217	211	207
Asian	≤10	≤10	≤10
Two or More Races	12	≤10	11
Special Education	46	39	40
LEP	≤10	≤10	≤10
Males	111	105	111
Females	125	122	114
Total Enrollment (Males + Females)	236	227	225
Farms (Oct 31 data)	55%	50%	

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

Table 4					
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Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	1	06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	5	14 Autism	2
04 Speech/Language Impaired	18	09 Specific Learning Disability	6	15 Developmental Delay	8
05 Visual Impairment		10 Multiple Disabilities			

III. ATTENDANCE

Table 5	2018-2019	
School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All (Excluding PreK & K)	94.6%	Y
Grade 1	93.4%	N

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Grade 2	94.4%	Y
Grade 3	95.5%	Y
Grade 4	93.6%	N
Grade 5	95.6%	Y

Table 6				
Attendance Rate				
Subgroups – School Level Data	2016-2017	2017-2018	2018-2019	Indicate if current rate is less than 94%
All Students	95.2%	95.3%	94.3%	
Hispanic/Latino of any race	N/A	N/A	95.6%	
American Indian or Alaska Native	N/A	N/A	N/A	
Asian	N/A	N/A	97.9%	
Black or African American	N/A	N/A	94.4%	
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	
White	95.1%	95.2%	94.2%	
Two or more races	95.1%	95.3%	93.3%	Less than 94%
Male	95.3%	95.0%	94.5%	
Female	95.1%	95.6%	94.1%	
EL	N/A	N/A	97.8%	
Special Education	93.9%	95.1%	94.9%	
Free/Reduced Meals (FARMS)	94.3%	94.5%	93.0%	Less than 94%

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

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Grades 1 and 4 did not meet the AMO of 94% for attendance. In grade 1, 9 students were attendance concerns with absentees ranging from 8 days to 21.5 days. In grade 4, 3 students were attendance concerns with absentees ranging from 13 days to 47 days. Two or more races is a subgroup ≤ 10 . However, we have more than 50% of our students as FARMS. There was a decrease of 1.5% for FARMS to indicate an attendance rate less than 94%. In addition, 2 of the 3 grade 4 students are FARMS (67%) and 8 of the 9 grade 1 students are FARMS (72%). Therefore, FARMS is a subgroup of an attendance focus for the 2019-2020 school year.

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

The Pupil Services Team will continue to meet weekly to monitor student attendance in an effort to ensure a 94% or above attendance rate for all subgroups. During the weekly meetings, parent conferences about attendance may occur. Daily attendance calls are made by the system's Blackboard Connect and by school personnel when necessary. The Pupil Personnel Worker attends meetings, contacts parents, and sends letters concerning attendance. The systems policy is frequently reviewed with parents of students with attendance issues. The PPW and principal make 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. As a new strategy for the 2019-2020 school year, the PBIS team will create special activities to encourage better attendance by integrating coming to school with our PBIS expectations.

IV. HABITUAL TRUANCY and CHRONICALLY ABSENT

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

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semester, or year. Habitual truancy means a student that meets all the following criteria (b) The student was absent 5 through 20 days during the school year; (c) The student was in membership in a school for 91 or less days.

	2018	2019
Count Habitual Truant	0	1
Percent Habitual Truant	0%	0.48%
Percent Chronically Absent	9.38%	15.14%

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

The 1 habitually truant student is no longer attending Bel Air Elementary School. However, for habitually truant students, the Pupil Service Team will encourage the ACPS policy by requiring the necessary documentation needed to make absences lawful if applicable.

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

The Pupil Services Team will continue to meet weekly to monitor student attendance in an effort to ensure a 94% or above attendance rate for all subgroups. During the weekly meetings, parent conferences about attendance may occur. Daily attendance calls are made by the system's Blackboard Connect and by school personnel when necessary. The Pupil Personnel Worker attends meetings, contacts parents, and sends letters concerning attendance. The systems policy is frequently reviewed with parents of students with attendance issues. The PPW and principal make 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. As a new strategy for the 2019-2020 school year, the PBIS team will create special activities to encourage better attendance by integrating coming to school with our PBIS expectations.

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V. GRADUATION AND DROPOUT RATE – N/A to Elementary or Middle

VI. SCHOOL SAFETY/ SUSPENSIONS

Table 9: SUSPENSIONS				
Subgroup	All Students			
	2016-2017	2017-2018	2018-2019	Percent of increase (+)/decrease (-) from 2017-2018
Total Referrals	66	76	95	+25%
All Suspensions	12	0	1.5	+100%
In School	1	0	0	0%
Out of School	11	0	1.5	+100%
Sexual Harassment Offenses	1	0	0	0%
Harassment/Bullying Offenses	2	3	1	-66.6%

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

During the 2018-2019 school year, Bel Air had one day and a half day of out of school suspensions compared to 0 suspensions in 2017-2018. The suspensions both involved the same student. Our low number of suspensions is because of the consistent utilization of L.A.P. Bel Air had a total of 95 discipline referrals in 2018-2019, which was an increase of 19 referrals from 2017-2018. LAP helps to reduce suspensions as 69/95 (72.6%) referrals had an action of L.A.P. 62/ 95(65%) referrals came from 5 students having 10 or more referrals. 23% of the total number of students receiving referrals were from grade 2 and below

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where suspensions are not a conduct action according to COMAR. 42/95(44%) referrals occurred in the classroom with disrespect being the highest problem behavior resulting in 39/95 (41%) referrals.

Students displaying major behaviors in all grade levels are given support from instructional assistants, the school counselor, the administrator, and special education staff. Staff create formal and informal behavior plans to be consistently followed, reviewed, and changed as necessary. Additionally, parent communication is made a priority. We are implementing PBIS for a second year this 2019-2020 school year. The program will allow for increased positive staff and student relationships, consistent school-wide expectations, consistent disciplinary actions, and instruction and intervention related to positive behavior. The implementation of SRSS will help staff to identify students needing Tier II and Tier III interventions. The PBIS team will meet monthly to review the data and to create the restorative practices for those students in need. The Pupil Service Team will follow up with reviewing students who have multiple discipline referrals and continue a plan of action to support those students.

Bel Air School is not on the watch list or fully disproportionate.

VII. EARLY LEARNING

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

Table 10						
Kindergarten Readiness Assessment						
	2017-2018		2018-2019		2019-2020	
	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated
Language & Literature	14/36	39%	13/32	41%	16/32	50%
Mathematics	10/36	28%	21/32	66%	16/32	50%
Social Foundations	30/36	83%	22/32		22/32	

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				69%		69%
Physical Development	26/36	72%	26/32	81%	23/32	72%

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

Kindergarten Readiness Assessment 2019



Add Filter

Overall KRA Score

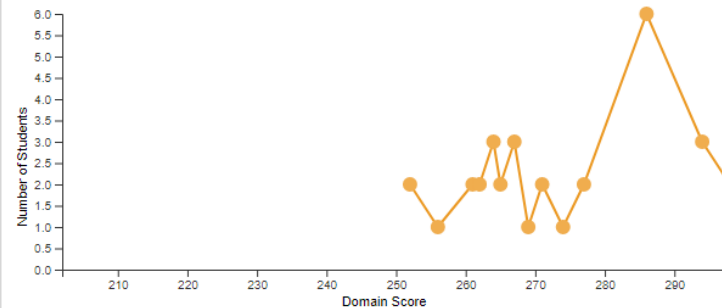
Domain report

HOW TO READ THIS CHART

CHART TYPE



Language and Literacy



Range Minimum: 202 Range Maximum: 298

Whole population

Lowest Score: 252

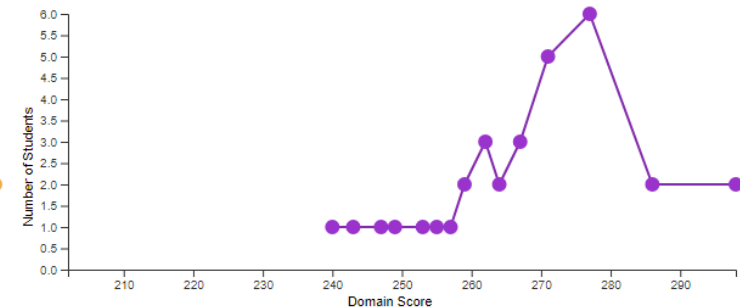
Highest Score: 298

Mean Score: 273.8

Median Score: 270

Standard Deviation: 13.7

Mathematics



Range Minimum: 202 Range Maximum: 298

Whole population

Lowest Score: 240

Highest Score: 298

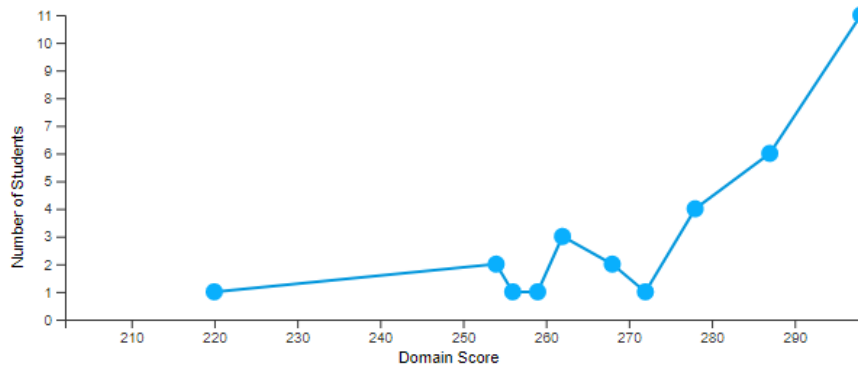
Mean Score: 267.6

Median Score: 267

Standard Deviation: 13.9

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Social Foundations



Range Minimum: 202 Range Maximum: 298

Whole population

Lowest Score: 220

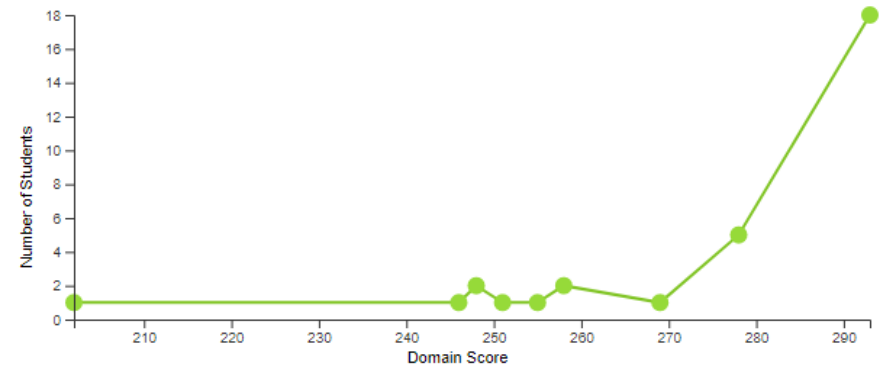
Highest Score: 298

Mean Score: 279.7

Median Score: 287

Standard Deviation: 19.0

Physical Development



Range Minimum: 202 Range Maximum: 293

Whole population

Lowest Score: 202

Highest Score: 293

Mean Score: 278.1

Median Score: 293

Standard Deviation: 21.8

- In consideration of the trend data, discuss efforts the school is making to improve your early childhood programs and/or practices. Include ways you are working in collaboration with early learning partners (i.e., Judy Center, Head Start, Child Care,

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Preschool Expansion sites, Preschool Special Education, School Therapy Services, etc.) to strengthen supports and ensure more children enter kindergarten “demonstrating readiness”.

