

**Allegany County Public Schools  
2016 – 2017 School Improvement Plan**

**School: Cash Valley Elementary**

**Principal: Jackie Enright**

**Facilitating the Development of a School Vision**

**Mission Statement**

**The Cash Valley Elementary School *Team*, in partnership with families and the community, will ensure the success of all students by:**

- **Providing a safe, positive learning environment**
- **Challenging students to grow emotionally, socially, and academically**
- **Implementing differentiated instruction to meet diverse needs of all children**
- **Instilling high expectations**
- **Fostering independent learners who actively participate, work collaboratively, and think critically**

**Beliefs**

- All children can learn**
- High expectations need to be fostered in all children**
- We need to provide structures for students to become prepared for lifetime learning: collaboration, critical thinking, and independence**
- Feelings of security and positivity foster student success**
- Students come with diverse needs - we need to plan and adapt instruction to meet those needs**
- Partnerships with the community, parents, and extended family members help us to know our students, creating a culture of familiarity and trust.**

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**Vision**

**All students will reach their full potential, achieve success, and become productive citizens.**

**1. What is the process for ensuring that all staff and other stakeholders are able to articulate the vision?**

- Each year, the vision and mission are reviewed periodically during staff meetings and / or PL sessions to reflect on accomplishments and ensure ongoing work is focused on the vision/mission components.
- There is alignment between the SWIFT principles, our ongoing work as a SWIFT school, the SIP, and our beliefs as reflected in the vision/mission.
- The SWIFT action plan / SIP and specific strategies are monitored for alignment with our vision by the Leadership Team.
- The counselor references the school's mission in lessons and offers memory challenges to engage students in learning the message of the mission.
- Stakeholders are reminded of our vision/mission through various media, including newsletter articles, posting on the school website, and signs throughout the building.

**2. When did the last periodic, collaborative review of the vision by stakeholders occur?**

During the October Leadership Team meeting, the team (composed of school staff, district staff, SWIFT personnel, parents) reviewed the vision and mission, identified alignment to established goals, and determined if adaptations were needed. The team, comprised of teachers, state level SWIFT personnel, central office representatives, and parents created a chart to document alignment of practices and ways in which the mission is made known to stakeholders. New ideas for communicating the vision/mission were discussed and added to the chart. The concepts from the chart will be shared at the November PTO Meeting.

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### **I. Local Planning Team Members**

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

Name (Print and Sign)	Affiliation/Title
Jackie Enright <i>Jackie Enright</i>	Principal
Derek Horne <i>Derek Horne</i>	Assistant Principal
David Buskirk <i>David Buskirk</i>	5 <sup>th</sup> Grade Teacher
Eileen McCann <i>Eileen McCann</i>	4 <sup>th</sup> Grade Teacher
Shelly Stouffer <i>Shelly Stouffer</i>	3 <sup>rd</sup> Grade Teacher
Amy Rice <i>Amy Rice</i>	2 <sup>nd</sup> Grade Teacher
Amy Eber <i>Amy Eber</i>	1 <sup>st</sup> Grade Teacher
Chris Sibley <i>Chris Sibley</i>	Kindergarten Teacher
Shannon Pennington <i>Shannon Pennington</i>	Special Education Inclusion Teacher
Missy Krukowsky <i>Missy Krukowsky</i>	Reading Intervention Teacher
Krista Trenum <i>Krista Trenum</i>	Reading Specialist

October 2016

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**II. SCHOOL DEMOGRAPHICS**

**A. Staff Demographics**

**STAFF DATA 2016-2017 School Year**

**Table 1**

School-Based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers	3	21	21
Itinerant Staff	12		12
Paraprofessionals		17	17
Support Staff	1	3	4
Other	10	3	13
Total Staff	26	46	72

