

Bel Air Elementary School

Improvement Plan 2017-2018



***Bel Air Elementary School Eagles Soar to Score:
S.C.O.R.E: School Centered on Reaching Excellence
Mrs. Autumn Eirich - Principal***

Bel Air Elementary School

Principal: Mrs. Autumn Eirich

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EDUCATIONAL FRAMEWORK
Mission, Vision, and Core Values

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Statement

Bel Air Elementary School is committed to the belief that all students must experience success in order to develop emotionally, socially, and academically. All students are unique individuals who possess a variety of skills and needs and through successful learning experiences will become productive and responsible citizens. This commitment for all students to be successful is based on the premise that all students understand that learning is a lifelong process. The educational process includes the fostering of a positive home/school environment, and instruction in a variety of instructional techniques and activities that will ensure academic success as staff members participate in job-embedded professional development. The staff at Bel Air embraces the value of a college and career readiness education and considers it vital to all students in a global economy.

Students, parents, and the community encourage and support Bel Air School's vision as a school centered on reaching excellence.

Vision

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

Core Values-

Bel Air's Core Values are based on our mission statement and our vision. We believe that all students can achieve success and fulfill their greatest potential. The staff is committed to providing all students with diverse educational experiences to help them gain knowledge, confidence, and self-awareness.

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Use the following table to identify the members of the School Improvement Plan’s team. Please include their affiliation/title.

Print Name (Last, First, Middle Initial, and Sign)	Affiliation/Title
	Principal -- Autumn Eirich
	School Counselor/SIT Chair -- Brenda Luger
	Grade 5 Teacher -- Melissa Tarburton
	Grade 4 Teacher -- Andrea Roberts
	Grade 2 Teacher -- Tim Harrison
	Special Education Teacher -- Jennifer Lancianese
	PreK Teacher -- Kim Beckman
	Grade 1 Teacher -- Daphne Snyder
	Grade 2 Teacher/Parent -- Crystal Miller
	Community Representative -- Eric Dorman
	Community Representative -- Brandi Rice

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

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The principal facilitated the development of our school vision the first year as the administrator at Bel Air. The principal has continued to collaborate, review, and involve students, staff, and parents each school year. We include many stakeholders to participate in our school activities. There have been parent interactive activities, opening activities in the classroom, school-wide recognition activities, announcement activities, and a variety of displays (with the help of Bel Air parents). Staff members have participated in an activity of self-reflection to enhance their own personal drive toward excellence (our vision). Furthermore, staff met to review our mission in order to develop an additional statement relating to college and career readiness education. This was shared with parents at a PTO meeting and our Pre-K and K Orientation. The mission and vision are aligned to the district's mission and to our School Improvement Plan.

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

During the 2015-2016 school year, the staff revisited the true meaning of our vision in April and agreed we wanted to keep it as it is. The decision was to go back to the beginning and focus on the staff revisiting the vision and making meaning of it all over again. The staff participated in an activity utilizing an online resource article titled, *8 Keys of Excellence: Making Great Kids Greater*. We discussed and interpreted each key and what it meant to us as individuals. The teachers were to take from April until the end of the school year to live one of the 8 Keys that they can improve on. We met in June to share examples of how we have been trying to improve on our own and what way the personal improvement may have affected our workplace. During the 2016-2017 school year, administration met with parents during a PTO meeting to review our mission and vision along with the school improvement goals. Examples were given to parents on how students can work on reaching their own excellence.

Have you adjusted the school's mission and vision to changing expectations and opportunities for the school and changing needs and students? If so, why? **We are continuing to implement the school's mission and vision in an effort to ensure that all stakeholders are committed to ensuring that the Bel Air School is reaching excellence in all aspects of education.**

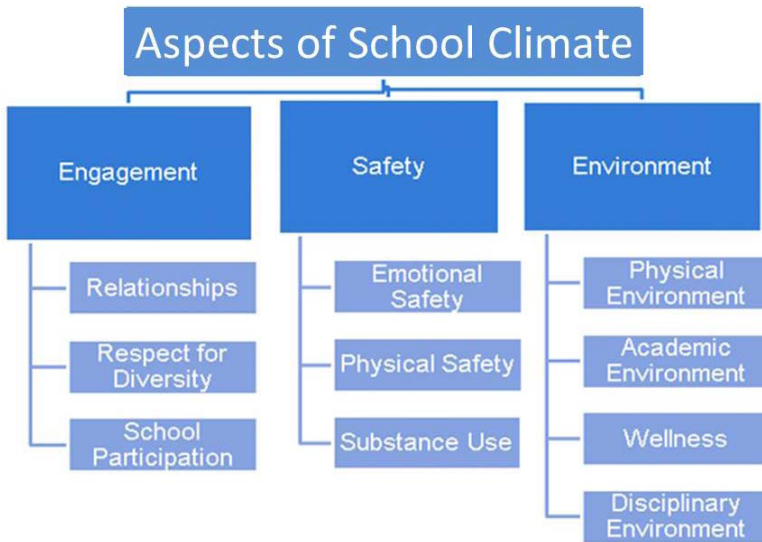
3. Climate, and Inclusive Community

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

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School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experier school life. School climate refers to a school’s social, physical, and academic environment. How does it make people feel? Safe? W Connected?



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

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

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

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

In addition, in accordance with the Code of Maryland Regulations (COMAR) 13A.01.04.03 all students in Maryland's public schools, exception and regardless of race, ethnicity, region, religion, gender sexual orientation, language, socioeconomic status, age, or disability have the right to educational environments that are:

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

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

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

Professional Norms: **Staff works diligently to demonstrate continuous improvement, collaboration, perseverance, and learning. The principal leads weekly meetings with team level staff. Various teachers are members of county-wide committees geared towards school improvement. Staff attend a variety of in-service presentations and bring the acquired knowledge to their classrooms to better meet the needs of all students.**

Professional Norms: **Teachers place children at the center of education and accept responsibility for each student's academic success and well-being. Teachers look at the entire student in an effort to best educate each child. Students at Bel Air come from a variety of backgrounds and experiences. Teachers work to help the students who have come from challenging situations to find a safe place in school. Teachers meet with students individually and in groups to help them become well-rounded individuals with a desire to achieve success. Parents are very involved in the school and participate willingly in conferences concerning their child's academic, social, and behavioral goals.**

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

Cultural Responsiveness: **Staff and staff at Bel Air works to ensure that each student has equitable access to effective teachers, learning opportunities, academic support, and other resources necessary for success. Equity is the key to academic success for all students. Rather than treating all students the same, addressing students with equity provides the opportunity for each student to receive the support and teaching approaches best suited to their needs. Bel Air continues to strive to apply equity in the classrooms throughout the building.**

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o School Climate, Bel Air staff works smoothly as a team; working hard to maintain positive relationships with each other, with p
takeholders in the community. Safety is a priority at Bel Air, and the school annually practices all safety drills, repeating the drills
the students are comfortable and aware of the expectations during drills. The disciplinary environment has always been one of re
whenever possible. The principal and counselor work closely to ensure that discipline is a restorative rather than punitive. The ad
has helped encourage the restorative nature of discipline at Bel Air.

How are paraeducators (IAs) utilized in your school?

How specifically assigned responsibilities of our paraeducators, Bel Air uses this staff to support the educational progress of stud
needs and learning styles. Paraeducators were given the opportunity to choose the additional classrooms that were best suite
and teaching strengths, and all are assisting with students in various classrooms across the academic levels.

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

How do IAs facilitate small group activities based on academic needs, learning styles, and social interactions. Close adult support staff
support their individual students within small groups as well as working with other individuals when their assigned student is abl
ently.

What are IA responsibilities at your school?

What are Instructional Assistants at Bel Air responsible for academic support of all students in their assigned classrooms. This includ
small-group, and individual academic support. The IAs assist with academic assessments, review lessons, and individualize inst
with specific learning styles. Our Instructional Assistants help with organizing the materials needed to implement effective GRRUI
with lunch and play duties as needed and also assume dismissal and breakfast duty responsibilities. We are blessed with amaz

How have you created a schedule that allows IA collaboration with teachers?

How are IAs included in collaborative planning weekly.

How do you ensure your general and special education teachers able to collaborate and plan together on behalf of the students for whom t
instructional and learning responsibilities? If so, how often and when? If not, what challenges are preventing the collaboration and p
and Special Education teachers meet weekly during team collaboration meetings. During the collaborative meetings, special educat

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fy lesson plans to adapt to the needs of the special education population. Collaborative planning is part of the MTSS Profile initial
-teaching in our daily instruction.

vide an example (s) of how your school engages students of all abilities with each other.

work in heterogeneous groups throughout the day. They work in partners and they are provided opportunities to work in groups b
preferred learning style. The students in Grade 5 work with Pre-K students regularly. In 2017 the two classes completed a STEM
gether with Grade 5 students assuming instructional leadership roles. Grade 4 and Grade 5 students assist with Pre-K students du
non lunch period. Students in Grade 2 read to Kindergarten students as part of their rewards program.

at professional learning and/or training needs, if applicable, do your faculty/staff have regarding making your school a m
clusive environment for students?

been going through the collaborative planning and co-teaching training with the principal and with a special education supervisc
al staff is being trained in the Gradual Release of Responsibility and Universal Design for Learning on the county level.