Kindergarten and pre-kindergarten teachers meet every October with administration to discuss our students’ weaknesses and strengths according to the KRA. During the annual articulation meetings in April, the pre-kindergarten teacher informs the kindergarten teachers of students entering their classrooms who may need additional support academically, socially, and physically. Not all students entering kindergarten attended our pre-kindergarten program. New students transition in from other preschools, or transition without any preschool experience.

Bel Air’s pre-kindergarten and kindergarten teachers meet annually with our in-house Head Start staff to discuss students who will be 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 allow us to be a better support to those families as they enter our pre-kindergarten program. The Head Start staff also shares strategies and insights with pre-kindergarten as they often teach the same students.

4. Describe the school’s plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten with deficits in specific domain areas. Discuss the evidence based practices your school is implementing will implement to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.

Bel Air’s percentage of students demonstrating readiness, approaching readiness, and emerging entering kindergarten has changed from 2018-2019 to 2019-2020 except for social foundations which remained the same. We increased by 9% in demonstrating readiness in language and literacy. We had a decrease of 16% in math and 9% in physical development. Kindergarten and pre-kindergarten teachers at Bel Air are addressing achievement gaps in KRA data with a variety of strategies. The staff recognizes that children whose readiness skills are approaching and emerging require differentiated instruction, targeted supports, and interventions to be successful in kindergarten. The pre-kindergarten teacher remains proactive as she plans her instruction to include the necessary readiness skills for kindergarten. Some of the strategies teachers use include the following: GRRUDL, Number Talks from Math Solutions, literacy curriculum (Phonemic Awareness book), learning through art

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and music, use of a variety of manipulatives to match learning styles, SmartBoard activities, technological interactive activities, computer lab experience, reteaching activities, 6+1 Traits of Writing, reading intervention programs (e.g., ERI), consistent PBIS initiatives, classwide and individual behavior plans to help with challenging behaviors, flexible groups based on foundational skills, and small groups based on student interests and strengths. The instructional assistant and interns from FSU are utilized in ways that allow the teacher to focus on individual student needs. Additional support from other IA's in the building is helpful as they work with struggling students individually and in small groups to reteach skills for mastery. Parents are encouraged to participate in all school-based activities. They are given opportunities to learn about pre-kindergarten and kindergarten expectations during scheduled orientation, the start of the year parent meetings, and parent conferences. Data from teacher observations, formative assessments, benchmarks, and classwork will be analyzed on a regular basis to monitor student progress.

Students are entering pre-kindergarten and kindergarten with more mental, physical, behavioral, and emotional challenges. Pre-kindergarten and kindergarten teachers need more adequate training to address the needs of these students. We encourage parents to attend orientations, beginning of the year meetings, and parent conferences in order to gain knowledge about their child so staff can prepare the best practices they know. Inviting school therapy personnel and specialists will help teachers incorporate appropriate strategies and techniques to enhance student success.

Language and Literacy

We have shown an increase in the Language and Literacy domain over the last 3 years. Therefore, we will continue to emphasize the strategies listed in number 4 above that relate to this domain. Engaging students in phonemic awareness using the system-wide resource will be a priority. Writing is a school-wide initiative in our school improvement plan with a focus on conventions. The kindergarten teachers will use the 6+1 Writing Traits rubric to assess student writing for conventions. This will be an SLO for both kindergarten teachers. Appropriate flexible groups for ELA will allow students the opportunity to use a variety of methods and strategies when learning to read and write. Teachers will plan to use a variety of activities, technology, and materials to meet the different learning styles in the classroom.

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In order to address the percentage decrease for math and physical development, the pre-kindergarten and kindergarten teachers will plan additional lessons that focus on engaging students in the following:

Math

Additional hands-on activities in math centers to give more opportunity for skill building on pre-kindergarten and kindergarten standards and expectations.

The students who scored lower on the domain in math will receive additional help by instructional assistants or the teacher. During computer lab time, the focus will be more on math technology resources.

Physical Development

Pre-kindergarten and kindergarten teachers will incorporate physical activity within the other content areas.

They will provide more experiences for outside or gymnasium physical activities using specific equipment and suggestions from the PE teacher and the physical therapist.

Social Foundation

Because the domain of social foundation remained the same percentage from 2018 to 2019, the pre-kindergarten and kindergarten staff will plan lessons that focus on engaging students in pretend play, role play, following multi-step directions, asking appropriate questions when needing help, taking turns, controlling impulses, and expressing feelings. This will be done through weekly tasks using literature, small groups, and the arts.

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VIII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

Long Term Goal: to prepare 100% of students to be college and career ready by graduation. To reduce the 2017 non-pass rate by 50% by the year 2030.

Short Term Goal: to close or reduce achievement gaps between subgroups and their counterpart.

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

TABLE 12a ELA Grade 3	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	28	≤10		≤10		14	50	37	≤10		≤10		19	51	44	13	30	≤10		23	52	+1%

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American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	≤10	0	0	0	0	≤10		≤10	0	0	≤10		0	0	≤10	0	0	≤10		≤10		
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
Hispanic/Latino of any race	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 Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	27	≤10		≤10		13	48	33	≤10		≤10		16	49	39	12	31	≤10		20	51	+2%
Two or more races	0	0	0	0	0	0	0	≤10	0	0	0	0	≤10		≤10	≤10		0	0	≤10		
Special Education	≤10	≤10		0	0	≤10		≤10	≤10		≤10		≤10		≤10	≤10		0	0	≤10		
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	17	≤10		≤10		≤10		16	≤10		≤10		≤10		22	≤10		≤10		≤10		
Female	21	≤10		≤10		11	52	13	≤10		≤10		≤10		25	≤10		≤10		15	60	
Male	≤10	≤10		≤10		≤10		24	≤10		≤10		11	46	19	≤10		≤10		≤10		

TABLE 12b ELA Grade 4	2017				2018				2019				2018 to 2019 change in prof. rate
	Total	Level 1 or 2	Level 3	Level 4 or 5	Total	Level 1 or 2	Level 3	Level 4 or 5	Total	Level 1 or 2	Level 3	Level 4 or 5	

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	#	#	%	#	%	#	%	#	#	%	#	%	#	%	l #	#	%	#	%	#	%	
All Students	36	≤10		11	31	16	44	32	≤10		14	44	12	38	36	≤10		≤10		22	61	+23%
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	≤10	≤10		0	0	0	0	≤10	0	0	0	0	≤10		≤10	0	0	≤10		0	0	
Black or African American	≤10	0	0	0	0	≤10		≤10	0	0	≤10		0	0	≤10	0	0	≤10		0	0	
Hispanic/Latino of any race	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 Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	31	≤10		10	32	13	42	29	≤10		13	45	≤10		31	≤10		≤10		19	61	
Two or more races	≤10	0	0	≤10		≤10		≤10	0	0	0	0	≤10		≤10	0	0	0	0	≤10		
Special Education	≤10	≤10		0	0	0	0	≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10		
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	17	≤10		≤10		≤10		21	≤10		11	52	≤10		12	≤10		≤10		≤10		
Female	19	≤10		≤10		≤10		23	≤10		10	44	10	43	13	0	0	≤10		≤10		
Male	17	≤10		≤10		≤10		≤10	≤10		≤10		≤10		23	≤10		≤10		12	52	

TABLE 12c	2017	2018	2019	2018 to 2019
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ELA Grade 5																						change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	43	14	32	13	30	16	37	34	≤10		≤10		19	56	31	≤10		≤10		18	58	+2%
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	≤10	0	0	≤10		≤10		≤10	≤10		0	0	0	0	≤10	0	0	0	0	≤10		
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	≤10	0	0	0	0	≤10		
Hispanic/Latino of any race	≤10	≤10		0	0	≤10		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	38	13	34	11	29	14	37	28	≤10		≤10		17	61	28	≤10		≤10		15	54	-7%
Two or more races	≤10	0	0	≤10		0	0	≤10	≤10		≤10		≤10		≤10	0	0	0	0	≤10		
Special Education	10	≤10		≤10		0	0	≤10	≤10		0	0	≤10		≤10	≤10		≤10		≤10		
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	19	≤10		≤10		≤10		15	≤10		≤10		≤10		18	≤10		≤10		≤10		
Female	19	≤10		≤10		≤10		17	≤10		≤10		13	77	23	≤10		≤10		14	61	-16%
Male	24	≤10		≤10		≤10		17	≤10		≤10		≤10		≤10	≤10		≤10		≤10		

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Table 13: Cohort Growth (Elementary Cohort 2027)			
Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	51%	61%	+10%
Economically Disadvantaged	25%	42%	+17%
Special Education	33%	56%	+23%
Male	46%	52%	+6%
Female	62%	77%	+15
Other subgroup			

Table 14: Cohort Growth (Elementary Cohort 2026)					
Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	50%	38%	58%	+20%	+8%
Economically Disadvantaged	35%	19%	39%	+20%	+4%
Special Education	40%	25%	14%	-11%	-26%
Male	43%	22%	50%	+28%	+7%

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Female	52%	43%	61%	+18%	+9%
Other subgroup					

2. Use current data to determine if goals from last year's SIP were met.

- Describe changes in last year's focus areas.

The 2018-2019 identified goals and results were as follows:

-To advance the special education population in grades 3-5 who received a level 1, 2, or 3 at least one level as we track each student with special needs from year to year.

Special Education	2018 Level 1	2019 Level 1	2018 Level 2	2019 Level 2	2018 Level 3	2019 Level 3	2018 Level 4	2019 Level 4	2018 Level 5	2019 Level 5
Grades 3-5	37%	46%	17%	8%	21%	42%	25%	29%	0%	0%
Grade 3	11%	75%	22%	12%	33%	0%	33%	12%	0%	0%
Grade 4	37%	22%	12%	0%	25%	22%	25%	55%	0%	0%
Grade 5	71%	43%	14%	0%	0%	43%	14%	14%	0%	0%

Tracking Cohort 2018 grade 3 to 2019 grade 4, we increased level 1 by 11%, decreased level 2 by 100%, decreased level 3 by 11%, increased level 4 by 22%, and remained the same for level 5 with no special education students exceeding expectations. Tracking Cohort 2018 grade 4 to 2019 grade 5, we increased level 1 by 6%, decreased level 2 by 22%, increased level 3 by 21 %, decreased level 4 by 11%, and remained the same for level 5 with no special education students exceeding expectations.

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Although grade 4 increased its special education passing percentage from 25% in 2018 to 56% in 2019, grade 3 decreased its passing score from 33% in 2018 to 13% in 2019 and Grade 5 remained the same with 14% passing in 2018 and 2019. Therefore, we did not significantly close the special education gap in all three grade levels. We need to continue to follow cohorts in order to be sure we are decreasing our levels of 1 and 2 for special education.