**Table 2**

Under each year, indicate the number or percent as indicated of individual in each category.	2016 – 2017 Official Data	2015 – 2016 Official Data	2014 – 2015 Official Data	2012 – 2013 Official Data
<b>Percentage</b> 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	---	--	--	--
Number of years principal has been in the building	9	8	7	6
Teacher Average Daily Attendance		94.8%	94.7%	96.5%

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**B. Student Demographics**

Data from prior year's SIP

**Table 3 SUBGROUP DATA**

	2016 – 2017 TOTAL	2015 – 2016 TOTAL	2014-2015 TOTAL
American Indian/Alaskan Native	≤10	≤10	NA
Hawaiian/Pacific Islander	≤10	≤10	≤10
African American	≤10	≤10	≤10
White	252	296	289
Asian	≤10	≤10	≤10
Two or More Races	29	24	19
Special Education	79	86	91
LEP	NA	NA	NA
Males	179	175	173
Females	125	138	147
Total Enrollment (Males + Females)	304	313	320

Percentage of student eligible for Free and Reduced Meals as of October 31, 2015: 61.31%

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**C. Special Education Data 2016-2017 School Year**

**Table 4**

<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	≤10
02 Hard of Hearing	0
03 Deaf	0
04 Speech/Language Impaired	12
05 Visual Impairment	0
06 Emotional Disturbance	0
07 Orthopedic Impairment	0
08 Other Health Impaired	13
09 Specific Learning Disability	≤10
10 Multiple Disabilities	≤10
12 Deaf-Blindness	0
13 Traumatic Brain Injury	0
14 Autism	≤10
15 Developmental Delay	20

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**III. CULTURE AND CLIMATE NARRATIVE**

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development. School climate refers to the character and quality of school life that is centered on patterns of student, staff, and parent experiences of school life. School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure.

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

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

In narrative form, address your school's climate and culture. Within the narrative, discuss how your school is aligning all aspects of the school's culture to student and adult learning.

Cash Valley Elementary School has created and updated a Critical Incident Plan to address various issues related to maintaining a safe and orderly environment. We have a core team of staff involved in planning for emergency response systems. Plans are shared among all staff, and drills are explained to students previous to conducting each. Parents receive notification the day drills are completed.

To promote student engagement in academics and other areas of school life and to ensure students are free from harassment, Cash Valley participates in the PBIS (Positive Behaviors and Interventions) program. We have developed a comprehensive plan to focus on school-wide expectations of being respectful, responsible, and being expert learners. The plan includes a framework for teaching behavioral expectations, a system for rewarding examples of positive behaviors, and monitoring rewards provided as well as office discipline referrals. Our PBIS Plan includes a strong connection to the Build Peace program taught and reinforced by our school counselor.

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In addition, we are implementing a multi-tiered systems approach. For behavior realms, Tier I includes teaching the expectations for all students, planning booster activities, and implementing classroom reward systems. Tier II and Tier III interventions are provided for those who need additional levels of support. Data is maintained to track individual progress. For academics, we are working toward a comprehensive tiered systems approach for reading and math. Research-based practices and structures for analyzing data outcomes and determining areas for improvement are being utilized to guide our actions. Specific practices and processes are identified in our action plan.

- Structured Professional Learning Communities are formed to focus on areas of need for professional learning. Various formations / teams are developed based on school goals for that school year. Structures for focusing on student work (book studies, tuning protocols, instructional rounds, lesson study, webinars) are used by team members to meet goals of their respective teams. This year's PLC work will continue the focus on implementing research-based formative practices, as begun with the FAME pilot, implementing UDL and the Gradual Release of Responsibility framework. To ensure cohesiveness, PLC facilitators meet monthly to determine content and processes to be shared and reviewed.
- The school's Leadership Team meets twice monthly to develop, review, and monitor a cohesive action plan created after data analysis and needs assessment. Administrators are involved in facilitating those meetings, as well as grade level team planning meetings and professional learning sessions. The priorities and strategies within the action plan are aligned with the SIP.
- Support is provided to teachers for implementation of strategies determined by teams and data sets. Reading and math specialists, along with other district-level personnel (E. Hampton), guide and support teacher implementation of desired practices. Material and financial resources to support our teams' work are prioritized in available budgets. To further engage teachers in professional learning, teachers participate in Instructional Rounds to share practices and provide feedback to each other. Throughout the year, team facilitators share updates and progress on their team's work so that all staff are apprised.