**I
DEMOGRAPHICS**

iff Demographics

STAFF DATA 2017-2018 School Year

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School-based Personnel	Part Time	Full Time	Total
Administrators		1	1
Teachers		15	15
Itinerant staff	10		10
Paraprofessionals	5	3	9
Support Staff		3	3
Other	3	8	11
Total Staff	18	30	48

Table 2

Under each year, indicate the percent as indicated of individual in each category.	2014 – 2015 Official Data	2015 – 2016 Official Data	2016 – 2017 Official Data	2017 – 2018 Official Data
Percentage of faculty who are:				
• Certified to teach in assigned area(s)	100%	100%	100%	100%
• Not certified to teach in assigned area(s)	0%	0%	0%	0%
For those not certified, list name, grade level course	N/A	N/A	N/A	N/A
Number of years principal has been in the building	8	9	10	11
Teacher Average Daily Attendance	95.4%	94.1%	95.7%	

Student Demographics

Table 3: SUBGROUP DATA			
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL
American Indian/Alaskan Native	N/A	N/A	N/A

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Hawaiian/Pacific Islander	N/A	N/A	N/A
African American	≤10	≤10	≤10
White	216	214	217
Asian	≤10	≤10	≤10
Two or More Races	11	13	12
Special Education	36	42	46
LEP	N/A	N/A	1
Males	109	112	111
Females	124	125	125
Total Enrollment (Males + Females)	233	237	236

FARMS RATE	2015-2016	2016 – 2017	2017-2018
Percentage as of October 31	49.15	52.38	54.2%

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

Table 4

Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
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01 Intellectual Disability	N/A	06 Emotional Disturbance	N/A	12 Deaf-Blindness	N/A
02 Hard of Hearing	N/A	07 Orthopedic Impairment	N/A	13 Traumatic Brain Injury	N/A
03 Deaf	N/A	08 Other Health Impaired	≤10	14 Autism	≤10
04 Speech/Language Impaired	28	09 Specific Learning Disability	11	15 Developmental Delay	≤10
05 Visual Impairment	N/A	10 Multiple Disabilities	N/A		

**II
OPERATIVE LEADERSHIP**

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

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Principal works shoulder-to-shoulder with the School Improvement Team chair and team to complete the plan and the principal supports in reviewing the plan and implementing the goals. The principal's SLO's are based on the goals and needs of the School Improvement Plan. The principal holds regular conferences with teachers to be sure teacher SLO's connect to the School Improvement Process.

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

The leadership team is responsible for reviewing academic data, setting school-wide goals and initiatives, and establishing and maintaining a positive school-wide climate.

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

Yes, the team includes staff, parents, and community leaders.

What additional opportunities exist for everyone in your school community to meaningfully participate in school decision-making processes? All staff members are given the opportunity to participate in any and all school committees. The principal reviews the SIP with the PTO members and provides the opportunity for PTO members to share thoughts, concerns, and ideas. The SIP is posted on the school website and the ACPS website. All parents have access to the information and can contact the school with questions and concerns. The SIT chair meets with community members to discuss the plan and seek community input. Parents are specifically involved in the Parent Involvement activities and are the individuals who organize, and lead these activities.

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

PRINCIPAL SLO 1

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

Math is the content focus for this SLO. PARCC assesses major content, supporting content, reasoning, and modeling in mathematics. Students will participate in learning content based on all of the mathematics Maryland College and Career Standards Grades 4 and 5.

The specific domains and clusters are:

Domain: Operations and Algebraic Thinking

Grade 4 Clusters: Use the four operations with whole numbers to solve problems. Gain familiarity with factors and multiples. Generate and analyze patterns.

Grade 5 Clusters: Write and interpret numerical expressions. Analyze patterns and relationships.

Domain: Number and Operations in Base Ten

Grade 4 Clusters: Use place value understanding and properties of operations to perform multi-digit arithmetic.

Grade 5 Clusters: Understand the place value system. Perform operations with multi-digit whole numbers and with decimals to hundredths.

Domain: Number and Operations - Fractions

Grade 4 Clusters: Extend understanding of fraction equivalence. Build fraction from unit fraction by applying and extending previous understandings of operations on whole numbers. Understand decimal notation for fractions and compare decimal fractions.

Grade 5 Clusters: Use equivalent fractions as a strategy to add and subtract fractions. Apply and extend previous understanding of multiplication and division to multiply and divide fractions.

Domain: Measurement and Data

Grade 4 Clusters: Solve problems using measurements and conversions of measurements. Represent and interpret data measures and angles.

Grade 5 Clusters: Convert like measurement units within a given measurement system. Represent and interpret data. Geometry - understand concepts of volume and relate volume to multiplication and to addition.

Domain: Geometry

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Grade 4 Clusters: Draw and identify lines and angles. Classify shapes by properties of their lines and angles.

Grade 5 Clusters: Graph points on a coordinate plane to solve real-world and mathematical problems. Classify two dimensional into categories based on their properties.

Students will:

- make sense of problems and persevere in solving them.
- reason abstractly and quantitatively.
- construct viable arguments and critique reasoning of others.
- model with mathematics.
- use appropriate tools strategically.
- attend to precision.
- look for and make use of structure.
- look for and express regularity in repeated reasoning.

This SLO is targeting all 4th and 5th grade students, including all special education students. The total number of students is 72. 14 of those students have IEP's for educational services. 8 students have speech services. 4 students have OT services. 5 students are considered to have challenging behavior concerns. 2 students are an attendance concern. 46/72 (64%) students are out of class during necessary instructional time. 40/72 (56%) are FARMs.

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

Based on PARCC results for 2015-2016 and 2016-2017, we continue to work towards an instructional approach that will have more students showing success on the PARCC mathematics assessment.

Last school year, the SLO focus was on grade 5 math. The data for that SLO stated that the overall percentage of students meeting or exceeding expectations in grade 5 was 16% on 2015-2016 PARCC which was an 8% decrease from 2014-2015. In all disciplines, 16% were proficient in Major Content which was the same in 2014-2015. 35% were proficient in Supporting Content which was a 13% decrease from 2014-2015. 16% were proficient in Reasoning which was an 8% decrease from 2014-2015. 20% were proficient in Modeling which was a 16% decrease from 2014-2015. The area with the lowest results was Major Content, as 72% of students did not meet or partially meet expectations. 0% of grade 5 special education and FARM students met or exceeded the expectations. In addition to PARCC data, the percentage of students scoring proficient on the 2015-2016 countywide post benchmark is as follows: first quarter = 45%, second quarter = 50%, third quarter = 40%, and fourth quarter = 47%.

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As for grade 5 PARCC data for the 2016-2017 school year, 23% of the students met or exceeded expectations receiving of a 4 or 5. This is a 7% increase from the 2015-2016 school year. In specific disciplines, 19% were proficient in Major Content which is a 3% increase from 2015-2016. 30% were proficient in Supporting Content which is a 5% decrease from 2015-2016. 33% were in Reasoning which is a 17% increase from 2015-2016. 26% were proficient in Modeling which is a 6% increase from 2015-2016. The area with the lowest results for grade 5 in 2016-2017 is Major Content, as 49% of grade 5 students did not meet or partially meet expectations. However, we are progressing in this area because this number did decrease from the previous year 23%. 0% of grade 5 special education and 21% of FARM students met or exceeded the expectations. The percentage is a 21% increase for FARM students to the previous year and no increase for special education students. In 2016-2017, 33/43 or 77% of grade 5 students met the goal of increasing their quantile measure on Think Through Math (Imagine Math) by 100 quantile points from the first assessment to the last. 14/43 or 33% of those students in grade 5 scored proficient on the last assessment.

For this SLO this school year, grade 4 will also be a focus. Based on the overall PARCC results for grade 4 in 2016-2017 the students met or exceeded expectations receiving score of a 4 or 5. This was a 9% increase from the 2015-2016 school year. In specific disciplines, 39% were proficient in Major Content which is a 10% increase from 2015-2016. 39% were proficient in Supporting Content which is a 21% decrease from 2015-2016. 42% were proficient in Reasoning which is an 11% increase from 2015-2016. 31% were proficient in Modeling which is a 31% increase from 2015-2016. The area with the lowest results for grade 4 in 2016-2017 is Reasoning, as 31% of grade 4 students did not meet or partially meet expectations. However, we are progressing in this area because this number did decrease from the previous year 7%. 0% of grade 4 special education and 29% of FARM students met or exceeded expectations. The special education results decreased 15% from the year before, but FARM students increased 5% from the previous year. In 2016-2017, 33/34 or 97% of grade 4 students met the goal of increasing their quantile measure on Think Through Math (Imagine Math) by 100 quantile points from the first assessment to the last. 25/34 or 74% scored proficient on the last assessment.

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

Students in grades 4 and 5 will increase math proficiency and performance to become college and career ready. PARCC data shows that in 2015-2016, the majority of students in grades 4 and 5 did not meet or exceed expectations in the major content, supporting content, reasoning, and modeling in mathematics. Last year, my SLO for math focused on only grade 5 students. According to our PARCC data from 2015-2016, there was a need to increase the number of students in grade 5 to meet or exceed the expectations. This goal will continue for grade 5 students as we want to continue to increase student success. However, according to the PARCC data from 2016-2017, there is a need to increase the number of students in grades 4, also. This includes special education students in grades 4 and 5 because we are not closing the gap with the special education subgroup. This SLO is a direct match to our math goals in our School Improvement Plan as it focuses on the same strategies, rationale for selecting strategies, and evidence-based practices that will be made to ensure progress in mathematics in grades 4 and 5.

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

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The evidence of growth will be determined using Imagine Math benchmark series. Students in grades 4 and 5 will be so Imagine Math's placement of performance levels that are organized from students' quantile measures from the assessment. Th assesses students' readiness for grade-level math content. The resulting instructional grade level is used to deliver benchmark remediation.. Benchmark remediation consists of lessons (online) that are added to the students' learning pathways to prime st grade-level work. The second benchmark will be used to monitor student progress. IXL will also be used as a monitoring tool a participate in this web-based approach to support students in mastering specific math objectives. It too, supplements core instr meets individual needs.