-To increase the number of FARM students in grades 3-5 to level 3, 4, or 5.

FARMS	2018 Level 3	2019 Level 3	2018 Level 4	2019 Level 4	2018 Level 5	2019 Level 5	Total 2018	Total 2019
Grades 3-5	36%	25%	25%	40%	1%	1%	62%	66%
Grade 3	31%	18%	25%	45%	0%	0%	56%	64%
Grade 4	52%	33%	19%	42%	0%	0%	71%	75%
Grade 5	20%	28%	33%	33%	6%	5%	60%	67%

Overall, our FARMS percentage of meeting and exceeding expectations in grades 3-5 increased by 15 % as it was 42% passing in 2019 compared to 27% in 2018. We met our goal of increasing overall grades 3-5 FARMS percentage of approaching, meeting, or exceeding expectations; especially those receiving a level 4 of meeting expectations. This will be an identified goal again for the 2019-2020 school year as we need to continue to close the gap for FARMS. In addition, raising their passing percentages will significantly affect our overall grade level percentage of meeting expectations on MCAP.

-To increase the number of students in grade 5 who meet or exceed expectations in ELA by tracking the grade 4 students from the previous year who were approaching expectations (level 3) to increase their scores to meet or exceed expectations (levels 4 or 5).

Cohort 2018 grade 4 to 2019 grade 5	Level 3	Level 4	Level 5	Total
Grade 4 2018	44%	34%	3%	26/32 81%

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Grade 5 2019	23%	52%	6%	25/31 81%
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Although the overall percentage of students receiving a level 3, 4, or 5 remained the same with the same group of students, we met our goal because we increased the percentage of students passing ELA, as 58% met or exceeded expectations in grade 5 compared to 37% of students in that same group in grade 4. We will focus on grades 3-5 in 2019-2020 because of the reasons listed below in focus area 3.

-Within those three goals last school year, the focus was to provide additional support needed in order to increase male performance in ELA because males scored lower than females in overall performance for meeting or exceeding expectations in ELA in grades 3-5.

	Male ELA 2018	Male ELA 2019	Female ELA 2018	Female ELA 2019
Grade 3	46%	42%	61%	60%
Grade 4	22%	52%	43%	77%
Grade 5	39%	50%	76%	61%

In 2019, we increased our male percentage for meeting or exceeding expectations in grade 4 by 30% and in grade 5 by 11%, but decreased in grade 3 by 4%. Although we made progress with males in two of the grades, males continued to score lower than females in ELA in 2019 in all three grade levels. We will continue to provide additional support to males in ELA within all of our identified focus areas.

3. FOCUS AREAS

FOCUS AREA 1:	Special Education Students, Grades 3-5
Focus Area Goal	To decrease the number of special education students in Grades 3-5 scoring Level 1 and Level 2 on the MCAP by 10% with a main focus on the lowest percentage of students scoring a level 1.
Root Cause(s):	A re-emphasis is needed on the school-wide conventions writing charts for K-5. Previously, data showed the need to focus on literary text. We improved on Literary standards because of this

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	focus. However, data from the evidence statements in 2019 displayed students now need more exposure to Reading for Information with an emphasis on text features.
Focus Content Standard(s):	<p>RI.3.7.1: Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of the text (e.g., where, when, why, how key events occur).</p> <p>RI.4.7.3: Provides an interpretation of information presented quantitatively (e.g., in charts, graphs, diagrams, or interactive elements on web pages).</p> <p>RI 4.7.4: Provides an explanation of how the information presented visually, orally, or quantitatively, contributes to an understanding of text in which it appears.</p> <p>RI.5.6.2: Provides an explanation of the relationship for interactions between two or more individuals in a historical, scientific, or technical text.</p> <p>RI.5.8.3: Identifies which reasons and/or evidence support which points.</p>
Barriers:	A balanced focus was not present for instruction in Reading for Information with emphasis on text features.
Needed Resources:	<p>The staff needs training on SDI (Specially Designed Instruction) in order to most effectively implement the goals of a student's SDI.</p> <p>Additional professional development is needed on the identification and instruction of specific learning styles for teachers to better identify auditory, kinesthetic, or visual learners; and substantial training is needed on how to best educate students who are born with drug addiction, autism, dyslexia, or mood disorder.</p> <p>Additional professional development relating to the topic of Growth Mindset is needed for staff to help staff members instill a positive mindset in their students.</p>
Strategies and/or evidence-based interventions:	<p>Specially Designed Instruction is adapted to suit the specific reading and writing goals from each individual's IEP.</p> <p>Flexible groupings are created as teachers analyze student needs, challenges, and strengths.</p> <p>The Reading Specialist will provide additional instructional support on Reading for Information with an emphasis on Text Features, based upon data analysis. This will occur weekly when she is present in the building.</p> <p>The students will complete Pearson-released MCAP practice tasks.</p> <p>Teachers will use a variety of reading and writing technology resources to engage students and provide GRRUDL instruction (e.g, Gynzy, RAZ, Scholastic News, Readworks, MyOn, EdMark, and other online videos and tools).</p> <p>Teachers will provide reading and writing activities related to reading for information standards and practicing of conventions.</p>
How will it be funded?	<p>Technology resources/licenses are funded by school funds (e.g., RAZ, Gynzy, MyOn).</p> <p>The school and the special education department will fund the materials needed for the individual IEP student's</p>

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	goal box created by the special education teacher.
Steps towards full implementation with timeline:	<p>Regularly scheduled co-planning with regular education teachers, special education staff, and administration, allows for the opportunity to recognize students' greatest needs and adjust lessons to match those needs. These meetings are held monthly, or more often if there is an obvious need.</p> <p>The Special Education teacher's SLO's are written to support the ELA goals of the School Improvement Plan. The SLOs are approved in November with final results being discussed in May.</p> <p>The system's special education instructional specialist will be used to provide school-based strategies and suggestions for those students and teachers in need of support . This will occur on an as needed basis.</p> <p>The special education teacher will create individualized activities for students with specific learning challenges. These lessons will meet the student's specific IEP goals related to the Content Standards which are Bel Air's focus. This will occur regularly throughout the academic year as the special education teacher monitors the student's progress and adapts the lessons to suit the student's changing needs.</p>
Monitoring Procedure:	<p>The Special Education teacher and the Special Education facilitator meet monthly to monitor progress and to complete documentation on SDI. District Special Education staff also meets monthly to review the information provided by the Special Education teacher and facilitator.</p> <p>The principal meets with the Special Education teacher and the Special Education facilitator to review schedules, IEP goals, and the SDI framework. This occurs monthly.</p> <p>The Scholastic Reading Inventory is used to assess students three times a year. This data is used to monitor students progress on lexile levels.</p> <p>There are target goals to meet for every special education student. The special education teacher will progress monitor weekly and collect data relating to the target goals.</p> <p>The Leadership/SIT will meet monthly to review the SIP and analyze data in order to make necessary changes.</p>

FOCUS AREA 2:	FARMS
Focus Area Goal	Increase the number of FARMS students in grades 3-5 to meet or exceed expectations (Level 4 or 5) by 12%.
	<p>Previously, data showed the need to focus on literary text. We improved on literary standards because of this focus. However, data from the evidence statements in 2019 displayed students now need more exposure to Reading for Information with an emphasis on text features.</p> <p>Teachers are in need of additional professional development on the characteristics and learning styles of students who are entering their classrooms as FARMS students with different background knowledge and</p>

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Root Cause(s):	mindsets. Staff members need to re-emphasize the Conventions of Writing Charts that are consistent from K-5.
Focus Content Standard(s):	RI.3.7.1: Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of the text (e.g., where, when, why, how key events occur). RI.4.7.3: Provides an interpretation of information presented quantitatively (e.g., in charts, graphs, diagrams, or interactive elements on web pages). RI 4.7.4: Provides an explanation of how the information presented visually, orally, or quantitatively, contributes to an understanding of text in which it appears. RI.5.6.2: Provides an explanation of the relationship for interactions between two or more individuals in a historical, scientific, or technical text. RI.5.8.3: Identifies which reasons and/or evidence support which points.
Barriers:	A balanced focus was not present for instruction in Reading for Information with emphasis on text features.
Needed Resources:	Professional Development will be provided on Ruby Payne's "Emotional Poverty". Additional professional development is needed on how to best educate students with specific learning styles. Additional professional development relating to the topic of growth mindset is needed for staff to instill a positive mindset in their students.
Strategies and/or evidence-based interventions:	The MyOn reading program allows students to choose materials of interest to them. This program encourages a love of reading and is available at home and in school. This program makes it easier for male students to find topics of interest to them. Flexible groupings are created as teachers analyze student needs, challenges, and strengths. The Reading Specialist is providing MCAP-type tasks to Grades 2-5 which focus on the Content Standards upon with Bel Air scored below the county. These tasks will be completed monthly. Critical Vocabulary related to ELA will be presented in a variety of ways so that the repetition helps the students gain ownership of the words and their meanings. . Teachers will use a variety of reading and writing technology resources to engage students and provide GRRUDL instruction (e.g, Gynzy, RAZ, Scholastic News, Readworks, MyOn, and other online videos and tools). Teachers will provide reading and writing activities related to reading for information standards and practicing of conventions.

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How will it be funded?	School-based funds such technology programs as Gynzy, RAZ, and MyOn.
Steps towards full implementation with timeline:	<p>Parents will be invited into the classrooms to participate in an MCAP Reading activity in order to help parents develop a better understanding of MCAP expectations. This will occur in Grade 4 in February, 2020.</p> <p>The School Counselor and Kindergarten teacher will be providing information to staff on Ruby Payne's "Emotional Poverty" and "A Framework for Understanding Poverty". This will occur in August, November 1, February 3, and at various faculty meetings throughout the year.</p> <p>Teachers' SLOs are written to support the ELA goals of the School Improvement Plan. The SLO's include the FARMS population. The SLOs are approved in November with final results being discussed in May.</p>
Monitoring Procedure:	<p>During co-planning meetings and grade level team meetings, staff will discuss the progress of targeted students towards their individual academic goals and successes.</p> <p>Staff will analyze data to provide additional strategies and support to our students who are approaching expectations in ELA. This will be completed at regularly scheduled team meetings throughout the year.</p> <p>Teachers' SLOs are written to support the goals of the School Improvement Plan. The principal will conduct conferences with staff members to monitor their progress towards their SLO goals. Data on FARM students is included in each SLO. The SLO's are approved in November with final results being discussed in May.</p> <p>The Leadership/SIT will meet monthly to review the SIP and analyze data in order to make necessary changes.</p>

Table 15	
UDL Principle/Mode	Representation – This is how the teacher presents the information.