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**IV. UNIVERSAL DESIGN FOR LEARNING**

The purpose of Universal Design for Learning (UDL) principles is to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guide schools in the development of curriculum, instructional planning, instructional delivery, material selection and assessments. Complete Table 5.

**Table 5**

<b>UDL Principle/Mode</b>	<b>Representation – Process</b>
<b>Means of Representation:</b> <i>providing the learners various ways of acquiring information and knowledge.</i>	Focus Walls - 3.4 School-wide vocabulary plan (word on the street) - 2.1 Clarifying vocab and symbols. Language Purpose incorporated into lessons - 2.1 Use of web based programs (Zearn, ScootPad, Moby Max, ABC Mouse, Connect ED, Scholastic News online resources related to text, Illustrative Mathematics, Think through Math) to show various models and representations. - 2.5 Eureka (Dry erase boards, sprints, fluency activities, manipulatives, modeling, progression from concrete to abstract) - 3.1 - 3.4
<b>Means for Expressions:</b> <i>providing the learners alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- Product</b>
	Formative Practices from FAME - 6.4, 4.1 Writing Conferences - 6.4 Fluency Graphs - 6
<b>Means for Engagement:</b> <i>tap into learners interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	-Expert Learners -9.1, 9.2, 9.3 -Learning Goals and Success Criteria - 8.1, 8.4 - Zearn, TTM, Problem Sets in Eureka - 8.2, 8.3; - Structured Practices (FAME) for peer and self-reflection -9.3

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- 1. In your analysis of the UDL chart, discuss how school personnel use the Gradual Release of Responsibility Instructional Framework for planning and instruction and include the principles, guidelines, and checkpoints of UDL.**

Teachers use the Gradual Release of Responsibility Framework to structure lessons and plan for incorporation of elements of Universal Design for Learning. By purposefully planning the structures of GRR, UDL components can be integrated to meet students' needs. Focusing on students being expert learners happens as responsibility is released to students after expectations have been established. Formative practices implemented during guided instruction help teachers to know what shifts need to occur in teaching and what alternatives for products should be provided. Teachers plan for various technology and web-based resources to be utilized during guided and independent phases so that there are multiple means of representation offered.

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**V. ACADEMIC PROGRESS**

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2016 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives, and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany County are required to do the same.

In your analysis of students requiring special education services, please address the following special education issues for students in your school:

1. ***Access to the General Education Curriculum.*** How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle, and high school levels and across various content areas?
  - All students in our district, except those who present a safety risk to themselves or others, participate in the general education classroom. As members of the classroom, they have access to the general education curriculum through leveled tiers of support that all students receive in addition to modifications and adaptations through specialized instruction.
  - Collaborative teams use the models of inclusion - Membership, Participation, Academic - to determine students' levels of access and make plans to progress.
  - For students placed in the regional special education structured learning environment classrooms, participation in specific content areas is promoted and provided for individual students based on their readiness.
  - SLE teachers have access to resources and materials aligned to the MCCRS.
2. ***Collaboration with General Educators.*** How is your school ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?
  - Special Educators attend grade level team planning meetings weekly and facilitate co-planning meetings weekly with each grade level.