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

Partial attainment - 30%-69% of the students will increase their quantile measure by 100 points or maintain the proficient perform el.

Full attainment - 70% or more of the students will increase their quantile measure by 100 points or maintain the proficient perform el.

.SLO 2

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

ELA-Writing is the content focus for this SLO. Written Expression and Conventions will be the areas scored for this SLO. developed narrative writing lessons will be used. Two writing assignments are required per student.

The following writing anchor standards are addressed:

W3 Writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences.

W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5 Develop and strengthen writing as needed by planning, revising, editing rewriting, or typing a new approach.

W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting day or two) for a range of tasks, purposes, and audiences.

The following writing standards are addressed:

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Text Types and Purposes: Grade 3 -- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters, organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. Grade 4 -- Orient the reader by establishing a situation and introducing a narrator and/or characters, organize an event sequence that unfolds naturally. Use dialogue and descriptions to develop experiences and events or show the response of characters to situations. Use a variety of transitional words and phrases to manage the sequence and events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. Grade 5 -- Orient the reader by establishing a situation and introducing a narrator and/or characters, organize an event sequence that unfolds naturally. Use dialogue and descriptions to develop experiences and events or show the response of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence and events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing: Grade 3-- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding to type a minimum of one page in a single sitting. Grade 4 -- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding to type a minimum of one page in a single sitting. Grade 5 -- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, rewriting, or using a new approach. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding to type a minimum of two pages in a single sitting.

Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when speaking and writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The SLO is targeting all students in grades 3-5. This included the special education students. The total number of students in this SLO is 110. 38 of those students are in grade 3. 36 students are in grade 4. 36 students are in grade 5. In grade 3, 1 student has an individualized education plan for mathematics, reading, and/or written expression. 8 students have speech and/or OT/PT services. (45%) are FARMs. In grade 4, 4 students have individualized education plans for mathematics, reading, and/or written expression. 24 students have speech and/or OT/PT services. 24/36 (67%) are FARMs. In grade 5, 10 students have individualized education plans for mathematics, reading, and/or written expression. 7 students have speech and/or OT/PT services. 16/36 (44%) are FARMs. 4 s

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grades 3-5 are attendance concerns. 8 students are behavior concerns. 46/72 (64%) of students in grades 4-5 attend band during instructional time. Total number of FARMs students in grades 3-5 is 57/110 (52%).

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

According to 2014-2015 grade 3 and 4 writing data using the PARCC Rubric for Prose Constructed Response Items, Conventions was the lowest scoring construct measured compared to reading comprehension and key ideas/details. For example, 82% (53/64) of grade 3 and 4 students met or exceeded the target goal for key ideas/details, 72% (47/65) for written expression, and only 38% met or exceeded the target goal for Conventions. This made conventions a writing focus for grades 3 and 4 during the 2015-2016 school year. According to the 2015-2016 grade 3 and 4 writing data on Conventions using the PARCC Rubric for Prose Constructed Response Items, 72% (56/78) of grade 3 and 4 students met or exceeded the target goal for Conventions. This is a 37% increase from 2014-2015. Writing continued to be a focus for the 2016-2017 in grades 3, 4, and 5.

2015-2016 PARCC scores indicated the following:

Written Expression --In grade 3, 54% met or exceeded expectations, 11% approached expectations, and 35% did not meet expectations. In grade 4, 42% met or exceeded expectations, 24% approached expectations, and 33% did not meet expectations. In grade 5, 16% met or exceeded expectations, 28% approached expectations, and 52% did not meet expectations.

Conventions -- In grade 3, 62% met or exceeded expectations, 22% approached expectations, and 16% did not meet expectations. In grade 4, 42% met expectations, 20% approached expectations, and 38% did not meet expectations. In grade 5, 16% met or exceeded expectations, 40% approached expectations, and 44% did not meet expectations.

Although our school-wide data showed an increase in students meeting their target in Conventions, the PARCC data shows a need to continue to focus on Conventions. In addition, the percentage of students who did not fully meet expectations for Written Expression on PARCC is lower than Conventions. Grade 5 scores were also the lowest in Written Expression and Conventions. Therefore, the writing focus for the 2016-2017 school year included grades 3, 4 and 5 to increase their competency in Written Expression and Conventions.

Data from 2016-2017 PARCC indicated the following:

Grade 5 students made the most progress according to the increased percentages in written expression and conventions.

Written Expression --In grade 3, 46% met or exceeded expectations. This is an 8% decrease from the previous year. 7% approached expectations and 46% did not meet or partially met expectations. In grade 4, 39% met or exceeded expectations. This is a 3% decrease from the previous year. 25% approached expectations and 36% did not meet or partially met expectations. In grade 5, 42% met or exceeded expectations, 25% approached expectations, and 33% did not meet or partially met expectations.

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exceeded expectations. This is a 22% increase from the previous year. 14% approached expectations and 44% did not meet or met expectations.

Conventions -- In grade 3, 54% met or exceeded expectations. this is an 8% decrease from the previous year. 14% approached expectations and 32% did not meet or partially met expectations. In grade 4, 36% met expectations. This is 6% decrease from the previous year. 36% approached expectations and 28% did not meet or partially met expectations. In grade 5, 28% met or exceeded expectations. This is a 12% increase from the previous year. 35% approached expectations and 37% did not meet or partially met expectations.

The following is data from my writing SLO for 2016-2017:

Grade 5 students improved the most compared to the previous year's SLO data.

76/105 or 72% of students met or exceeded the goal of increasing their writing performance by one level in both constructs (written expression and conventions). This data includes 43% in grade 3, 77% in grade 4, and 88% in grade 5

For written expression, 75% in grade 3 met or exceeded by one level. 83% in grade 4 met or exceeded by one level. 93% in grade 5 met or exceeded one level.

For conventions, 61% in grade 3 met or exceeded by one level. 83% in grade 4 met or exceeded by one level. 88% in grade 5 met or exceeded one level.

According to our overall PARCC ELA data, our special education students in grades 3, 4, and 5 have not closed the gap.

2015 - 3/21 or 14% met or exceeded expectations

2016 - 5/25 or 20% met or exceeded expectations

2017 - 2/21 or 9% met or exceeded expectations

There is a need to continue to focus on Written Expression and Conventions for the 2017-2018 school year. Data from teachers determine to be the first writing sample will be used as baseline evidence. It will be scored for Written Expression and Conventions. Two narrative writing tasks will be completed throughout the school year. The July 2015 PARCC Scoring Rubric for Constructed Response Items for each grade level will be used to score writing, with the scale being 0-3 points. The two writing tasks will be completed throughout the school year for students to achieve their goal of increasing the level of writing competency by one level.

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

Students in grades 3, 4, and 5 will increase writing proficiency and performance to become college and career ready. The special education students. Writing has become a very important component of the MCCRS. PARCC includes a main focus on writing.

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writing as it assesses written expression and conventions. This SLO is a direct match to our English/Language Arts goals in our School Improvement Plan as it focuses on the same strategies, rationale for selecting strategies, and evidence-based practices that will ensure progress in writing in grades 3-5. Students will increase the level of narrative writing competency in Written Expression and Knowledge of Language and Conventions by one level according to the July 2015 PARCC Scoring Rubric for Prose Constructed Response Items. Students receiving the highest level of the first writing exercise must maintain that level.

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

The evidence of student growth will be determined using the PARCC Rubric. All students in grade 3-5 will be scored with a score of 0-3. This includes the special education students. Graphic organizers, rough drafts of writing with teacher comments and corrections, and products students create will be evidence of their progress throughout the writing process.

Insufficient Attainment - 68% or above will meet their individual student growth target on 0 of the constructs measured (Written Expression and Conventions)

Partial Attainment - 68% or above will meet their individual student growth target on at least 1 of the constructs measured (Written Expression and Conventions)

Full Attainment - 68% or above will meet their individual student growth target on both of the constructs measured (Written Expression and Conventions)

V
C PROGRESS

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

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

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

What do you believe are the **Root Cause (s)** (Deepest underlying cause(s) of negative symptoms) for your achievement gap? **Expectations of the PARCC assessment are different from those of previous testing models and these expectations require schools to take a different approach to teaching than they have in the past. Students are learning in new and exciting ways, but these new ways are difficult to master for students with special needs. In addition, accommodation requirements have changed from in the past. Students who were eligible to be read to on past assessments are not eligible on PARCC. The past tests allowed for paper/pencil where some kids are not used to. PARCC does not. Therefore, we need to do more online practice tests starting early in year to get students familiar with the process.**

Reading and writing skills are more difficult to master. In addition, there are societal and behavioral issues as well as academic issues impacting student learning. Home problems, parental concerns, and behaviors that disrupt the educational process are all increasing. Financial struggles, multi-parent homes, children of parents with drug and alcohol issues, and a variety of other societal problems are making it difficult for students to focus and to learn efficiently and effectively. All staff need more training on strategies to implement that will help students succeed in school with the above issues. Close adult support IA's begin with no educational background on how to manage the students they are responsible for.

To delve more deeply into the reasons for our students' specific learning challenges. This should be done as early as Pre-K and Kindergarten through Grade 5. Data needs to be collected early. Although students are identified as having learning issues in either ELA or Math, both, it is important that the educational staff recognize exactly what those issues are and use the UDL approach to best instruct them. The appropriate interventions need to begin in Pre-K and K, when students are flagged for concerns. This means we may have to provide interventions and support then what the classroom teacher is using. Also, we do transition meetings annually. We can create a bank of information and data on special education students during this time to allow for a more successful start to their next school year.