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<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<p>UDLR.L&S.1 -- Clarify vocabulary and symbols</p> <ul style="list-style-type: none"> ● Pre-teach vocabulary and symbols, especially in ways that promote connection to the learner's experience and prior knowledge ● Embed support for vocabulary and symbols within the text (e.g., hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, translations) <p>UDLR.C.1 -- Activate or supply background knowledge</p> <ul style="list-style-type: none"> ● Use advanced organizers (e.g., KWL methods, concept maps) ● Make explicit cross curricular connections (e.g., teaching literacy strategies in the science classroom) <p>UDLR.C.2 -- Highlight patterns, critical features, big ideas, and relationships</p> <ul style="list-style-type: none"> ● Highlight or emphasize key elements in text, graphics, diagrams, formulas ● Use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships ● Use multiple examples and non-examples to emphasize critical features ● Use cues and prompts to draw attention to critical features
<p>Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <p>UDLA&E.E&C.1 -- Use multiple media for communication</p> <ul style="list-style-type: none"> ● Compose in multiple media such as text, speech, drawing, illustration, design, film, music, dance/movement, visual art, sculpture or video <p>UDLA&E.E&C.3 -- Build fluencies with graduated levels of support for practice and performance</p> <ul style="list-style-type: none"> ● Provide differentiated mentors (i.e., teachers/tutors who use different approaches to motivate, guide feedback or inform) <p>UDLA&E.EF.2 -- Support planning and strategy development</p> <ul style="list-style-type: none"> ● Embed prompts to “stop and think” before acting as well as adequate space ● Embed prompts to “show and explain your work”
<p>Means for Engagement: tap</p>	<p>Multiple Options for Engagement</p>

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<i>into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<p>UDLE.RI.1 -- Optimize individual choice and autonomy</p> <ul style="list-style-type: none">● Provide learners with as much discretion and autonomy as possible by providing choices in such things as: The type of rewards and recognition available The tools for information gathering or production <p>UDLE.RI.2 -- Optimize relevance, value and authenticity</p> <ul style="list-style-type: none">● Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants● Invite personal response, evaluation and self-reflection to content and activities (journals) <p>UDLE.SE&P.3 -- Foster collaboration and community</p> <ul style="list-style-type: none">● Create cooperative learning groups with clear goals, roles, and responsibilities● Create school-wide programs of positive behavior support with differentiated objectives and supports● Provide prompts that guide learners in when and how to ask peers and/or teachers for help
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B. MATHEMATICS

Long Term Goal: to prepare 100% of students to be college and career ready by graduation.
to reduce the 2017 non-pass rate by 50% by the year 2030.

Short Term Goal: to close or reduce achievement gaps between subgroups and their counterpart.

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

TABLE 16a MATH Grade 3	2017							2018							2019							2018 to 2019 change in prof. rate	
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5			
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		
All Students	28	≤10		≤10		18	64	37	≤10		≤10		20	54	44	≤10		14	32	21	48	-6%	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Asian	≤10	0	0	0	0	≤10		≤10	0	0	≤10		0	0	≤10	0	0	≤10		≤10			
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	
Hispanic/Latino of any race	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 Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
White	27	≤10		≤10		17	63	33	≤10		≤10		17	52	39	≤10		13	33	18	46	-6%	
Two or more races	0	0	0	0	0	0	0	≤10	0	0	0	0	≤10		≤10	≤10		0	0	≤10		-33%	
Special Education	≤10	0	0	≤10		≤10		≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10			

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Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	17	≤10		≤10		≤10		16	≤10		≤10		≤10		22	≤10		≤10		≤10		+16%
Female	21	≤10		≤10		14	67	13	≤10		≤10		≤10		25	≤10		≤10		15	60	
Male	≤10	≤10		≤10		≤10		24	≤10		≤10		12	50	19	≤10		≤10		≤10		

TABLE 16b MATH Grade 4	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	36	≤10		15	42	16	45	32	≤10	2	≤10		14	44	36	≤10		≤10		23	64	+20
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	≤10	0	0	≤10		0	0	≤10	0	0	0	0	≤10		≤10	0	0	≤10		0	0	
Black or African American	≤10	0	0	0	0	≤10		≤10	0	0	≤10		0	0	≤10	≤10		0	0	0	0	0
Hispanic/Latino of any race	≤10	0	0	≤10		≤10		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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White	31	≤10		12	39	14	45	31	≤10	1	12	39	14	45	31	≤10	1	≤10		20	65	+20
Two or more races	≤10	0	0	≤10		≤10		≤10	0	0	≤10		0	0	≤10	0	0	0	0	≤10		
Special Education	≤10	≤10		≤10		0	0	≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10		
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	17	≤10		≤10		≤10		21	≤10		≤10		≤10		12	≤10		≤10		≤10		
Female	19	≤10		≤10		≤10		23	≤10		≤10		≤10		13	≤10		≤10		≤10		
Male	17	≤10		≤10		≤10		≤10	≤10		≤10		≤10		23	≤10		≤10		14	61	

TABLE 16c MATH Grade 5	2017							2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	43	19	44	14	33	≤10		34	≤10		20	59	≤10		31	≤10		≤10		14	45	
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	≤10	0	0	0	0	≤10		≤10	0	0	0	0	≤10		
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	≤10	0	0	0	0	≤10		

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Hispanic/Latino of any race	≤10	0	0	≤10		≤10		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	38	18	47	12	32	≤10		28	≤10		17	61	≤10		28	≤10		≤10		12	43	
Two or more races	≤10	≤10		0	0	0	0	≤10	≤10		≤10		≤10		≤10	0	0	≤10		0	0	
Special Education	≤10	≤10		≤10		0	0	≤10	≤10		≤10		≤10		≤10	≤10		≤10		≤10		
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	19	≤10		≤10		≤10		15	≤10		≤10		≤10		18	≤10		≤10		≤10		
Female	19	≤10		≤10		≤10		17	≤10		≤10		≤10		23	≤10		≤10		≤10		
Male	24	11	46	≤10		≤10		17	≤10		≤10		≤10		≤10	≤10		0	0	≤10		

Table 17: Cohort Growth (Elementary Cohort 2027)			
Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	54%	64%	+10%

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Economically Disadvantaged	25%	25%	0%
Special Education	44%	67%	+23%
Male	50%	61%	+11%
Female	62%	69%	+7%
Other subgroup			

Table 18: Cohort Growth (Elementary Cohort 2026)					
Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	64%	44%	45%	+1%	-19%
Economically Disadvantaged	47%	29%	28%	-1%	-19%
Special Education	40%	50%	43%	-7%	+3%
Male	57%	56%	62%	+6%	+5%
Female	67%	39%	39%	0%	-28%
Other subgroup					

2. Use current data to determine if goals from last year's SIP were met.

- Describe changes in last year's focus areas.

The 2018-2019 identified goals and results are as follows:

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-To advance the special education population in grades 3-5 who received a level 1, 2, or 3 at least one level as we track each student with special needs from year to year.

Special Education	2018 Level 1	2019 Level 1	2018 Level 2	2019 Level 2	2018 Level 3	2019 Level 3	2018 Level 4	2019 Level 4	2018 Level 5	2019 Level 5
Grades 3-5	8%	12%	25%	29%	29%	17%	38%	42%	0%	0%
Grade 3	0%	25%	22%	37%	33%	25%	44%	12%	0%	0%
Grade 4	12%	0%	25%	22%	12%	11%	50%	67%	0%	0%
Grade 5	14%	14%	28%	28%	43%	14%	14%	43%	0%	0%

Tracking Cohort 2018 grade 3 to 2019 grade 4, we maintained at level 1 with 0%, maintained at level 2 with 22%, decreased level 3 by 22%, increased level 4 by 23%, and remained the same for level 5 with no special education students exceeding expectations. Tracking Cohort 2018 grade 4 to 2019 grade 5 increased level 1 by 2%, increased level 2 by 3%, increased level 3 by 2 %, decreased level 4 by 7%, and remained the same for level 5 with no special education students exceeding expectations.

We increased our total percentage of meeting or exceeding expectations for special education from 38% in 2018 to 42% in 2019 (4%).

Although grade 4 increased their special education passing percentage from 50% in 2018 to 67% in 2019 and grade 5 increased their passing score from 14% in 2018 to 43% in 2019, grade 3 decreased their passing percentage from 44% in 2018 to 12% in 2019.

Therefore, we did not significantly close the special education gap in all three grade levels. We need to continue to follow cohorts in order to be sure we are decreasing our levels of 1 and 2 for special education.

-To increase the number of FARM students in grades 3-5 to level 3, 4, or 5.

FARMS	2018 Level 3	2019 Level 3	2018 Level 4	2019 Level 4	2018 Level 5	2019 Level 5	Total 2018	Total 2019

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Grades 3-5	36%	33%	23%	31%	1%	2%	61%	65%
Grade 3	25%	27%	25%	36%	0%	4%	50%	68%
Grade 4	33%	42%	24%	25%	5%	0%	62%	67%
Grade 5	53%	33%	20%	28%	0%	0%	73%	61%

Overall, our FARMS percentage of meeting and exceeding expectations in grades 3-5 increased by 8 % as it was 25% passing in 2018 compared to 33% in 2019. We met our goal of increasing grades 3-4 FARMS percentage of approaching, meeting , or exceeding expectations, especially those receiving a level 4 of meeting expectations. This will be an identified goal again for the 2019-2020 school year as we need to continue to close the gap for FARMS. In addition, raising their passing percentages will significantly affect our overall grade level percentage of meeting expectations on MCAP.

-To increase the number of students in grade 5 to meet or exceed expectations in math by tracking the grade 4 students from the previous year who were approaching expectations (level 3) to increase their scores to meet or exceed expectations (levels 4 or 5).

Cohort 2018 grade 4 to 2019 grade 5	Level 3	Level 4	Level 5	Total
Grade 4 2018	31%	31%	12%	24/32 75%
Grade 5 2019	32%	39%	6%	24/31 77%

Although the overall percentage of students receiving a level 3, 4, or 5 remained almost the same with the same group of students, we met our goal because we increased the percentage of students passing math as 45% met or exceeded expectations in grade 5 compared to 43% of students in that same group in grade 4. However, this percentage is not significant enough to be considered major progress. We will continue to follow cohorts with a main focus on grade 4 this year in math. Grade 3 last year dropped as a grade from 55% meeting or exceeding expectations in 2018 to 48% in 2019. The reasons are explained below in focus area 1.

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-Within those three goals last school year, the focus was to provide an additional support needed in order to increase male performance in math because males scored lower than females in grades 3 and 5 for meeting or exceeding expectations.

	Male Math 2018	Male Math 2019	Female Math 2018	Female Math 2019
Grade 3	50%	32%	62%	60%
Grade 4	56%	61%	39%	69%
Grade 5	12%	62%	35%	39%

In 2019, we increased our male percentage for meeting or exceeding expectations in grade 4 by 5% and in grade 5 by 50%, but decreased in grade 3 by 18%. Although we made progress with males in two of the grades, males continued to score lower than females in math in 2019 in grades 3 and 4. We will continue to provide additional support to males in math within all of our identified focus areas.

3.