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- During the co-planning meetings, a structured process is used to plan for any accommodations or modifications within the lessons, who will administer those adaptations, and the type of co-teaching style that may be used.
  - Special Educators have access to all general education materials and resources.
  - Special Educators and General Education teachers collaborate with IAs to provide seamless support to students.
  - MAPs meetings and individual planning meetings for students with intensive support needs are held at the start of the school year and at least quarterly.
3. ***Strategies used to address the Achievement Gap.*** When the school agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.
- Staff teams are using structured tools and processes for inclusive practices as identified and explored through MCIE. (Expanding Bridges grant)
  - Intervention Cycle Meetings are held to develop individual plans for Tier II and Tier III interventions.
  - The Leadership Team is exploring / piloting the TIPS2 process for data analysis and action planning with fidelity measures.
  - Special Educators are writing standards-based IEP goals to make sure the individualized instruction matches the general curriculum.
4. ***Interventions, enrichments, and supports*** to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general education students?
- Intervention Cycle Meetings are held to develop action plans for students in need of intervention. All students who are able to participate in the screening measure are monitored. Students who are unable to access the universal screening tool are provided interventions based on learning style, instructional match, and data from classroom assessments.
  - Students in the structured learning environment classrooms have access to intervention resources and programs developed for students with more intensive learning needs.

**A. Reading/ELA Data Overview**

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

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

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

**Complete data charts using 2015 and 2016 PARCC results.**

**Table 6**

ELA Student Group Grade 3, 6 or English 10	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	48	9	18.8	7	14.6	17	35.4	15	31.3	0	0	38	6	15.8	3	7.9	12	31.6	15	39.5	2	5.3
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race												*	*	*	*	*	*	*	*	*	*	*
White	44	9	20.5	7	15.9	14	31.8	14	31.8	0	0	29	4	13.8	2	6.9	9	31	12	41.4	2	6.9
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	25	7	28	4	16	10	40	4	16	0	0	24	5	20.8	3	12.5	5	20.8	11	45.8	0	0
Female	20	3	15	4	20	6	30	7	35	0	0	20	2	10	1	5	5	25	10	50	2	10
Male	28	6	21.4	3	10.7	11	39.3	8	28.6	0	0	18	4	22.2	2	11.1	7	38.9	5	27.8	0	0

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**Table 7**

ELA  Student Group  Grade 4, 7 or English 11	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	27	0	0	3	11.1	10	37	12	44.4	2	7.4	51	2	3.9	3	5.9	13	25.5	28	54.9	5	9.8
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latino of any race												*	*	*	*	*	*	*	*	*	*	
White	24	0	0	2	8.3	9	37.5	11	45.8	2	8.3	42	1	2.4	3	7.1	8	19	25	59.5	5	11.9
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	15	0	0	3	20	7	46.7	4	26.7	1	6.7	28	2	7.1	3	10.7	9	32.1	13	46.4	1	3.6
Female	13	0	0	1	7.7	5	38.5	5	38.5	2	15.4	22	1	4.5	1	4.5	5	22.7	14	63.6	1	4.5

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Male	14	0	0	2	14.3	5	35.7	7	50	0	0	29	1	3.4	2	6.9	8	22.6	14	48.3	4	13.8
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**Table 8**

ELA Student Group Grade 5 or 8	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	49	2	4.1	13	26.5	12	24.5	21	42.9	1	2	27	3	11.1	4	14.8	6	22.2	13	48.1	1	3.7
White	45	2	4.4	12	26.7	10	22.2	20	44.4	1	2.2	25	3	12	3	12	6	24	12	48	1	4
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	25	1	4	9	36	7	28	8	32	0	0	14	3	21.4	4	28.6	3	21.4	3	21.4	1	7.1
Female	29	1	3.4	8	27.6	6	20.7	13	44.8	1	3.4	13	1	7.7	1	7.7	2	15.4	8	61.5	1	7.7
Male	20	1	5	5	25	6	30	8	40	0	0	14	2	14.3	3	21.4	4	28.6	5	35.7	0	0

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### Academic Data Review

1. Based on available PARCC data, describe the challenges in **English Language Arts/Literacy** for **grades 3-8** and **grades 10 and 11**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet or failing to make progress towards meeting state performance standards.  
Each grade level's aggregate scores increased on PARCC from 2015 to 2016 as shown below. When comparing subgroup scores, gaps exist in the following special education and FARMS subgroups.