We continually use small group instruction and address differentiated instruction on a regular basis, the staffing is not available to address the special educational needs of those who require special educational assistance and support. Regular education teachers are not capable of fulfilling the educational needs of the special education population. This is due to a lack of sufficient time and human resources and support. More support is needed.

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Other placements are being put back into full inclusion in their home schools. Although we have little human resources, use of s
r utilized.

l in the process of refining our co-teaching, co-planning models in order to enhance communication among special education and
teachers and support personnel. The ultimate goal of this process will ultimately improve our instruction for our students and the
n is that this will result in more successful learning by our students. We must work to find the most efficient use of time and staff
e educational experience for all students and specifically for the special education population. This includes more effective sched
e use of instructional staff, and creative implementation of all these strategies. Our close adult support IA's should be better util
led classrooms with other students having challenges whenever it is possible to pull away from their student. The LAP teacher ca
cheduled to support our students in the classroom whenever LAP is not in use.

ie the ACPS Goal Planning Process

- What is the Issue?

l education population across the three testing grades showed a significant deficit in ELA on the PARCC assessment. Also, in refer
l population, all students need to continue to increase their levels of growth on the PARCC assessment.

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

a indicated that 3/21, or 14% of the special education population in 2015 met a level of 4 or 5 on the PARCC ELA assessment, whil
met a level of 4 or 5 on the PARCC assessment in 2017. Although the general population has shown an increase in achievement c
s, the number of students meeting level 4 or 5 on the PARCC assessment is still lower than expectations.

2017 PARCC RESULTS FOR ALL STUDENTS:

GRADE 3 ELA -- 14/28 -- 50%

GRADE 4 ELA -- 16/36 --- 44%

GRADE 5 ELA -- 16/43 -- 37%

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

Original goal is to increase the number of students within the special education population who meet or exceed PARCC expectations. An additional goal is to increase the number of students within the overall population who meet or exceed PARCC expectations (level 4 or 5). The identified goal does align with an initiative of the ACPS. An ongoing focus of the ACPS has been to improve the achievement level of all students with special needs.

- What is currently preventing the identified goal from being attained?

The implementation of teaching practices in ELA across the grades, however, we need to address students' specific learning challenges. It is possible to effectively decrease learning gaps. The school staff continually uses small group instruction and addresses differentiated instruction; however, staffing was not being used as effectively as possible to fulfill the deeper educational needs of our population.

- What outcome(s) will determine the identified goal has been met?

The percentage of students with special needs earning a level 1 or 2 on the PARCC assessment will decrease, and there will be a comparative increase in the percentage of students with special needs scoring at least one level higher than in previous testing. The general education population will increase in the number of students scoring on level 4 or 5 on the PARCC assessment.

- What resources are needed to meet the identified goal?

Resources needed to help reach the goal include additional professional learning on co-planning and co-teaching and additional practice of the GRR and UDL models. In addition, professional training on the identification and education of specific learning styles would be helpful so teachers would be better able to identify auditory, kinesthetic, or visual learners. The educational staff also needs substantial resources to best educate students who were born with drug addictions, autism, and mood disorder diagnoses.

- What resources are currently available to meet the identified goal?

Resources are currently available to meet the goal in the form of close adult support and special education instructional assistants. The support of these educators helps them reach more students regularly. The schedule at Bel Air allows for regularly scheduled co-planning which enables more effective co-teaching collaboration.

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

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limited amount of support for students with behavior issues and mental health needs. These issues often block a student's ability . In addition, teachers need in-service training on how to best support and educate students with behavioral issues that are the r s and home issues such as addiction, autism, and mood disorder diagnoses.

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

ie onset of testing, Bel Air will implement a comprehensive plan in the effort to reach the identified goals. The first step has been e schedules of the support staff to best meet the needs of all students. Critical Vocabulary is a school-wide focus and is being pre: f ways so that the repetition helps the students gain ownership of the words and their meanings. All teachers are continuing prof rd implementation of the GRRUDL model. All teachers in Grades 1, 3, 4, and 5 are focusing student learning objectives on writing, , assesses conventions and written expression. Teachers are becoming more technology based within their classroom lessons in a students with online testing so they are more comfortable with the PARCC testing format. In grades 4 and 5, the special educatio g the special education students' lexile levels from the Reading Inventory (RI) with a goal of increasing within their specific bands , education teacher is also creating individualized interactive binders for students with specific learning challenges. All teachers are cc al learning and implementation of the co-planning and co-teaching model with support from staff at the county level. During trar it the end of the school year, teachers will focus specifically on students with special needs; addressing whether these needs are : , or social/emotional. The discussion will enable the teachers in the rising grade to be prepared to best meet student needs from ool so that academics are the immediate focus.

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

istration will continue to perform regular walk-throughs which will be posted on the TPE site on the board of education's webpag rom these observations will be analyzed in an effort to enhance the educational strategies being presented. During co-planning a iings, appropriate staff will discuss the needs of individual students and what strategies are working and are not working for each elp with the implementation of the UDL model most effectively. Teaches will continuously examine their data so they are assured are effective. During IEP meetings, staff will be asked to provide deeper analysis of the needs of the students so that appropriate suport are included in the plan.

Be Completed when 2018 PARCC data is available

- Based on the implementation outcome(s), has the identified goal been reached?

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- If the identified goal has been reached, how will capacity be sustained?

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

Principle/Mode	Representation – Process
Principle of Representation: <i>Allowing the learner various options for acquiring information and demonstrating knowledge.</i>	<ul style="list-style-type: none"> *Allow for options for learning by utilizing multiple media *Customize displays of information for a variety of options of perception *Offer alternatives for auditory and visual information *Allow for multiple ways for activating background knowledge *Provide digital materials and media for more auditory and visual opportunities for all students *Provide hard copies of documents using various fonts, size, and background color for more opportunities for all students as they acquire information
Principle for Expressions: <i>Allowing the learner various options for demonstrating knowledge and skills (e.g., oral, written, or graphic).</i>	Expression/Action- Product <ul style="list-style-type: none"> *Vary the methods for student response *Optimize access to multiple tools and assistive technology *Use multiple media *Focus on planning and strategy development *Allow assessment/project choices to give all students the opportunity to demonstrate what has been learned

3. Reading/ELA Data Overview

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

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

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

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

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or 10	2015							2016							2017						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		L	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%				
ts	42	12	28.5	11	26.2	19	45.3	37	11	19.7	9	24.3	17	45.9	28	9	32.2	5	17.9	1	
Indian or tive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	1	1	100	0	0	0	0	1	1	100	0	0	0	0	1	0	0	0	0	1	
frican	0	0	0	0	0	0	0	1	1	100	0	0	0	0	0	0	0	0	0	0	
.atino of	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
waiian or ific	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	39	11	28.2	11	28.2	17	43.6	32	10	31.2	8	25.0	14	43.8	27	9	33.3	5	18.5	1	
ore races	0	0	0	0	0	0	0	3	0	0	1	33.3	2	66.7	0	0	0	0	0	0	
ucation	13	6	54.6	2	18.2	3	27.3	7	6	85.7	0	0	1	14.3	5	3	60.0	0	0	2	
glish (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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iced Meals	20	6	30.0	7	35.0	7	35.0	15	8	53.3	3	20.0	4	26.7	17	8	47.0	3	17.6	6
	21	3	14.3	5	23.8	13	61.9	20	4	20.0	7	35.0	9	45.0	21	6	28.6	4	19.0	1
	21	9	52.4	6	28.6	6	28.6	17	7	41.1	2	11.8	8	47.0	7	3	42.9	1	14.3	3

r 7	2015							2016							2017					
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		L
		#	%	#	%	#	%		#	%	#	%	#	%		#	%			
ts	26	10	38.5	10	38.5	6	23.1	45	13	28.9	10	22.2	22	48.8	36	9	25.0	11	30.6	1
Indian or tive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	100	0	0	0
frican	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
.atino of	2	0	0	2	100	0	0	2	1	50.0	0	0	1	50.0	0	0	0	0	0	0
waiian or ific	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	1	100	0	0	0	0	1	1	100	0	0	0	0	0	0	0	0	0	0
	22	10	45.5	7	31.8	5	22.7	41	12	29.2	9	22.0	20	48.7	31	8	25.9	10	32.3	1
ore races	2	0	0	1	50.0	1	50.0	0	0	0	0	0	0	0	3	0	0	1	33.3	2

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Education	6	6	100	0	0	0	0	13	9	69.3	0	0	4	30.8	6	6	100	0	0	0
English (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reduced Meals	11	7	63.7	4	36.4	0	0	21	7	33.3	4	19.0	10	47.6	17	8	47.1	5	29.4	4
	12	3	25.0	6	50.0	3	25.0	21	6	28.5	3	14.3	12	57.2	19	2	10.5	8	42.1	9
	14	7	50.0	4	28.6	3	21.4	24	7	29.2	7	29.2	10	31.7	17	7	41.2	3	17.6	7