FOCUS AREA 1:	Cohort Growth Grade 3, 2019 to Grade 4, 2020
Focus Area Goal	Increase the percentage of current Grade 4 students meeting or exceeding expectations in Math from their 2019 Grade 3 score of 48% by 12% to 60% in 2020.
Root Cause(s):	More emphasis on individual student data would allow for better insight into academic successes and challenges: benchmarks, weekly assessments, classwork Imagine Learning, and IXL are examples of data that would provide needed information. Subgroup causes: Only 12% of special education students met or exceeded expectations in math and only 14% of FARMS students met or exceeded expectations in math in grade 3. Also, only 32% of males met or exceeded expectations compared to 60% of females who met or exceeded expectations.
Focus Content Standard(s):	30A.1: Interpret products of whole numbers

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	<p>30A.2: Interpret whole numbers and quotients of whole numbers</p> <p>30A.3: Use multiplication and division within 100 to solve word problems.</p> <p>4.NF.C.5: Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.</p> <p>4.NF.C.6: Use decimal notation for fractions with denominators 10 and 100.</p> <p>Major Content Sub Claim for Grade 3: Solving Problems of multiplication, division, area, measurement, and basic understanding of fractions</p> <p>Major Content Sub Claim for Grade 4: Addition, subtraction, multiplication, division, place value, fraction comparisons, addition and subtraction of fractions with the same denominators.</p>
Barriers:	<p>More evidence-based math interventions are needed in all grade levels to ensure the students have the background knowledge upon which to build math skills.</p> <p>Computers are needed for all students, both primary and intermediate, to ensure that students have access to the technology-based programs available for students and to ensure that students are comfortable with technology-based assessments.</p>
Needed Resources:	<p>Additional professional development for teachers on the identification and instruction of specific learning styles so teachers can better identify and teach to auditory, kinesthetic, or visual learners.</p> <p>Additional professional development relating to the topic of growth mindset is needed for staff to help staff members instill a positive mindset in their students.</p> <p>Staff needs evidence-based math interventions to implement at all grade levels.</p> <p>Additional computers are needed so all students will have access to technology in each classroom. .</p>
Strategies and/or evidence-based interventions:	<p>Teachers will provide math activities that spiral back to earlier instruction on MCCRS in order to reacquaint students with prior knowledge.</p> <p>Staff will utilize evidence-based instructional math programs such as IXL and Imagine Math to supplement instruction on major content.</p> <p>The school math specialist will also support teachers in the instruction of the focus content standards.</p> <p>Teachers will use ACPS math videos of specialists and teachers teaching lessons which model instruction for staff members.</p> <p>Metacognition activities will be used to help students think about their thinking. Number Talks is a strategy for instruction of metacognition.</p> <p>Teachers will increase their use of visual fraction models to represent the problem as well as use concrete models and drawings.</p> <p>Teachers will continue to use GRRUDL strategies by flex grouping students so that those who scored Level 3 on MCAP are grouped together for differentiated instruction. 32% of the current grade 4 students scored a Level 3 on</p>

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	<p>MCAP in grade 3.</p> <p>Interactive Math Spirals, containing math example strategies and math vocabulary have been created for students to use in school and at home.</p>
How will it be funded?	<p>IXL is funded with school money.</p> <p>Imagine Learning is funded by system-wide funding.</p> <p>PTO is raising funds to provide additional laptops for classrooms.</p>
Steps towards full implementation with timeline:	<p>The School Improvement Team will review primary MCRSS standards being taught in order to effectively spiral Content Standards from the previous academic year.</p> <p>The math specialist will maintain data and share information with the classroom teachers. This will include an analysis of male and female benchmark results. He will provide additional instructional support as needed, based upon data analysis. This will occur bi-weekly when the specialist is present at Bel Air.</p> <p>The teacher's SLOs are written to support the goals of the School Improvement Plan. The SLO's are approved in November with final results being discussed in May.</p>
Monitoring Procedure:	<p>Teachers will continuously examine their data and self reflect so they are assured that their strategies are effective.</p> <p>The Leadership Team will meet monthly to review the SIP in order to make necessary changes.</p> <p>The principal will conduct SLO conferences with staff to monitor progress towards their SLO goals. Teachers will provide the principal with the necessary data relating to their SLOs.</p>

FOCUS AREA 2:	Special Education Students, Grades 3-5
Focus Area Goal	To decrease the number of special education students in Grades 3-5 scoring Level 1 or Level 2 on MCAP by 10% with a main focus on the lowest percentage of students scoring a level 1.
Root Cause(s):	<p>Reasons for our students specific learning challenges need to be made a top priority. This should be done as early as Pre-K and Kindergarten and continue through Grade 5.</p> <p>Students need more exposure to practicing all math strategies under major math content and fractions as shown by the data found on our evidence statements.</p>
Focus Content Standard(s):	<p>30A.1: Interpret products of whole numbers</p> <p>30A.2: Interpret whole numbers and quotients of whole numbers</p>

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	<p>30A.3: Use multiplication and division within 100 to solve word problems.</p> <p>4.NF.C.5: Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.</p> <p>4.NF.C.6: Use decimal notation for fractions with denominators 10 and 100.</p> <p>5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p>5.NF.A.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p> <p>5. NF.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.</p> <p>Major Content Sub Claim for Grade 3: Solving Problems of multiplication, division, area, measurement, and basic understanding of fractions</p> <p>Major Content Sub Claim for Grade 4: Addition, subtraction, multiplication, division, place value, fraction comparisons, addition and subtraction of fractions with the same denominators.</p> <p>Major Content Sub Claim for Grade 5: Volume of prisms, addition, subtraction, multiplication, and division of multi-digit whole numbers, decimals, and fractions.</p>
Barriers:	<p>Staff members need additional support and training for students with specific diagnosis such as drug and alcohol born, autism, behavior issues, and mental health issues.</p> <p>Computers are needed for all students, both primary and intermediate, to ensure that students have access to the technology-based programs available for students.</p> <p>Staff is not fully knowledgeable about Specifically Designed Instruction.</p>
Needed Resources:	<p>The staff needs training on SDI (Specially Designed Instruction in order to most effectively implement the goals of a student's SDI.</p> <p>Additional professional development is needed on the identification and instruction of specific learning styles for teachers to better identify and teacher to auditory, kinesthetic, or visual learners; and substantial training is needed on how to best educate students who are born with drug addiction, autism, or mood disorder.</p>
Strategies and/or evidence-based interventions:	<p>Continuation of system-wide training on best practices for educating students with specific diagnosis will help teachers provide the optimum education experience for each student.</p>

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	<p>SDI instruction is adapted to suit the specific math goals from each individual's IEP, specifically addressing the school's focus goals.</p> <p>Flexible groupings are created as teachers analyze student needs, challenges, and strengths.</p> <p>The math specialist will maintain data and share information with the classroom teachers. He will provide additional instructional support on fractions as needed, based upon data analysis. This will occur bi-weekly when the specialist is present at Bel Air.</p> <p>Teachers will use ACPS math videos of specialists and teachers teaching lessons which model instruction for staff members.</p> <p>Teachers will use a variety of technology resources to engage students in math, to provide UDL, and to assess students. Examples of technology resources include the Pearson site, YouTube tutorials, IXL, and Imagine Math.</p>
How will it be funded?	<p>IXL is funded with school money.</p> <p>Imagine Learning is funded by system-wide funding.</p> <p>PTO is raising funds to provide additional laptops for classrooms.</p> <p>The school and the special education department will fund the materials needed for the individual IEP student's goal box created by the special education teacher.</p>
Steps towards full implementation with timeline:	<p>Regularly scheduled co-planning with regular education teachers, special education staff, and administration allows for the opportunity to recognize students' greatest needs and adjust lessons to match those needs.</p> <p>The system's special education instructional specialist will be used to provide school-based strategies and suggestions for those students and teachers in need of support. This will occur on an as needed basis.</p> <p>The special education teacher will create individualized activities for students with specific learning challenges. These will be created at the beginning of the year and adapted as needed throughout the year.</p> <p>These lessons will meet the students' specific IEP goals.</p> <p>The Special Education teacher's SLOs are written to support the goals of the School Improvement Plan. The SLO's are approved in November with final results being discussed in May.</p>
Monitoring Procedure:	<p>Teachers will continuously examine their data and self reflect so they are assured that their strategies are effective.</p> <p>For students with specific learning disabilities in math, data and teacher documentation collected early will help staff understand the individual students. Although students are identified as having learning disabilities, it is vital that the staff recognize exactly what these challenges are and use the GRRUDL approach to best instruct the students.</p> <p>The Special Education Teacher the Special Education Facilitator meet monthly to monitor progress and complete documentation on SDI. District Special Education staff also meets monthly to review the information</p>

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	<p>provided by the Special Education teacher and the Special Education Facilitator. The principal meets with the Special Education teacher and the Special Education Facilitator to review schedules, IEP goals, and the SDI framework.</p> <p>The principal will conduct SLO conferences with staff to monitor progress towards their SLO goals. Teachers will provide the principal with the necessary data relating to their SLOs.</p> <p>There are target goals to meet for every special education student. The special education teacher will progress monitor weekly and collect data relating to the target goals.</p> <p>The Leadership/SIT will meet monthly to review the SIP and analyze data in order to make necessary changes.</p>
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FOCUS AREA 3:	FARMS
Focus Area Goal	Increase the number of FARMS students in grades 3-5 are to meet or exceed expectations (Level 4 or 5) by 12%.
Root Cause(s):	<p>Students need more exposure to practicing all math strategies under major math content and fractions as shown by the data in our evidence statements.</p> <p>More emphasis on individual student data would allow for better insight into academic successes and challenges: benchmarks, weekly assessments, classwork, Imagine Learning, and IXL are examples of data that would provide needed information.</p> <p>Teachers are in need of additional professional development on the characteristics and learning styles of students who are entering their classrooms as FARMS students with different background knowledge and mindsets.</p>
Focus Content Standard(s):	<p>30A.1: Interpret products of whole numbers</p> <p>30A.2: Interpret whole numbers and quotients of whole numbers</p> <p>30A.3: Use multiplication and division within 100 to solve word pro: Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.</p> <p>4.NF.C.6: Use decimal notation for fractions with denominators 10 and 100.</p> <p>5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p>5.NF.A.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the</p>

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	<p>reasonableness of answers.</p> <p>5. NF.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.</p> <p>Major Content Sub Claim for Grade 3: Solving Problems of multiplication, division, area, measurement, and basic understanding of fractions</p> <p>Major Content Sub Claim for Grade 4: Addition, subtraction, multiplication, division, place value, fraction comparisons, addition and subtraction of fractions with the same denominators.</p> <p>Major Content Sub Claim for Grade 5: Volume of prisms, addition, subtraction, multiplication, and division of multi-digit whole numbers, decimals, and fractions.</p>
Barriers:	More evidence-based math interventions are needed in all grade levels to ensure the students have the background knowledge upon which to build math skills.
Needed Resources:	<p>Additional professional development is needed on how to best educate students with specific learning styles.</p> <p>Additional laptop carts are needed in order to provide sufficient technology in each classroom..</p>
Strategies and/or evidence-based interventions:	<p>Teachers will utilize Ruby Payne's insight into Emotional Poverty when educating FARMS students on the specific content standards being taught.</p> <p>Flexible groupings are created as teachers analyze student needs, challenges, and strengths.</p> <p>The classroom teachers will provide opportunities for parents to help students practice math skills, Interactive Math Spirals, containing math example strategies and math vocabulary, have been created for students to use in school and at home.</p> <p>School-wide use of white boards allows for teachers to conduct an informal assessment of all students. This ensures that all students are grasping the content standards.</p> <p>Primary teachers use a variety of educational approaches to help students gain necessary background knowledge which will carry them through to intermediate content standards. Examples include SmartBoard activities, 10-Frames, Rekenrek, visual charts, YouTube videos, educational songs, mental math strategies. Students will use such technology-based programs as IXL and Imagine Math to increase learning.</p> <p>Teachers will increase their use of visual models well as use concrete models and drawings.</p>
How will it be funded?	<p>IXL is funded with school money.</p> <p>Imagine Learning is funded by system-wide funding.</p> <p>PTO is raising funds to provide additional laptops for classrooms.</p>
Steps towards full implementation with timeline:	The School Counselor and Kindergarten teacher will be providing information to staff on Ruby Payne's "Emotional Poverty" and "A Framework for Understanding Poverty". This will occur in August, November 1, and throughout the year during faculty and grade-level team meetings.