Grade 3	All Students - 44.8%	Special Education - 33.3%	
Grade 4	All Students - 64.7%	Special Education - 33.4%	FARMS - 50%
Grade 5	All Students - 51.8%	Special Education - 0%	FARMS - 28%

### Moving Forward

2. Describe the changes or strategies and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

The following strategies will be implemented to improve student learning:

- Incorporating informational text will be a school-wide focus for all students. Scholastic News and ReadWorks provide print and digital access for all students. (Scholastic News purchased by district, ReadWorks is a free, online resource) October 2016 - May 2017
- Reading digital passages and responding to questions on the computer are practices to be implemented for all students. Teachers in grades 3-5 will incorporate independent work with digital reading passages with questions (Digital ReadWorks, ScootPad, Edcite, NEWSELA) into reading instruction at least three times per week. Primary grade teachers will increase opportunities for students to read online passages independently (Digital ReadWorks, ScootPad, Scholastic News), (ScootPad and Edmodo Snapshot purchased by school.) October 2016 - May 2017

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- The close reading protocol and answering text dependent question protocol will be implemented with print and digital reading selections. September 2016 - May 2017
- An increase for opportunity to read at an independent reading level for all students will be included in the ELA block. Grades 1 and 2 will be using the IRLA--Independent Reading Level Assessment. (IRLA purchased by school). December 2016 - May 2017
- The ELA block will include increased opportunity for writing instruction - grades PreK- 2 will have a minimum of 3 writing lessons per week and grades 3 - 5 will have daily writing lessons. Teachers will continue to plan using the 6 + 1 traits and the MCCRS. Professional learning with the Trait Crate Plus was completed in October 2016. Teachers will include the conventions trait in all aspects of writing instruction. (Trait Crate Plus kits purchased by Title I and school.) October 2016 - May 2017
- Based on the data from the District Summary of Schools and the School Evidence Statement Analysis Report, teachers will plan for aligned practices across grade levels to address RL5 and RL9. October 2016 - May 2017

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**B. 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 ELL, Special Education, and lowest performing subgroup students.

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

Complete data charts using 2015 and 2016 PARCC results.

**Table 9**

Math Student Group Grade 3, 6 or Algebra II	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	47	6	12.8	10	21.3	21	44.7	8	17	2	4.3	38	3	7.9	9	23.7	12	31.6	7	18.4	7	18.4
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander												*	*	*	*	*	*	*	*	*	*	*
White	43	6	14	10	23.3	17	39.5	8	18.6	2	4.7	29	1	3	7	24.1	9	31	6	20.7	6	20.7
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Free/Reduced Meals (FARMS)	25	4	16	8	32	11	44	2	8	0	0	24	3	12.5	7	29.2	8	33.3	3	12.5	3	12.5
Female	20	2	10	5	25	9	45	3	15	1	5	20	0	0	5	25	7	35	4	20	4	20
Male	27	4	14.8	5	18.5	12	44.4	5	18.5	1	3.7	18	3	16.7	4	22.2	5	27.8	3	16.7	3	16.7

Table 10

Math  Student Group  Grade 4, 7 or Geometry	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof		# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof	# Prof	% Prof
All Students	27	1	3.7	3	11.1	10	37	11	40.7	2	7.4	51	1	2	3	5.9	9	17.6	36	70.6	2	3.0
Black or African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latin o of any race												*	*	*	*	*	*	*	*	*	*	*
White	24	0	0	3	12.5	10	41.7	9	37.5	2	8.3	42	1	2.4	3	7.1	6	14.3	30	71.4	2	4.8
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Education																						
Free/Reduced Meals (FARMS)	15	1	6.7	2	13.3	6	40	6	40	0	0	28	1	3.6	3	10.7	6	21.4	17	60.7	1	3.6
Female	13	1	7.7	1	7.7	3	23.1	7	53.8	1	7.7	22	0	0	2	9.1	7	31.8	13	59.1	0	0
Male	14	0	0	2	14.3	7	50	4	28.6	1	7.1	29	1	3.4	1	3.4	2	6.9	23	79.3	2	6.9