	2015								2016								2017			
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		L
		#	%	#	%	#	%		#	%	#	%	#	%		#	%			
Hispanic	25	8	32.0	8	32.0	9	36.0	25	11	44.0	9	36.0	5	20.0	43	14	32.6	13	30.2	1
Indian or Alaskan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	50.0	1
African American	2	1	50.0	1	50.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Latino of Mexican or Puerto Rican	0	0	0	0	0	0	0	2	0	0	2	100	0	0	2	1	50.0	0	0	1
	0	0	0	0	0	0	0	1	1	100	0	0	0	0	0	0	0	0	0	0
Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	23	7	30.4	7	30.4	9	39.1	22	11	50.0	7	31.8	4	18.2	38	13	34.2	11	28.9	1
ore races	0	0	0	0	0	0	0	1	0	0	0	0	1	100	1	0	0	1	100	0
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iced Meals	11	5	45.5	2	18.2	4	36.4	11	6	54.6	5	45.5	0	0	19	5	26.3	6	31.6	8
	12	4	33.3	4	33.3	4	33.3	12	3	25.0	6	50.0	3	25.0	19	6	31.6	4	21.1	9
	13	4	30.8	4	30.8	5	38.5	13	8	61.5	3	23.1	2	15.4	24	8	33.4	9	37.5	7

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

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

What do you believe are the **Root Cause (s)** (Deepest underlying cause(s) of negative symptoms) for your achievement gap?
 Additional expectations of the PARCC assessment are different from those of previous testing models and these expectations require us to take a different approach to teaching than they have in the past. Students are learning in new and exciting ways, but these new ways are more difficult to master for students with special needs. In addition, accommodation requirements have changed from in the past. Students who were eligible to be read to on past assessments are not eligible on PARCC. The past tests allowed for paper/pencil where some kids are not able to do that. PARCC does not. Therefore, we need to do more online practice tests starting early in year to get students familiar with the process. Reading and writing skills are more difficult to master. In addition, there are societal and behavioral issues as well as academic issues that are impacting student learning. Home problems, parental concerns, and behaviors that disrupt the educational process are all increasing. Financial struggles, multi-parent homes, children of parents with drug and alcohol issues, and a variety of other societal problems are making it difficult for students to focus and to learn efficiently and effectively. All staff need more training on strategies to implement that will help students succeed.

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o delve more deeply into the reasons for our students' specific learning challenges. This should be done as early as Pre-K and Kindergarten through Grade 5. Data needs to be collected early. Although students are identified as having learning issues in either ELA or math; both, it is important that the educational staff recognize exactly what those issues are and use the UDL approach to best instruct. The appropriate interventions need to begin in Pre-K and K, when students are flagged for concerns. This means we may have to plan interventions and support then what the classroom teacher is using. Also, we do transition meetings annually. We can create a bank of information and data on special education students during this time to allow for a more successful start to their next school year.

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ll in the process of refining our co-teaching, co-planning models in order to enhance communication among special education and general education teachers and support personnel. The ultimate goal of this process will ultimately improve our instruction for our students and the result is that this will result in more successful learning by our students. We must work to find the most efficient use of time and staff to maximize the educational experience for all students and specifically for the special education population. This includes more effective scheduling, more use of instructional staff, and creative implementation of all these strategies. Our close adult support IA's should be better utilized in classrooms with other students having challenges whenever it is possible to pull away from their student. The LAP teacher can be scheduled to support our students in the classroom whenever LAP is not in use.

ie the ACPS Goal Planning Process

- o What is the Issue?

l education population across the three testing grades showed a significant deficit in math on the PARCC assessment. Also, in reference to the general population, all students need to continue to increase their levels of growth on the PARCC assessment.

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

a indicated that 3/21, or 14% of the special education population in 2015 met a level of 4 or 5 on the PARCC math assessment, while the general population met a level of 4 or 5 on the PARCC assessment in 2017. Although the general population has shown an increase in achievement on the PARCC assessment, the number of students meeting level 4 or 5 on the PARCC assessment is still lower than expectations.

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2017 PARCC RESULTS FOR ALL STUDENTS:

GRADE 3 MATH -- 18/28 -- 64%

GRADE 4 MATH -- 16/36 --- 44%

GRADE 5 MATH-- 10/43 -- 23%

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

Original goal is to increase the number of students within the special education population who meet or exceed PARCC expectations; additional goal is to increase the number of students within the overall population who meet or exceed PARCC expectations (level 3 or higher). The identified goal does align with an initiative of the ACPS. An ongoing focus of the ACPS has been to improve the achievement level of all students with special needs.

- What is currently preventing the identified goal from being attained?

The current implementation of teaching practices in math across the grades, however, we need to address students' specific learning challenges in order to effectively decrease learning gaps. The school staff continually uses small group instruction and addresses differentiated instruction; however, staffing is not being used as effectively as possible to fulfill the deeper educational needs of our population.

- What outcome(s) will determine the identified goal has been met?

The percentage of students with special needs earning a level 1 or 2 on the PARCC assessment will decrease, and there will be a comparative increase in the percentage of students with special needs scoring at least one level higher. The general education population will show an increase in the percentage of students scoring on level 4 or 5 on the PARCC assessment.

- What resources are needed to meet the identified goal?

Resources needed to help reach the goal include additional professional learning on co-planning and co-teaching and additional practice and implementation of the GRR and UDL models. In addition, professional training on the identification and education of specific learning styles would be helpful so teachers would be better able to identify auditory, kinesthetic, or visual learners. The educational staff also needs substantial resources to best educate students who were born with drug addictions, autism, and mood disorder diagnoses.

- What resources are currently available to meet the identified goal?

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resources are currently available to meet the goal in the form of close adult support and special education instructional assistants. Effectiveness of these educators helps them reach more students regularly. The schedule at Bel Air allows for regularly scheduled co-planning which enables more effective co-teaching collaboration.

- What resources are not currently available to meet the identified goal?
○ research-based math intervention program available for our students in the primary grades. We need to provide interventions to meet our identified goals in the intermediate grades. There is a limited amount of support for students with behavior issues and needs. These issues often block a student's ability to learn effectively. In addition, teachers need in-service training on how to best support students with behavioral issues that are the result of birth issues and home issues such as addiction, autism, and mood disorders.

- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
○ From the onset of testing, Bel Air will implement a comprehensive plan in the effort to reach the identified goals. The first step has been to adjust the schedules of the support staff to best meet the needs of all students. Critical Vocabulary is a school-wide focus and is being presented in many ways so that the repetition helps the students gain ownership of the words and their meanings. All teachers are continuing professional development and implementation of the GRRUDL model. Teachers are becoming more technology based within their classroom lessons in an effort to support students with online testing so they are more comfortable with the PARCC testing format. The special education teacher is creating customized interactive binders for students with specific learning challenges. All teachers are continuing professional learning and implementing a co-planning and co-teaching model with support from staff at the county level. During transition meetings at the end of the school year, we will focus specifically on students with special needs; addressing whether these needs are academic, behavioral, or social/emotional. This will enable the teachers in the rising grade to be prepared to best meet student needs from the first day of school so that academic is the primary focus.

- How will implementation be monitored to reach the identified goal?
○ Administration will continue to perform regular walk-throughs which will be posted on the TPE site on the board of education's webpage. From these observations will be analyzed in an effort to enhance the educational strategies being presented. During co-planning meetings, appropriate staff will discuss the needs of individual students and what strategies are working and are not working for each student to help with the implementation of the UDL model most effectively. Teachers will continuously examine their data so they are assured that the strategies are effective. During IEP meetings, staff will be asked to provide deeper analysis of the needs of the students so that appropriate necessary support are included in the plan.

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Completed when 2018 PARCC data is available

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

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

Principle/Mode	Representation – Process
Principle of Representation: <i>Providing the learner various options of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> *Allow for options for learning by utilizing multiple media *Customize displays of information for a variety of options of perception *Offer alternatives for auditory and visual information *Allow for multiple ways for activating background knowledge *Provide digital materials and media for more auditory and visual opportunities for all students *Provide hard copies of documents using various fonts, size, and background color for more opportunities for students as they acquire information
Principle for Expressions: <i>Providing the learner various options for demonstrating knowledge and skills they know).</i>	Expression/Action- Product
	<ul style="list-style-type: none"> *Vary the methods for student response *Optimize access to multiple tools and assistive technology *Use multiple media *Focus on planning and strategy development *Allow assessment/project choices to give all students the opportunity to demonstrate what has been learned
Principle for Engagement: <i>Engage learners interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement
	<ul style="list-style-type: none"> *Utilize choice boards and provide other options that relate to student interests *Allow for individual choice and autonomy *Minimize threats and distractions by being consistent with classroom discipline rules *Vary resources to optimize challenges *Allow for student engagement through small group and partner work for collaboration and community building

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3. Mathematics Data Overview

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

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

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

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

, or ALG1	2015							2016							2017					
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		L
		#	%	#	%	#	%		#	%	#	%	#	%		#	%			
ts	42	12	28.6	12	28.6	18	42.8	37	5	13.5	11	29.7	21	56.7	28	3	10.7	7	25	1
Indian or tive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	0	0	1	100	0	0	1	0	0	0	0	1	100	1	0	0	0	0	1
frican	0	0	0	0	0	0	0	1	0	0	0	0	1	100	0	0	0	0	0	0
.atino of	2	0	0	0	0	2	100	0	0	0	0	0	0	0	0	0	0	0	0	0
waiian or ific	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	39	12	30.7	11	28.2	16	41.0	32	5	15.7	8	25.0	19	59.4	27	3	11.1	7	25.9	1
ore races	0	0	0	0	0	0	0	3	0	0	2	66.7	1	33.3		0	0	0	0	0
ucation	11	6	54.6	2	18.2	3	27.3	7	4	57.2	3	42.9	0	0	5	0	0	3	60.0	2
nglish (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
iced Meals	20	7	35.0	6	30	7	35	15	4	26.6	5	33.3	6	40.0	17	3	17.7	6	35.3	8
	21	3	14.3	5	23.8	13	61.9	20	1	5.0	6	30.0	13	65.0	21	2	9.6	5	23.8	1
	21	9	42.8	7	33.3	5	13.8	17	4	23.6	5	29.4	8	47.1	7	1	14.3	2	28.6	4

r 7	2015								2016								2017							
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		L				
		#	%	#	%	#	%		#	%	#	%	#	%		#	%							
ts	26	12	46.2	8	30.8	6	23.1	45	14	31.1	25	33.3	16	35.6	36	5	13.9	15	41.7	1				
Indian or tive	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
	0	0	0	0	0	0	0	2	0	0	2	100	0	0	1	0	0	1	100	0				
frican	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1				
	1	1	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				