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	<p>Parents will be invited into the classrooms to participate in an MCAP Math activity in order to help parents develop a better understanding of MCAP expectations. This will occur in Grade 4 in February.</p> <p>The math specialist will maintain data and share information with the classroom teachers..He will provide additional instructional support as needed, based upon data analysis. This will occur bi-weekly when the specialist is present at Bel Air.</p> <p>During quarterly data meetings, staff will focus on Level 3 students' progress.</p> <p>Teachers' SLOs are written to support the Math goals of the School Improvement Plan. The SLOs include the FARMS population. The SLOs are approved in November with final results being discussed in May.</p> <p>FARM students are invited to attend an after school Math activity utilizing IXL and Imagine Learning. This will occur four days during a one month period.</p>
Monitoring Procedure:	<p>Staff will better analyze data to provide additional strategies and support to our students who are approaching expectations in math.</p> <p>Teachers SLOs are written to support the goals of the School Improvement Plan. The principal will conduct conferences with staff members to monitor their progress towards their SLO goals.</p> <p>During co-planning meetings, staff will discuss the progress of targeted students towards their individual academic goals and successes.</p> <p>The Leadership/SIT will meet monthly to review the SIP and analyze data in order to make necessary changes.</p>

Table 19	UDL for Math
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	<p>UDLR.P.1 -- Offer ways of customizing the display of information</p> <ul style="list-style-type: none"> • The size of text, images, graphs, tables, or other visual context • The layout of visual or other elements <p>UDLR.P.2.1 — Clarify vocabulary and symbols in math</p> <ul style="list-style-type: none"> • Pre-teach vocabulary and symbols, especially in ways that promote connection to to the learners' experience and prior knowledge. <p>UDLR.L&S.3 — Supporting decoding of text, mathematical notation, and symbols</p> <ul style="list-style-type: none"> • Allow for flexibility and easy access to multiple representations of notation where appropriate (e.g., formulas, word problems, graphs)
Means for Expressions:	Expression/Action- This is how the student will demonstrate their knowledge.

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<p><i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>UDLA&E.E&C.1 — Use multiple media for communication</p> <ul style="list-style-type: none"> ● Use physical manipulatives (e.g., blocks, 3D media, base-ten blocks) ● Solve problems using a variety of strategies. <p>UDLA&E.E&C.2 — Use multiple tools for construction and composition</p> <ul style="list-style-type: none"> ● Provide calculators, graphing calculators, geometric sketchpads, or pre-formatted graph paper ● Provide virtual or concrete mathematics manipulatives (e.g., base-10 blocks, algebra blocks) ● Use web applications <p>UDLA&E.E&C.3 — Build fluency with graduated levels of support for practice and performance</p> <ul style="list-style-type: none"> ● Provide differentiated models to emulate (i.e. models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.)
<p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p style="background-color: #d8c7e6;">Multiple Options for Engagement</p> <p>UDLE.SE&P.2 — Vary demands and resources to optimize challenge</p> <ul style="list-style-type: none"> ● Differentiate the degree of difficulty or complexity within which core activities can be completed <p>UDLE.SE&P.3 — Foster collaboration and community</p> <ul style="list-style-type: none"> ● Create school-wide programs of positive behavior support with differentiated objectives and supports ● Create expectations for group work (e.g., rubrics, norms, etc.) <p>UDLE.SE&P.4 — Increase mastery-oriented feedback</p> <ul style="list-style-type: none"> ● Provide feedback that models how to incorporate evaluation, including identifying patterns of errors and wrong answers, into positive strategies for future success.

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C. SCIENCE

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

TABLE 20 MISA Grade 5	2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 2		Level 3		Level 4 or 5		Total #	Level 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	34	≤10		17	50.0	13	38.2	31	≤10		17	54.8	≤10		
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	≤10	0	0	≤10		0	0	≤10	0	0	0	0	≤10		
Black or African American	0	0	0	0	0	0	0	≤10		0	≤10		0	0	0

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Hispanic/Latino of any race	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	28	≤10		13	46.4	12	42.9	28	≤10		15	53.6	≤10		
Two or more races	≤10	≤10		≤10		≤10		≤10	0	0	≤10		0	0	
Special Education	≤10	≤10		≤10		≤10		≤10	≤10		≤10		0	0	
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Free/Reduced Meals (FARMS)	14	≤10		≤10		≤10		18	≤10		≤10		≤10		
Female	17	≤10		≤10		≤10		23	≤10		14	60.9	≤10		
Male	17	≤10		≤10		≤10		≤10	≤10		≤10		≤10		

2. FOCUS AREAS

FOCUS AREA 1:	All grade 5 students
Focus Area Goal	Our percentage of students in Grade 5 scoring Level 4 or 5 will increase by 20% on the 2020 MISA
Root Cause(s):	Staff did not spiral instruction sufficiently to include Grade 4 standards as well as Grade 3 and 5 standards. Focus on ELA and MATH resulted in less emphasis on Science Additional integration of science instruction into other content areas is needed FARMS students' results from 2018-2019 were stagnant. They showed a decrease of 4.7% in meeting or exceeding expectations.
Focus Content Standard(s):	Earth/Space Science: 4-ESS3-1 -- Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. Physical Science: 4-PS3-2 -- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

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Barriers:	Computers are needed for all students to ensure that students have access to technology-based programs available for students, and to ensure that students are comfortable with technology-based assessments.
Needed Resources:	Teachers are in need of additional professional development on the characteristics and learning styles of students who are entering their classrooms as FARM students with different background knowledge and mindsets. The school is in need of additional computers to ensure that each student has adequate access to technology-based educational programs.
Strategies and/or evidence-based interventions:	Mystery Science, Super Science, FOSS, Science Literature, and readworks.com are all needed to enhance learning and encourage student engagement Guest instructors, such as instructors from the Maryland Extension Program, Frostburg State University, and the Maryland Mobile Agriculture and Aquatic Lab, who are experts in their particular field, increase student participation, knowledge, and enthusiasm. The grade 4 teacher will increase the use of science materials in ELA instruction. The grade 5 teacher will provide increased morning work spiraling content standards from Grade 4 to increase recollection of this instruction. Writing about science will be an emphasis. Hands-on learning experiences will contain a written review as an exit piece. Physical and Earth Space Science will be included in instruction on Reading for Information. Using computers to complete science activities will familiarize students with the MISA testing experience. . Grade 5 teachers will use text dependent questions as evidence to assess student progress in science. Grade 4 and 5 students are given the opportunity to participate on the Robotics team which enhances their science instruction in the area of Robotics. Implementation of GRRUDL will occur during each science unit throughout the year. Teachers will increase their use of visual models, hands-on activities, and critical vocabulary through all lessons. Flexible groupings will be created as teachers analyze student needs, challenges, and strengths in science
How will it be funded?	School budget money was used to purchase Super Science and Mystery Science. PTO is raising funds to provide additional laptops for classrooms. School budget money funds Robots Team competitions
Steps towards full implementation with timeline:	The school counselor will present additional professional development on Growth Mindset, particularly focusing on ways to instill a positive mindset in students. This occurred during August and November PD and will continue during future faculty and grade level team meetings. The school counselor will lead inservice training on the insights found in Ruby Payne's "Emotional Poverty". A Kindergarten teacher and the principal will supplement the training with information they gleaned from the

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	<p>Superintendent's Advance. This did occur on November 1, 2019, and will continue during faculty meetings and grade-level team meetings throughout the year.</p> <p>The School Improvement Team will review Science standards being taught in order to effectively spiral instruction to meet the academic needs of the students. This will occur from the beginning of the school year, monthly, throughout the entire academic year.</p> <p>Classroom teachers are responsible for scheduling guest speakers to fit seamlessly into the academic schedule of the school. This occurs throughout the entire academic year.</p>
Monitoring Procedure:	<p>Teachers will use pre-developed and teacher created assessments to analyze student learning.</p> <p>Teachers will continuously examine their data and self reflect so that they are sure that their strategies are effective.</p> <p>Grade 4 and 5 teachers will collaborate to ensure that spiraled instruction is most effective for student success.</p>

FOCUS AREA 2:	All Grade 5 females
Focus Area Goal	Our percentage of females in Grade 5 scoring Level 4 or 5 will increase by 25% on the 2020 MISA
Root Cause(s):	<p>Females scored 20% lower on MISA in 2019 than those females who were tested in 2018. The females in 2019 scored 16% lower than males on MISA</p> <p>Staff did not spiral instruction sufficiently to include Grade 4 standards as well as Grade 3 and 5 standards.</p> <p>Focus on ELA and MATH resulted in less emphasis on Science</p> <p>Students may not be taking the test as seriously as they should and are not trying their best</p> <p>Additional integration of science instruction into other content areas is needed</p> <p>Implicit bias may impact the different manner in which our educators teach females and males.</p> <p>The format of the tests may impact the differing results between boys and girls. Research indicates that females perform better with open-ended questions. (The STEM Gender Gap, by Carly Berwick)</p>
Focus Content Standard(s):	<p>Earth/Space Science: 4-ESS3-1 -- Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p> <p>Physical Science: 4-PS3-2 -- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p>
Barriers:	<p>Computers are needed for all students to ensure that students have access to technology-based programs available for students, and to ensure that students are comfortable with technology-based assessments.</p> <p>Gender differences in science success may be linked to implicit biases that are both subtle and overt messages that males are more apt to be successful in science.</p>