Table 11

Math Student Group Grade 5 or 8	2015											2016										
	# Tested	Level 1		Level 2		Level 3		Level 4		Level 5		# Tested	Level 1		Level 2		Level 3		Level 4		Level 5	
		#	%	#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%	#	%
		Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof		Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof	Prof
All Students	49	2	4.1	12	24.5	19	38.8	14	28.6	2	4.1	27	0	0	4	14.8	11	40.7	11	40.7	1	3.7
White	45	2	4.4	10	22.2	18	40	13	28.9	2	4.4	25	0	0	4	16	10	40	10	40	1	4
Two or more races	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Education	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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<b>Free/Reduced Meals (FARMS)</b>	<b>25</b>	<b>2</b>	<b>8</b>	<b>10</b>	<b>40</b>	<b>6</b>	<b>24</b>	<b>6</b>	<b>24</b>	<b>1</b>	<b>4</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>21.4</b>	<b>7</b>	<b>50</b>	<b>4</b>	<b>28.6</b>	<b>0</b>	<b>0</b>
<b>Female</b>	<b>29</b>	<b>1</b>	<b>3.4</b>	<b>8</b>	<b>27.6</b>	<b>9</b>	<b>31</b>	<b>9</b>	<b>31</b>	<b>2</b>	<b>6.9</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>15.4</b>	<b>3</b>	<b>23.1</b>	<b>8</b>	<b>61.5</b>	<b>0</b>	<b>0</b>
<b>Male</b>	<b>20</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>20</b>	<b>10</b>	<b>50</b>	<b>5</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>14.3</b>	<b>8</b>	<b>57.1</b>	<b>3</b>	<b>21.4</b>	<b>1</b>	<b>7.1</b>

### Academic Data Review

- Based on available PARCC data, describe the challenges in **Mathematics for grades 3-8, Algebra I, Algebra II, and Geometry**. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet or failing to make progress towards meeting state performance standards.

Although PARCC assessment scores increased across all grades from 2015 to 2016, grade 3 scores increased only to 36.8% met or exceeding expectations and grade 5 scores up to 44.4% met or exceeding expectations. When comparing subgroup scores, gaps exist in the Special Education subgroups across all grades and the FARMS subgroup across all grades, as shown below:

Grade 3	All Students - 36.8%	Special Education - 16.7%	FARMS - 25%
Grade 4	All Students - 73.6%	Special Education - 33.3%	FARMS - 64.3%
Grade 5	All Students - 44.4%	Special Education - 20%	FARMS - 28.6%

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**Moving Forward**

2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations.

The following strategies will be implemented to improve student learning:

- Think Through Math (August 2016-May 2017)-grades 3 and 4 will implement aligned learning pathways for identified students . Grade 5 will follow the Eureka-aligned pathway for TTM. Student progress will be measured through pre/mid/and end-of-year assessments embedded in the TTM program. TTM is funded district-wide for grades 3-5.
- Students in need of additional supports, beyond TTM, will use Moby Max. Student progress is monitored through reports included with the program.
- Learning goals and success criteria will be created (August 2016-May 2017) to provide a framework for students to be self-accountable for mastery of the standards. The use of learning goals and success criteria will be monitored through walkthrough data collected by administrators, specialists, and school-based teams. Learning goals and success criteria were explored through FAME modules completed in previous years. No additional funding is required.
- Eureka Math will be piloted (August 2016-May 2017) in grades Pre-K -2 to increase and improve work with modeling and reasoning, and to provide coherence across the grade span. Student progress will be measured using Sprints, Exit Tickets, and Mid/End-of-Module Assessments embedded in the Eureka program. Implementation is supported by a Eureka Math Fellow.
- Number Talks (Math Solutions) and Concept Development/Debriefing activities (Eureka) will be used (August 2016-May 2017) to encourage math discourse. The use of learning goals and success criteria will be monitored through walkthrough data collected by administrators, specialists, and school-based teams.
- Zearn.org, which provides modeling and reasoning opportunities, will be used as a spiral review and to differentiate learning activities aligned to students' independent levels. Zearn is a free online program. No additional resources are needed.
- Based on the data from the District Summary of Schools and the School Evidence Statement Analysis Report, grades 1- 5 will increase opportunities for problem solving with multiple steps. Additionally, grades 3-5 will focus on modeling and conceptual scaffolding for success with fractions.