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Latino of	2	1	50.0	1	50.0	0	0	2	1	50.0	0	0	1	50.0	0	0	0	0	0	0
Hawaiian or Pacific	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	22	11	50.0	6	27.3	5	22.7	41	13	31.7	13	31.7	15	36.6	31	5	16.2	12	38.7	1
Other races	2	0	0	1	50.0	1	50.0	0	0	0	0	0	0	0	3	0	0	2	66.7	1
Education	6	6	100	0	0	0	0	13	8	61.6	3	23.1	2	15.4	6	3	50.0	3	50.0	0
English (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reduced Meals	11	7	63.7	4	36.4	0	0	21	7	33.3	4	29.0	10	47.6	17	4	23.6	8	47.1	5
	12	3	25.0	6	50.0	3	25.0	21	6	28.5	3	14.3	12	57.2	19	2	10.6	8	42.1	9
	14	7	50.0	4	28.6	3	21.4	24	7	29.2	7	29.2	10	31.7	17	3	17.7	7	41.2	7

Grade	2015								2016								2017							
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		L				
		#	%	#	%	#	%		#	%	#	%	#	%		#	%							
8	25	8	32.0	8	32.0	9	36.0	25	11	44.0	9	36.0	5	20.0	41	19	44.2	14	32.6	1				
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
African American	2	1	50.0	1	50.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				

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.atino of	0	0	0	0	0	0	0	2	0	0	2	100	0	0	2	0	0	1	50.0	1	
	0	0	0	0	0	0	0	1	1	100	0	0	0	0	0	0	0	0	0	0	
waiian or ific	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	23	7	30.4	7	30.4	9	39.1	22	11	50.0	7	31.8	4	18.2	38	18	47.4	12	31.6	8	
ore races	0	0	0	0	0	0	0	1	0	0	0	0	1	100	1	1	100	0	0	0	
ucation	4	4	100	0	0	0	0	5	5	100	0	0	0	0	10	8	80.0	2	20.0	0	
glish (LEP)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
iced Meals	11	5	45.5	2	18.2	4	36.4	11	6	54.6	5	45.5	5	45.5	19	7	36.8	8	42.1	4	
	12	4	33.3	4	33.3	4	33.3	12	3	25.0	6	50.0	3	25.5	19	8	42.1	6	31.6	5	
	13	4	30.8	4	30.8	5	38.5	13	8	61.5	3	23.1	5	38.5	24	11	45.9	8	33.3	5	

The Science section will be omitted for the 2017-2018 year as the transition is made to the NGSS and MISA.

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V

EMERGED SYSTEM OF SUPPORT

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

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

Collaborative Planning/Collaborative Teaching

i. How will the priority/ priorities be addressed?

During the 2016-2017 school year, the administrator created a planning schedule for collaboration between general and special education teachers. Professional development on co-planning and co-teaching for the teachers took place. During the weekly co-planning meetings, relationship building occurred as the teachers continued to establish routines, group norms, and protocols. The special education teacher completed a planning sheet during co-planning. The administrator and two teachers attended the Paula Ruff workshop on co-planning. The information was shared with other teachers. The administrator, special education staff, and five teachers observed a middle school classroom example of co-teaching. The special education teacher and one grade five teacher practiced the co-teaching models. Co-planning took place with all classroom teachers, the special education teacher, and the special education instructional assistant every week. The goal for the 2017-2018 school year is to continue the above priorities by continuing the weekly co-planning meetings involving the general education teachers and special education staff. Special education staff will continue to support student achievement by enhancing their instructional strategies to meet students needs. This includes their ability to adapt the teacher plan, create individualized material, monitor progress, and plan tiered instruction and intervention. We need to increase the co-teaching opportunities by establishing a specific schedule during the co-planning meeting of when the co-teaching will occur. We will continue this for one grade for the special education teacher. The co-teaching experiences will include a variety of the co-teaching models. Co-planning and co-teaching is multi-faceted and will be an ongoing practice needing time to fully develop and be refined. It will take several years to establish to a satisfying degree.

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

Professional development on co-teaching models provided by the special education department will be needed to ensure additional teacher knowledge and comfortability. Recommendations of other schools to be observed by our general education teachers, special education staff, and administration would be beneficial. Follow-up conversations between the special education department and teachers during our co-planning meetings will help to ensure a continued direction for this priority.

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vi

WARNING

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

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

A total of 36 students in kindergarten who were administered the Kindergarten Readiness Assessment for the 2017-2018 school year (5%) began kindergarten with emerging readiness. 12/36 (33%) began kindergarten with readiness skills that were approaching, and 24/36 (67%) began kindergarten demonstrating readiness.

Kindergarten and pre-kindergarten teachers at Bel Air are addressing achievement gaps found in the KRA data with a variety of strategies. It recognizes that children whose readiness skills are "approaching and/or "emerging" require differentiated instruction, targeted support to be successful in kindergarten. The pre-kindergarten teacher remains pro-active as she plans her instruction to include the skills for kindergarten. Some of the strategies teachers use include the following: Gradual Release of Responsibility lessons, Number Solutions, learning through art and music, use of a variety of manipulatives to match learning styles, SmartBoard activities, technology activities, computer lab experiences, re-teaching activities, UDL, 6+1 Writing Traits, reading intervention program (ERI), consistent individual behavior plans to help with challenging behaviors, flexible groups based on foundational skills, and small groups based on interests and strengths. The kindergarten instructional assistant and interns from Frostburg State University are utilized in ways that focus on individualized student needs. Creative scheduling by the administration allows for additional support staff to visit the school to work with struggling students individually or in necessary small groups. Parents are encouraged to participate in all school and given opportunities to learn about pre-kindergarten and kindergarten expectations during scheduled orientation, the start of meetings, and parent conferences. Data from teacher observations, formative assessments, benchmarks, and classwork will be analyzed to monitor student progress.

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

g Bel Air’s Kindergarten and Pre-Kindergarten teachers meet with the teachers from our in-house Head Start program to discuss students entering our public school program in the next academic year. . The Head Start staff also meets with the administrator and school periodically throughout the school year when issues arise. They also are willing to share strategies and insights with our Pre-Kindergarten teachers as they often teach the same students.

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VII

NCE

Table 12: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	95.2%	Y
Grade 1	94.9%	Y
Grade 2	95.6%	Y
Grade 3	96.2%	Y
Grade 4	96.1%	Y
Grade 5	94.6%	Y

Table 13: Attendance Rate			
Subgroups – School Level Data	2014-2015	2015-2016	2016-2017
All Students	≥95%	95.1%	95.2%
Hispanic/Latino of any race	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*
White	≥95%	95%	95.1%
Two or more races	94.1%	95.3%	95.1%
Special Education	93.1%	93.5%	93.9%
Limited English Proficient (LEP)	*	*	*

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Free/Reduced Meals (FARMS)	94%	94%	94.3%
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Where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially Special Education, ELL and lowest attending.

Subgroup in which the students did not reach the targeted 94% for attendance was Special Education with a 93.9%, which is not considered a challenge. The school counselor, school nurse, and principal maintain regular contact with the parents when their children are absent. Parents are encouraged to address concerns about attendance, and do home visits when needed. The school's Pupil Personnel Worker also attends parent conferences, contacts parents, sends letters concerning attendance, and does home visits in an effort to encourage better attendance.

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

The Attendance Service Team will continue to meet weekly to monitor student attendance in an effort to maintain the attendance rate. During the year, parent conferences about attendance may occur. Daily attendance calls will be made daily by Blackboard Connect and by school phone. Recognition is necessary. Each nine-week marking period students will be recognized by the principal for perfect attendance with an award charm, certificate, and rewards. Names will be announced on the PA system during the morning announcements at the end of each nine weeks.

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VIII

HABITUAL TRUANCY

of Maryland Regulations COMAR 13.08.01.04 states that a student is an habitual truant if (a) the student is unlawfully absent from school for 10 or more days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year. Habitual truancy also includes 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 for 91 or less days.

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

How many students were identified as habitual truants? 0

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

Here are reasons that help decrease habitual truancy at Bel Air School. The school counselor, principal, or the pupil personnel worker contact parents of students whose absences may be of concern even though the Allegany County Public Schools Blackboard Connection provides automated calls to parents on a daily basis. When making the calls, the school staff has access to the number of absences occurring including both lawful absences and trancies. This information is shared with the parent during the telephone call. The school's Pupil Personnel Services Team meets weekly to discuss student issues, including attendance. Parents are asked to attend a parent conference with the Pupil Personnel Services Team if necessary. The Pupil Personnel Worker makes home visits to encourage students to attend school more regularly. The school counselor meets with students who are "at risk" and sets up plans with them to encourage them to attend school regularly. Students who are absent and who have missed an excessive amount of work will be expected to complete their assignments.