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<p>Needed Resources:</p>	<p>Mystery Science, Super Science, FOSS, Science Literature, and readworks.com are all needed to enhance learning and encourage student engagement</p> <p>Guest instructors, such as instructors from the Maryland Extension Program, Frostburg State University, and the Maryland Mobile Agriculture and Aquatic Lab, who are experts in their particular field, increase student participation, knowledge, and enthusiasm.</p> <p>Robotics Team instructors volunteer their time to direct the activities and are necessary to the success of the program. Robotics instructors are both female.</p>
<p>Strategies and/or evidence-based interventions:</p>	<p>Grade 4 instruction -- Grade 5 spiral back. Grade 4 is increasing use of science materials in ELA instruction. Grade 5 is doing morning work spiraling content standards from grade 4 and grade 5.</p> <p>Writing about science will be an emphasis. Hands-on learning experiences with written review.</p> <p>Physical and Earth space Science in literature.</p> <p>Using computers to complete science activities will familiarize students with MISA testing experience.</p> <p>Teachers in grades K-5, will utilize the FOSS kits.</p> <p>Mystery Science is an online program being used in Grades 3-5.</p> <p>The staff will focus on guest instructors who are female in an effort to encourage our females' interest in science.</p> <p>GRRUDL instruction will be used to meet the learning styles of the females in grade 4 and 5.</p> <p>Assessments will place more emphasis on open-ended assessments that allow students, especially girls, to demonstrate their proficiency in science through their writing.</p> <p>Lessons will focus on women in science using information text. Students will complete research-based projects to exhibit their understanding of the importance of women scientists on society.</p>
<p>How will it be funded?</p>	<p>School budget money was used to purchase Super Science and Mystery Science.</p> <p>PTO is raising funds to provide additional laptops for classrooms.</p> <p>School budget money funds Robots Team competitions.</p>
<p>Steps towards full implementation with timeline:</p>	<p>Implementation will occur from the start of the school year through MISA instruction and through the end of the academic year.</p> <p>The school counselor will present additional professional development on Growth Mindset, particularly focusing on ways to instill a positive mindset in students. This occurred during August and November PD and will continue during future faculty and grade level team meetings.</p> <p>Following county-wide training, the staff will receive information and insight into implicit bias and how it impacts growth mindset in females. This will occur throughout the year during regularly scheduled faculty meetings.</p> <p>The School Improvement Team will review Science standards being taught in order to effectively spiral instruction to meet the academic needs of the students. This will occur from the beginning of the school year,</p>

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	monthly, throughout the entire academic year.
Monitoring Procedure:	<p>Segregated data for males and females will be analyzed after each Science assessment.</p> <p>Teachers will use pre-developed and teacher created assessments to analyze student learning.</p> <p>The administration will continue to perform regular walk-throughs which will be posted on the TPE site.</p> <p>Teachers will continuously examine their data and self reflect so that they are sure that their strategies are effective.</p> <p>Grade 4 and 5 teachers will collaborate to ensure that spiraled instruction is most effective for student success.</p>

Table 21	UDL for SCIENCE
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	<p>UDLR.C.1 -- Activate or supply background knowledge</p> <ul style="list-style-type: none"> ● Anchor instruction by linking to an activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines) ● Use advanced organizers (e.g., KWL methods, concept maps) ● Pre-teach critical prerequisite concepts through demonstration or models ● Bridge concepts with relevant analogies and metaphors ● Make explicit cross curricular connections (e.g., teaching literacy strategies in the science classroom)

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	<p>UDLR.C.3 -- Guide information processing, visualization, and manipulation</p> <ul style="list-style-type: none"> ● Give explicit prompts for each step in a sequential process ● Provide interactive models that guide exploration and new understanding <p>UDLE.SR.2 -- Facilitate personal coping skills and strategies</p> <ul style="list-style-type: none"> ● Appropriately handling subject specific phobias and judgments of “natural” aptitude (e.g., “how can I improve on the areas in which I am struggling” rather than “I am not good at science”)
<p>Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p>
	<p>UDLA&E.E&C.1 -- Use multiple media for communication</p> <ul style="list-style-type: none"> ● Solve problems using a variety of strategies ● Use physical manipulatives <p>UDLA&E.E&C.3 -- Build fluencies with graduated levels of support for practice and performance</p> <ul style="list-style-type: none"> ● Provide differentiated models to emulate (i.e. models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.) <p>DULA&E.EF.3 -- facilitate managing information and resources.</p> <ul style="list-style-type: none"> ● Provide graphic organizers and templates for data collection and organizing information
<p>Means for Engagement: <i>tap into learners’ interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p>
	<p>UDLE.RI.2 - Optimize relevance, value, and authenticity</p> <ul style="list-style-type: none"> ● Provide tasks that allow for active participation, exploration, and experimentation <p>UDLE.SE&P.2 -- Vary demands and resources to optimize challenge</p> <ul style="list-style-type: none"> ● Differentiate the degree of difficulty or complexity within which core activities can be completed ● Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition <p>UDLE.SE&P.3 -- Foster collaboration and community</p> <ul style="list-style-type: none"> ● Create cooperative learning groups with clear goals, roles, and responsibilities ● Encourage and support opportunities for peer interactions and supports ● Create expectations for group work

D. SOCIAL STUDIES/GOVERNMENT: N/A for Elementary

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E. Advanced Placement Data: N/A for Elementary

IX. MULTI-TIERED SYSTEM OF SUPPORT

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

Priority: Collaborative Team Planning

Practice: Grade level, special educators, specialists, and intervention staff will participate in collaborative planning to monitor progress and plan tiered instruction and interventions.

Action Step: Laying the Foundation	Who	By When	Status Update/Next Steps
*Create a planning schedule for collaborative planning between general education teachers, support staff, and special education teachers	General Education Teachers Specialists Intervention Teacher Special Education Staff Administrator	Started in September 2017 Ongoing. The profile was reinstalled and altered because of a change in staffing. This was effective in September 2019.	Reflect on barriers to planning and sharing because of implementing a structured schedule for the Special Education teacher to deliver SDI for each student.
Action Step: Installing			
*Meet with grade level teams monthly to establish routine and facilitate co-planning and data analysis	Administrator General Education Teachers Specialists Intervention Teacher	On Monday a month beginning in August when school starts Ongoing	Plan for when meetings are missed Creative scheduling for special education staff to co-

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<p>*Building of relationships between general education teachers, support staff, and special education staff to make co-planning more effective.</p> <p>*Encourage joint responsibility for planning instruction, delivery, and data collection</p>	Special Education Staff		plan and deliver SDI. Flexible scheduling for specialists who visit other schools to join for data meetings during co-planning
Action Plan: Implementing			
<p>*Share student data, SRSS data, student progress, IEP goals, instructional strategies, SDI, and materials to plan accordingly for individual students and small groups.</p> <p>*Plan tiered instruction and interventions.</p> <p>*Adapt teacher plans to meet student needs</p>	<p>Administrator General Education Teachers Specialists Intervention Teacher Special Education Staff Counselor/PBIS Coach</p>	Monthly (Monday's) Ongoing	<p>Monthly meetings with district staff, special education teacher, and special education facilitator to monitor implementation of SDI and IEP goals.</p> <p>Continue to analyze benchmark data, intervention data, and classroom assessments in order to provide the appropriate individualized instruction.</p>

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X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

Discipline data: Total of 95 referrals with 1.5 suspensions

Top Referrals	Top Reasons	Top Locations	Top Actions
1 student 18 referrals	Disrespect 39 referrals	Classroom 42 referrals	LAP 69 referrals
2 students 11 referrals	Disruption 25 referrals	Playground 19 referrals	Time out of class 15 referrals
1 student 10 referrals	Attack on student 15 referrals	Bus 11 referrals	

Bel Air is in its second year of PBIS implementation. Based upon the data reviewed by the administration, the counselor, the PBIS team, and the School Leadership Team, the framework and strategies used for the school's behavior management plan were adjusted to fit the needs of the school based upon what the results of the data indicated. According to discipline data results, the focus for this year will be respecting all. With 39 referrals for disrespect in 2018-2019, the PBIS team chose to focus on encouraging students to make choices that respect themselves and others. Students with multiple referrals will receive Tier I, Tier II, or Tier III behavior support. Students have informal functional behavioral assessments and informal behavioral plans in place to allow them the opportunity to make better choices and therefore develop stronger social, behavioral, and academic skills. The principal, the counselor, and the Pupil Services Team work diligently to check on students who are in need of additional support. The PBIS team meets to analyze data in order to address those students in particular need of Tier I, II, or III support for demonstrating respect to all. Bel Air will continue to focus on the goals of Staying Safe, Owning One's Behavior, Actively Learning, and Respecting All. Students will be recognized throughout the year for positive choices in these four areas. Each month a community partner will join with the principal and school counselor to recognize those students who have earned S.O.A.R. tickets for their positive actions in school. Staff members are also recognized for their positive actions. Booster weeks provide an opportunity for the school to focus on areas in which the students need to be reminded of the expected behaviors. The SRSS will continue to provide the team, as well as individual teachers, with data to help provide appropriate support. The Pupil Services Team meets weekly to discuss what support services can be provided to families of students with challenging behaviors. Students are recognized after each report card for good attendance, good citizenship, and a strong work ethic.

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

Now in our second year of implementing PBIS, the staff is now familiar with the Tier I and Tier II behavior support model. The staff began implementation of specific behavior expectations, using information from Transition Meetings, and from the results of last year's SRSS. Once the results of this year's first SRSS are available, strategies will be put into place to support all students who are in need of Tier II behavior support. The staff is using researched-based strategies and interventions for students who are in need of 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.

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

SEFEL (Social Emotional Foundations of Early Learning): It is a framework for teaching social and emotional skills to children. It also decreases parent stress, teacher job stress and increase parent efficacy and teacher confidence while also seeing an increase in positive 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, emotion 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 optimism, social competence, and attention; decrease anxiety; improve executive functioning skills; and demonstrate less aggression and fewer social problems.

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 on ASPEN will be utilized for decision making for tiered supports.

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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 special education 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 or boredom. 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 through differentiation, positive learning climate, and small group strategies.

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

The most important intervention of all is the positive feedback ratio. Staff is encouraged to provide five positive comments to one corrective comment. This builds self-esteem and confidence in the students and also helps with staff morale because the adults focus on a positive mindset.

Examples of Tier II targeted and Tier III intensive supports that staff may use are as follows:

CPI (Crisis Prevention Intervention): CPI teaches staff a basic understanding of crisis intervention methods to identify behaviors that could lead to crisis; effectively respond to each behavior to prevent escalation; use verbal and non-verbal techniques to defuse the behavior 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 practices provide tools to strengthen connections between students, staff, and administration. Students have opportunities to repair the harm and to learn the impact of their actions.

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

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Calming Strategies: Learning to regulate our emotional responses can be difficult. Children need to learn appropriate ways to respond 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 with targeted 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.

The resource book, “Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS” by Kent McIntosh and Steve Goodman, will be utilized by staff to learn more about what tiered strategies and resources that are available. “The PBIS Team Handbook: Setting Expectations and Building Positive Behavior” by Beth Baker is also used as a resource by the PBIS Coach.