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X

SAFETY – SUSPENSIONS

suspension – In school and out of school suspensions

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

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

Out of school suspensions

In school suspensions

Disruption = 4

Disrespect = 1

Out of school suspension per student = 1

Out of school suspension:

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Sexual Harassment = 1

School suspensions:

Disruption = 7

Car or Other Weapon = 2

Disrespect = 1

Outback/Student = 1

2016-2017 school year, Bel Air saw an increase in suspensions. There were 12 total suspensions in 2016-2017 which is an increase from 2015-2016. The suspensions in 2015-2016 were for 3 students. 1 student had 1 suspension, 1 student had 2 suspensions, and 1 student had 3 suspensions. The suspensions for 2016-2017 were for 6 students. 3 students had 1 suspension, 2 students had 2 suspensions, and 1 student had 5 suspensions. The student who had 5 suspensions does not attend Bel Air School this school year. The most frequent behavior suspension during both school years was disruption. The inclusion of L.A.P. during the 2015-2016 school year helped maintain students who were experiencing behavioral issues. The LAP was used 47 times during that year which helps to keep students in school to continue their education. Bel Air was unable to receive L.A.P. in 2016-2017 which was a factor in suspension increase because the consistency of the discipline program for students in school was not available. Bel Air does have a L.A.P. for the 2017-2018 school year. However, the L.A.P. is only a part-time position and a full-time position is needed to address behaviors that occur throughout the entire academic day. It will be used appropriately as a program to help kids remain in school while being disciplined for their actions. It is particularly important to have a full-time L.A.P. as state law mandates that schools are unable to suspend students in grades PreK-2. Bel Air teachers use classroom behavior plans and incentive contracts to help maintain students' behavioral success and attend school. The school counselor works diligently with classroom teachers to address student needs by supplying counseling interventions that will help to decrease student suspensions.

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K1

BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

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

Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework for your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.

Del Air is not a PBIS School, the staff uses the research-based systems that are indicative of PBIS in order to maintain a positive, effective environment in which all students can achieve success.

Del Air maintains an environment in which we have high expectations for all students and staff. Our vision is “S.C.O.R.E: School Centered on Excellence”. This school-wide vision is shared daily on the morning announcements. In addition, writing activities encourage excellence for our staff and students’ lives.

Del Air ensures that every teacher has a behavior plan implemented in his/her classroom and that plan is clearly identified and explained to students. The staff implements behavior intervention plans created for special education students after receiving a functional behavior assessment. Behavior plans are geared to help the students strive for excellence. In addition, students are given the opportunity to provide input on their behaviors in the classroom, cafeteria, and playground.

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that impact the school's discipline/climate are: teacher and administration consistency with incentives and consequences, classroom plans, parent support and follow-up at home, guidance lessons taught by the school counselor, positive reinforcement, and home-ation. The addition of a L.A.P. to Bel Air provides an alternative and consistent measure for student discipline issues.

Describe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I behavioral supports who need Tier II behavior support, Bel Air does the following: behavior contracts, behavior intervention plans, structured break referral, daily behavior form, functional behavior assessment, individual and visual schedules, non-verbal cues and signals, rewarding, social stories, conflict resolution skills, coping skills, relationship skills, and relaxation techniques. The choice of intervention support is based upon the need and interest of the individual student so that the support is most effective.

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**II.
d Community Engagement; Non-Title I Schools**

Parent/Community Involvement Needs

Write a narrative your school’s parental/community involvement. Support with data (i.e. volunteer hours, percent of family/parent participation sheets, type and number of parent activities, etc.).

Bel Air has excellent parent involvement. The parent volunteer hours for the 2016-2017 school year were more than 1,320 hours. Participation last year was more than 60%. Bel Air is proud of the parent/volunteer participation and would like to maintain more than 1,200 hours. Parents contribute in the following ways: laminating, copying papers, tutoring, reading aloud, listening to students read, assisting in the computer lab, assisting in the cafeteria, participating in fundraisers, participating in other school events such as Red Ribbon Week, Santa’s Workshop, monthly P.T.O. meetings. Parents also attend Parent Conference Day, provide student snacks for special occasions, provide teaching, donate community dinners, organize and attend the Back-to-School Bash pool party, attend Meet-Your-Teacher Night, participate in committees and committees, coordinate the school yearbook, and create various school-wide bulletin boards. Parents serve as speakers for each classroom lessons in subject areas in which they have expert knowledge.

Parent Advisory Committee 2017 – 2018

Name	Position
Loreda Wiland	PTO President/Parent

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Julie Stafford	PTO Vice President/Parent Advisory Council Alternate
Kelsey Gallo	PTO Secretary/Parent
Summer Farris	PTO Treasurer/Parent Advisory Council Representative
Crystal Miller	Teacher/Member
Mark Farris	Community Member/CEO Carl Belt, Inc.
Jennifer Russ	Parent

Parent Involvement Plan

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

BEL AIR 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 our school. To promote effective parent/family engagement, the staff welcomes and encourages parents and community members to participate in activities identified in the Action Plan as follows:

- Shared decision-making opportunities

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- Opportunities to build and increase understanding, communication, and support between home and school
- Formal and informal evaluation of the effectiveness of parent/family engagement activities
- Activities that promote a positive environment of high expectations shared by home and school

ffering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing s at home, the school will meet its targeted goals.

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<p>Shared Decision Making</p> <ul style="list-style-type: none"> ➤ The parent involvement plan is developed with input from parents. 	<p>School Improvement Team – Bel Air parent representative is invited to attend SIT meetings – Parent input is encouraged.</p>	<p>Monthly</p>	<p>SIT Chair: Brenda Luger Principal: Autumn Eirich</p>
<p>Building Parental Capacity</p> <ul style="list-style-type: none"> ➤ Provide assistance to parents in understanding the State’s academic content standards and students academic achievement standards, and State and local academic assessments. 	<p>Meet Your Teacher Night – Parents and faculty meet to briefly discuss classroom/grade level expectations possible field trips, and parent volunteer opportunities. The teachers also share textbooks/workbooks/websites that students will use throughout the year.</p>	<p>Aug. 28</p>	<p>Classroom teachers, Administrator: Autumn Eirich School Counselor: Brenda Luger</p>

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<p>➤ Provide materials and parent trainings/ workshops to help parents improve their child’s academic achievement</p>	<p>Parent Conference Day – Parents are given an overview of grade-level expectations.</p>	<p>Oct. 2</p>	<p>Classroom Teachers</p>
<p>➤ Ensure information is presented in a format and/or language parents can understand.</p>	<p>MSDE Website – Parents are given direction to the MSDE website for further questions about state and local standards and assessments.</p>	<p>August</p>	<p>Administrator: Autumn Eirich</p>
<p>➤ Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	<p>Parent-Friendly Resources: Parent-friendly resources such as websites and news releases will be shared with the parents.</p>	<p>Ongoing</p>	<p>Classroom Teachers.</p>
	<p>Communication to parents is ensured through several formats:</p> <ul style="list-style-type: none"> · Assignment notebooks · Notes and phone calls to parents · Back-To-School Letter · E -mail communication · Parent/Student Handbook · Communicator Folder/Assignment notebooks 	<p>Ongoing</p>	<p>Classroom Teachers.</p>

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	<p>Bel Air School website</p> <p>Career Day is open to all parents of Grade 5 Students.</p> <p>Veterans' Day program is open to all Parents.</p> <p>All parents are availed of all PTO activities throughout the year and asked to volunteer for Holiday Skate Night, Fall Festival, Field Day, selected field trips, Back to School Pool Party, Valentine's Day, and B.A.T.C.H.</p>	ongoing	<p>School Counselor: Brenda Lug</p> <p>Music Teacher: Tyler Shreve</p> <p>PTO Officers</p> <p>Administrator: Autumn Eirich</p>
Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you contact for more information?
<p>Review the Effectiveness</p> <p>effectiveness of the school's parental involvement activities will be reviewed.</p>	<p>End of the Year Evaluation – School Improvement Plan evaluation of the parent involvement section of activities.</p> <p>Attendance Sheets – Collect parent attendance for</p>	<p>June</p> <p>Ongoing</p>	<p>School Improvement Team</p> <p>PTO Officers, Classroom Teach</p>

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	all parent involvement activities/events		Administrator: Autumn Eirich
Other School Level Parent Involvement Initiatives Based on Joyce Epstein’s Third Type of Involvement: Volunteering	Classroom Fundraisers – PTO members search, select, and organize classroom fundraisers to assist with cost of classroom field trips.	Ongoing	PTO Officers, Classroom Teachers Administrator: Autumn Eirich
	Read Across America Day– An active family and community relationship is established through opportunities to read to the students.	March	School Counselor: Brenda Luginbuhl
	“Gently Loved Toys” – Grade 5 students collect “Gently Loved Toys”, clean them and organize the Collections. These toys are donated to the Western Maryland Health System.	Nov/Dec	Grade 5 Teachers, Classroom Teachers
	Pizza Hut Book-It! Reading Incentive Program – Parents help their child meet the established monthly reading goals and support their child’s growth as a reader.	Oct.- March	Classroom Teachers
	B.A.T.C.H. (Bel Air Teachers & Children Helpers) –	Ongoing	

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	Parent volunteers to assist in tutoring, math programs, guest readers, teacher preparation, and interactive school-wide bulletin boards. Career Day – Parents serve as guest speakers on Career Day (grades 1-5) National Red Ribbon Week – Parents, staff, and students participate in celebrating a drug-free lifestyle through school-wide activities.	Nov. 21 Oct. 23-31	PTO members. Community Volunteers, Parents School Counselor: Brenda Lugi Grade 1 Teacher: Daphne Sny
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two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities. Please include a timeline for implementation.

Effort will increase the opportunities for parents and community stakeholders to participate as teachers throughout the year, using community resources and parents who have specific educational backgrounds that match school academic expectations.

Parents have been invited to participate in the Health Committee activities in an effort to increase the parent and student participation in the school. Parents will be given the opportunity to offer suggestions and lead activities throughout the year.

We will reinstate the Parent Breakfast when we will share the information found in the School Improvement Plan. This breakfast will coincide with the National School Breakfast Week in March.

Effort will be made to inform parents of the academic information available on the school and board of education's websites. Through this effort, the staff will notify parents of any new and effective sites that provide information on academics or provide practice assignments that can be used in use as review and mastery.

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IV.

Professional Learning Community for Teachers and Staff- Standard 7

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

Professional Learning Title: Collaborative Planning and Teaching

Frequency (s): Once a month = October, 2016; May, 2017; and September 18, 2017; December, 2017; and January, 2018; May, 2018

Location and Time: Classrooms during Team Planning and Co-Planning - Every Monday

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Intended Audience: Regular education teacher and special education staff

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

Consistent scheduled co-planning time with general education and special education teachers is to allow for joint responsibility for planning, instruction delivery, and classroom management. A continuum of services will be included for students with disabilities. All professionals will be responsible for all students.

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

The participants will develop a working relationship with a focus on shared skills and strengths. Teachers involved will reflect on how they are related to the planning and sharing of teacher responsibilities. They will gain the knowledge to make the necessary changes or adjustments that will enhance instruction and student learning. Grade level and special educators will better monitor student progress which will result in better planning of tiered instruction and interventions for students.

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

The administration will conduct walkthroughs and give feedback when necessary. The gathering and examining of data during co-planning meetings will help to support the practice, monitor progress, and change instruction for improvement in student achievement.

V.

POLICY STRUCTURE AND PRACTICE

Does your school's mission and vision support the district's mission and vision?

The school's mission statement is a direct reflection of the vision statement of the district. The district's vision focuses on the importance of ensuring every graduate prepared for college and careers. Bel Air's vision focuses on the school's commitment to strive for all students to be college ready so they can thrive in a global economy. Both visions are clearly aimed at ensuring that the next generation reaches its full potential. The mission statement is related to helping students become caring and productive individuals: Bel Air's mission is that of being a school of excellence. The Bel Air staff and community stakeholders are committed to providing every opportunity to help all students develop their potential. We believe in "Great Teaching. Great Learning. Every Student. Every Day."

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

is the key to individuals becoming comfortable, and “buying in” the GRR and UDL. Teachers need to be given more exposure to a particularly on similar grade levels. Moreover, teachers need to be taught about GRR and UDL in all different learning styles. Teachers would be more comfortable if they were able to learn in the manner best suited to them: kinesthetic, visual, or auditory. It is important for teachers that implementation of this model is a multi-year process, and each time they embed the model in their teaching is a positive experience. Administration must also buy in to the GRR and UDL and maintain a positive mindset. The administration should take all opportunities to provide positive feedback to teachers. Encouragement is vital to all individuals. If a teacher’s GRR and UDL instruction is particularly effective, the administration should buy-in if the administration recognizes the teacher’s efforts.

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

Teachers need real examples of effective GRRUDL lessons. This could be done during inservice or via the internet, providing videos of successful lessons. It would also be beneficial to have teachers participate in a lesson taught to them in GRR and UDL so they can experience what the students would experience. Shoulder-to-shoulder teaching with individuals working within their comfort zone would accelerate the implementation of GRRUDL. This would provide teachers with confidence because they would be teaching in the manner in which they are most comfortable but also learning from their co-teacher.

Implementation Plan

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

The draft document will be reviewed with the staff during grade level team meetings and a faculty meeting. Staff will be encouraged to provide input and feedback. The completed document will be reviewed with the staff in January after it is submitted to Central Office. The implementation and evaluation of the School Improvement Plan will be discussed at regularly scheduled faculty meetings.

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

At the end of each quarter, the School Improvement Team will collect, analyze, and disaggregate reading and math data to evaluate

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progress of the target groups that were identified. The Engrade system and the Assessment Management System will be utilized along with other pertinent information from the teacher. Administration will discuss and review this data and information with teachers during grade level team meetings.

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

By carefully analyzing data, the School Improvement Team will revise the plan as needed to ensure instructional, professional development, and support programs all meet the needs of the target group and all students and teachers.

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

Classroom teachers meet weekly for collaborative planning /grade level team meetings. The administrator and teachers will review a part of the plan necessary to implement our goals and make changes as needed. Classroom teachers will have opportunities to discuss student data relating to the plan.

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

A synopsis of the School Improvement Plan will be available to parents and community members on the school website and at the school's Information Center in the main lobby. Administration will share the plan with families during a PTO meeting.

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

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

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

Central Office Staff will assist with analyzing data and planning professional development activities when needed during the school year. The Central Office Staff will review the School Improvement Plan. Afterwards, they will share information with the School Improvement Team and discuss revisions/implementation of the plan. The School Improvement Plan will be assessed by

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Principal Office Staff as part of the principal’s evaluation.

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

September 7, 12, 15, 17, 18, 19, 20, 21, 22

October 9, 11, 22

November 26

December 26

2018

2019

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

Intervention: A purposefully selected intervention or collection of activities that leads to the accomplishment of the vision.

**IDENTIFYING THE
OPPORTUNITY
Why/What?**

**INSTALLATION
Where/How?**

**INITIAL IMPLEMENTATION
How are we learning?**

**FULL
IMPLEMENTATION
How are we sustaining?**

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Learn Options	Prepare People and Systems	Try Out the Practice	Student and System Outcomes Show the Practice Works
Choose Practice	Train	Reflect and Recommend Improvements in Practice and System	Competent, Organized, Well Led System for Practice

- ☞ know what options (practices) exist for this priority.
- ☞ agree on which practice we want to implement.
- ☞ have people and systems prepared to implement this practice.
- ☞ have well-trained people who will be trying-out this practice.
- ☞ have tried out this practice.
- ☞ have reflected and recommended improvements in the practice and systems that support it.
- ☞ have student and system outcomes that show this practice is working.
- ☞ have a competent, organized, well-led system for this practice.

Collaborative Team Planning meetings and [Co-Teaching models](#)

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

Action Step	Who	By When	Status Update / Next Steps
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FOUNDATION

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<p>ing schedule for collaborative n gen. and sped. ed teachers</p> <p>cy of co-teaching model to be elected classrooms.</p>	<p>Admin. Grade 5 Teachers</p> <p>Special and General Education Staff</p>	<p>August/Sept.</p> <p>Ongoing</p>	<p>Reflect on barriers to planning, sharing and special e teacher, structuring schedules for planning and co te</p> <p>Reflect on barriers to planning; structuring schedule and co-teaching when planning time is interrupted</p>
<p>collaborative planning and co- or entire staff and during team</p> <p>chedule for PD topics for the year o calendar.</p> <p>o gen. ed teachers and Spec. Ed ork in the collaborative model as a</p> <p>n teams weekly to establish the nd facilitate the PD, (group norms, , building relationships, co planning etter Learning Through Structured book study)</p> <p>ers and admin attend Paula Kluth</p> <p>VA middle to observe Co-Teaching</p> <p>another elementary school utilizing orative planning and co-teaching</p> <p>e joint responsibility for planning n, delivery, and data collection</p>	<p>District, Admin All Staff</p> <p>5th Grade Staff SPED Para J. Lancianese</p> <p>Admin. 5th Grade Staff SPED Para J. Lancianese</p> <p>Admin. Specialized Educators General Education Teachers</p>	<ul style="list-style-type: none"> ● during team mtgs. ● ongoing ● ongoing ● ongoing ● Oct. 5 ● April 2017 <p>ngoing</p>	<ul style="list-style-type: none"> ● Plan for when team mtgs. are misse ● Check with District for MCIE support ● Visit other schools to watch collabor planning and co-teaching models ● discuss observation process for othe from others <ul style="list-style-type: none"> ● Encourage utilization of teaching mc meet the needs of all students

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<p>Information from Paula Kluth with staff through team meetings pilot and pilot co-teaching model reflect and refine process in “model is” and listen for collaborative teaching to evaluate process (used at WA Instructional strategies to meet needs Effectively adapt teacher plans create individualized materials monitor progress Plan tiered instruction and interventions</p>	<p>5th grade team SPED Para J. Lancianese L. Whitehead Admin</p>	<ul style="list-style-type: none"> ● Oct ● Nov/Dec, ongoing ● Jan 2017 ● Ongoing 	<ul style="list-style-type: none"> ● Discuss observation process for other ● Share collaborative observation too teacher to use as a learning process ● Identify and address possible barrier observation process
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SCHOOLWIDE IMPLEMENTATION

<p>Plan to scale up the collaborative the next possible fit /classrooms for co-teaching scale would examine data to support the progressing monitoring, present in student achievement elementary school to observe co- and collaborative planning. Schedule for optimal use of school /special education staff</p>	<p>Admin. Staff</p>	<ul style="list-style-type: none"> ● Spring/Fall 2017 <p>ongoing</p>	<ul style="list-style-type: none"> ● Continued conversation and learning to overcome barriers and celebrate ● Identify the data to be examined ● Begin to look ahead for the upcoming year and identify needs, scheduling placement for natural proportions in <p>Review self evaluation and all evaluation to analyze successes and needs.</p>
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co-teaching observation checklist for and for self evaluation			
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the essential component Collaborative Planning is multi-faceted and will be an ongoing practice needing time to fully develop and k
n one year and will continue into the school year 2017-18.
teaching model will be expanded to additional selected classrooms.

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