XI. Non-Title I Schools

Family and Community Engagement

Parent/Community Involvement Needs

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

Bel Air School continues to have outstanding parent involvement. The parent volunteer hours for the 2018-2019 school year were more than

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1,473 hours. PTO membership was more than 60% of the population. Bel Air is proud of the parent/volunteer participation and we will strive to maintain or increase the number of volunteer hours in 2019-2020. Parents contribute in the following ways: assisting with 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 luncheons, and 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 Conference Days, coordinating the school yearbook, sitting on school teams and committees, participating in PreK-K Orientation, and creating various school-wide bulletin boards. Grade 5 parents serve as speakers for Career Day. American Woodmark staff, including one parent, serves as guest readers throughout the year. Parents, staff, and students participate in celebrating 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 Grade 5 Pool Party. Moreover, the parents run the Pizza Hut Book-It reading incentive program, which recognizes students for reading at home on a regular basis. In terms of community involvement, the parents assist with a number of events, including, but not limited to, "Gently Loved Toys", "Read Across America Day", an animal shelter collection, and the TREX competition. Parents participate in grade 5 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, Communicator Folder, and the Bel Air School website.

Parent Advisory Committee 2019-2020

Name	Grade Level Representation	Position
Summer Farris	Grades 3 & 4	PAC Representative, Parent, Community Representative

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Stephanie Wiseman	Grade 1	Parent
Loreda Wiland	Grade 1 & Grade 4	Parent
Matt Schartiger	Kindergarten	Parent
Mark Farris	Grades 3 & 4	Community Representative, Carl Belt
Kimberly Hummel	Grade 2	Parent
Kelsey Parker	Grade 4	Parent
Crystal Miller	Grade 5	Parent, Teacher

Parent Involvement Plan

Under the “Position” column, identify the school’s representative and alternate for the county Parent Advisory Council with “PAC.” Identify the other members as Parent, Teacher, Community Member, and so forth. **The committee must represent a cross section of the school community.**

Bel Air Elementary School PARENT INVOLVEMENT PLAN

Expectations

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

- I – Shared decision-making opportunities
- II – Opportunities to build and increase understanding, communication, and support between home and school
- III – Formal and informal evaluation of the effectiveness of parent/family engagement activities
- IV – Activities that promote a positive environment of high expectations shared by home and school

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

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
I. Shared Decision Making <ul style="list-style-type: none"> ➤ The parent involvement plan is developed with input from parents. 	Parent representatives on SIT and other decision-making teams, collaborate with school staff on the development of the plan. Additional opportunities for parent input and involvement occur during monthly PTO meetings. Parents are leading Bel Air's Robotics Team in 2019-2020.	Oct PTO meeting Monthly SIT meetings After SIP review weekly	Autumn Eirich, principal, Brenda Luger, school counselor Jennifer Russ, Kelsey Gallo
II. Building Parental Capacity <ul style="list-style-type: none"> ➤ Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, and State and local academic assessments. ➤ Provide materials and 	MSDE Website -- Parents are given directions to the MSDE web for further questions about state and local standards and assessments. A synopsis of the school's MCAP and MISA results is distributed to all parents to help them understand their child's academic expectations and results. Meet the Teacher Night -- Parents and faculty meet to discuss classroom/grade level expectations, possible field trips and parent volunteer opportunities	September December	Autumn Eirich, Principal Brenda Luger, SIT Chair Classroom Teachers

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<p>parent trainings/ workshops to help parents improve their child's academic achievement</p> <ul style="list-style-type: none"> ➤ Ensure information is presented in a format and/or language parents can understand. ➤ Provide full opportunities for participation of parents of students from diverse backgrounds. 	<p>Parent Conference Day -- Parents are given an overview of Grade Level expectations and assessments are discussed.</p> <p>Communication is provided when needed for a deaf parent through adaptive telephone communication and use of sign language. Parents who have no transportation are provided the opportunity to communicate via phone conference for parent conferences and IEP meetings. The building is almost entirely wheelchair accessible. Telephone conferences are used when a parent is unable to come to the school building to meet with staff.</p>	<p>August 29, 2019</p> <p>October 7, 2019</p> <p>March 9, 2020</p> <p>Ongoing</p>	<p>Classroom Teachers</p> <p>School Counselor</p> <p>Classroom Teachers, Special Education Facilitator, Justin Jones, School Counselor, Brenda Luger</p>
Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<p>III- Review the Effectiveness</p> <p>The effectiveness of the school's parental involvement 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>School Improvement Team, Autumn Eirich, Principal</p>
<p>IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering</p>	<p>Parents and family members have many opportunities to volunteer at Bel Air.</p> <ul style="list-style-type: none"> ● Assisting with instruction of science lessons ● Listening to students read ● Assisting in computer lab 	<p>Ongoing</p>	<p>Autumn Eirich, classroom teachers, PTO Officers</p>

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	<ul style="list-style-type: none"> ● Participating in fundraisers ● Tutoring ● Reading aloud to classes and individuals ● Providing healthy snacks ● Providing teacher luncheons ● Organizing and attending Back to School Bash ● B.A.T.C.H. (Bel Air Children and Teacher Helpers) ● Assist with laminating and copying educational materials ● Copying and collating PBIS tickets ● Attending Meet Your Teacher night and Parent Conference Days ● Coordinating the school yearbook ● Sitting on school teams and committees ● Participating in prek/k orientation ● Creating school-wide bulletin boards ● Grade 5 parents serve as speakers for Career Day ● Participate in Red Ribbon Week ● Plan and implement all holiday recognition events ● Run the Pizza Hut “Book-It” incentive program ● Assist with Gently Loved Toys ● Read Across America Day ● Animal Shelter Collection ● TREX Competition ● Grade 5 Outdoor School ● Field Trips 		
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In an effort to increase parent participation and parent awareness in academic/instructional activities and processes, the Bel Air staff is implementing several new activities. Parents are being invited to “Take the Test” with their students. The parents will be welcome to come into the classrooms and participate in a sample MCAP task with their children. This will occur in February and will be conducted in Grade 4. The REading and Math specialists will be conducting an MCAP night to provide parents with an opportunity to learn more about MCAP and about the expectations to which their children are being held. These events will occur in January, 2020. The PBIS team has added a stronger parent component this year. Each month one student from each classroom is selected to receive special recognition for demonstrating one of the PBIS goals. The student receives a

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certificate and is recognized by a community leader, the principal, and the school counselor. In addition, the school counselor calls each student's parent to inform the parent that their child was recognized and why the student received the S.O.A.R. ticket.

Bel Air parents are leading the new Robotics Team this year, and the parents of students who are participating are invited to all Robotics events and are welcome to become involved in any way in which they are comfortable. This is a year-long program.

XII. Professional Community for Teachers and Staff- Standard 7

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

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1. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
GROWTH MINDSET	August 22 PD November 1 PD Faculty Meetings 3 times a year 8:10-8:30 Grade Level Team Meetings 2 times a year during teacher scheduled resource times Bel Air Media Center and Classrooms	Bel Air Staff and Students	Staff will demonstrate a more positive morale and will learn to own their own mindsets. The staff will present a positive mindset in the classroom which should lead to a more effective learning environment. Staff will instill a growth mindset in their students by modeling growth mindset and by identifying growth mindset behaviors and practices in their students. Students will demonstrate a growth mindset in relation to their educational progress.	The staff will continue to understand what impacts mindset and will develop skills on changing their own mindset and the mindsets of those with whom they associate. Teachers will learn to adopt a positive mindset so that they have a positive impact on their students. Lessons on Growth Mindset, presented to students by the school counselor, will increase the students' confidence in their own academic abilities and increase their efforts to complete activities and gain knowledge.	Evaluations given to staff after the professional learning will help us recognize how effective professional development is and in which areas we can improve. The Staff Engagement Survey will also be a measurement tool. A student evaluation of the Growth Mindset lessons will be completed following the counselor's completion of said lessons.
2. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom

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RUBY PAYNE A Framework for Understanding Poverty Emotional Poverty In All Demographics	August 22 PD November 1 PD Faculty Meetings 3 times a year 8:10-8:30 Grade Level Team Meetings 2 times a year during teachers scheduled resource times. Bel Air Media Center and classrooms	Bel Air Staff	Staff members will adjust their teaching methods, using the GRRUDL model, to increase techniques that meet the learning styles of students in poverty and emotional poverty. Staff members will conference more effectively with parents based on a greater understanding of the parents' thought processes and understanding of the educational needs of their children.	Staff members will gain a greater understanding of the thought processes and learning styles of children in poverty and in emotional poverty. Staff members will increase their understanding of how to communicate in the most effective manner with the parents of children in poverty and emotional poverty.	Evaluations given to staff after the professional learning will help us recognize how effective professional development is and in which areas we can improve.
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XIII. Management Plan

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

All staff provided help in analyzing data for areas of focus, doing a root cause analysis, and goal planning for the Academic Progress sections of the SIP during the August 26th PD. The root cause analysis and goal planning process were continued during grade level team meetings on September 23, 2019. The final plan is reviewed with the staff during a faculty meeting in late October before the plan is due. Staff is encouraged to give input and feedback. The final document is reviewed with the staff during a faculty meeting after the SIP evaluation from Central Office staff. The continued implementation is discussed monthly during regular scheduled grade level team meetings.

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

The principal shares the goals and activities of the different sections of the plan during the first PTO meeting on September 30, 2019. Parents are encouraged to ask questions and give input on the plan. The final SIP is available to parents and community members on the school website and at the school's information center in the main lobby. This occurs after the plan is approved and finalized in November

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or December. A synopsis of the SIP is sent home to parents in late December.

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

Classroom teachers and special education staff meet weekly for collaborative planning. Classroom teachers, administration, specialists, and intervention teachers meet bi-weekly to discuss student data relating to the plan and make changes as needed. Specialists schedule lessons and teacher support relating to our needs in the SIP.

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

At the end of each quarter, the SIT collects, analyzes, and disaggregates reading, math, and science data to review the progress of the target groups that were identified. Formative and summative assessments will be utilized along with other pertinent information from the teachers. Administration discusses and reviews this data and information with teachers during grade level team meetings.

5. How will administration monitor the plan?

The administrator meets monthly with SIT to review the components of the SIP in order to keep us on task with our activities as well as get input from SIT on the continued implementation process.. Administration meets bi-weekly with teachers during grade level team meetings for feedback on instruction, professional development , and support programs needed to meet the goals of our targeted groups and all students and teachers. Necessary revisions or enhancements are made if needed.

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

The administrator of testing provides principals and testing coordinators with training on developing the SIP. She provides support to SIT as they develop the plan. Central Office Staff assists with planning professional development activities when needed during the school year. The Central Office Staff reviews the SIP. Afterwards, they share information and discuss revisions with the SIT chair and principal.

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

Name (Print and Sign)	Affiliation/Title
Autumn Eirich	Principal
Brenda Luger	SIT Chair/School Counselor
Melissa Tarburton	Grade 5 Teacher
Andrea Roberts	Grade 4 Teacher
Timothy Harrison	Grade 2 Teacher
Crystal Miller	Grade 2 Teacher
Jennifer Lancianese	Special Education Teacher
Kimberly Beckman	Media Specialist/PreK Teacher
Laurie Ferguson	Reading Intervention Teacher
Eric Dorman	Community Partner
Summer Farris	Parent