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**C. Science**

<b>Table 13: Maryland School Assessment Performance Results – Science MSA (Biology)</b>									
<b>Subgroup</b>	<b>All Students</b>								
	<b>2016</b>			<b>2015</b>			<b>2014</b>		
	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>	<b># Tested</b>	<b># Prof.</b>	<b>% Prof.</b>
All Students	26	19	73.1	48	39	81.3	33	25	75.8
White	24	17	70.8	44	36	81.8	31	23	74.2
Two or more races	2	2	100	4	3	75			
Special Education	4	2	50	9	4	44.4	11	5	45.5
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	13	7	53.8	24	18	75	15	10	66.7

- Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups. Address what your school is doing (has done) to address and implement the new Science Standards.  
MSA Science scores decreased from 2015 to 2016. Scores reflect that 81.3% of all students were proficient or advanced in 2015 with a decrease to 73.1% in 2016. When comparing subgroup scores even though there is a slight increase in scores for the Special Education subgroup, there is still a need for improvement. The FARMS sub group shows a decrease in scores from 2015 to 2016 with a gap of 21.2%.

2015	Grade 5	Special Education	44.4%	FARMS	75.0%
2016	Grade 5	Special Education	50.0%	FARMS	53.8%

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2. To support student achievement, describe the changes or strategies and rationale for selecting strategies, and/or evidence-based practices that will be made to ensure progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.
- Raising Trout in the Classroom from Nov. - May to reinforce Environmental and Life Science Standards- Grades 4 and 5 (Funded through Trout in the Classroom grant)
  - Using 2-3 Discovery Education virtual labs and exploration activities per unit - Grades 1 through 5. October 2016 - May 2017 (District funded)
  - Interdisciplinary literacy connection using Super Science magazine once per month - Grades 3,4 and 5. (Purchased by school)
  - Mobile Science Lab - Grades 1-5. March 2017. (Funded by PTO)
  - Schoolwide Super Science week- Grades Pre-k through 5 students participate in numerous science activities, including labs, virtual labs, hearing guest speakers, participating in STEM projects with parents. March 2017.
  - Referencing Essential Questions, Big Ideas, and Vocabulary at the beginning and throughout the NGSS unit- Grades K-5

**VI. EARLY LEARNING**

Based on the examination of the 2015-2016 R4K Kindergarten Readiness Assessment Data:

- A. 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. Include a discussion of the best practices your school has implemented to address the achievement gaps found in the Kindergarten Readiness Assessment data and the data that will be collected to show that the best practices have been effective.
- The KRA composite scores indicate that 54% of students are at the demonstrating readiness level, 36% are approaching readiness, and 10% are emerging. The lowest scoring area was mathematics, in which 38% of students were at the demonstrating level and 62% of

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students were not yet demonstrating readiness. Literacy scores were 54% of students demonstrating readiness and 46% not yet demonstrating readiness. Practices to address deficits include:

- Close monitoring of DIBELS screening and progress monitoring data in kindergarten. Use of fidelity protocols to assess implementation of research-based ELA practices and intervention programs. Data source: DIBELS and progress monitoring, Skills checklists, fidelity protocols, ELA Protocol / Checklist
  - Classroom teacher and reading specialist deliver reading interventions. Data source: DIBELS, fidelity protocols for specific programs
  - Implementation of Eureka Math in Pre-K and Kindergarten to align instructional tools, methods, and vocabulary; and ensure coherence across grades. Data Source: Monthly Progress and Planning Meeting Minutes, benchmark assessments, Eureka End of Module assessments.
  - Eureka Planning and Progress meetings held monthly to observe, give feedback, and determine training needs for pre-k and k teachers. Data Source: Monthly Progress and Planning Meeting Minutes, Eureka assessments
- B. Describe 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 that children are entering kindergarten “demonstrating readiness”.
- Collaboration with Head Start throughout the year if issues surface regarding individual students, joint registration held at the school, and communication during spring articulation meetings. Dual enrollment of students in Pre-K/Head Start.
  - Collaboration with Kids Korner, private child care center housed in the school, to include them in school-level activities during the school year and accommodate for space in the summer. Provide option for students to attend half day in their program and half day Pre-K.
  - Cash Valley provides a regional program (½ day) for 3-year old children to ensure access to inclusive settings for early childhood students who have special needs.
  - Cash Valley is a regional setting for early childhood students with special needs who require a more restrictive setting with transitioning experiences into inclusion.

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**VII. ATTENDANCE**

<b>Table 15: School Progress Attendance Rate</b>	<b>All Students AMO = 94.0%</b>	
<b>Grade Level – School Level Data</b>	<b>Attendance Rate</b>	<b>MET Y/N</b>
All Students	94.1%	Y
Grade 1	94.5%	Y
Grade 2	96.3%	Y
Grade 3	95.1%	Y
Grade 4	94.8%	Y
Grade 5	95.3%	Y

<b>Table 16: Attendance Rate</b>	<b>All Students</b>				
<b>Subgroups – School Level Data</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
All Students	94.9%	≥95.0%	≥95.0%	≥95.0%	≥95.0%
White	94.9%	≥95.0%	≥95.0%	≥95.0%	≥95.0%
Two or more races	≥95.0%	93.5%	93.0%	94.8%	93.7%
Special Education	92.4%	93.4%	93.3%	94.7%	93.9%
Free/Reduced Meals (FARMS)	94.3%	94.3%	94.1%	94.9%	94.4%

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially Special Education.
  - a. The Special Ed. Subgroup scored 93.9% proficient, just below the target of 94%.
  - b. The Two or More Races Subgroup scored 93.7% proficient, just below the target of 94%.

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2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate
  - a. Quarterly attendance awards will be given to students with one or less absence in the quarter
  - b. Classroom attendance trophy will be presented to two classrooms with highest percentage of attendance
  - c. Documentation of absences for medically fragile students with special needs will be monitored with collaboration from the Pupil Service Team and medical community.
  - d. Daily attendance calls will be made to check on student absences.
  - e. Guidance lessons on attendance importance will be implemented across grades
3. ***If applicable***, based on trend data, identify whether the changes or adjustments stated above are the same from last year. Describe the rationale for continuing the change or adjustments if the data was stagnant or decreased.

Most of the strategies above are similar to last year's. We continue to have several students with special needs who have an abundance of absences due to medical issues. Those students' designations overlap into the other subgroups. Calls continue to be made daily to parents of any child absent. We also try to be proactive in finding out about scheduled surgeries for students and making calls regarding return to school timelines.

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**VIII. HABITUAL TRUANCY**

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

1. Based on the Examination of the Habitual Truancy Data, respond to the following:
  - a. How many students were identified as habitual truant?  
We did not have any Habitual Truants for the year.
  - b. Describe reasons and specific changes/adjustments in place to reduce the number of habitual truant students.  
Our Pupil Service Team monitors attendance weekly, if any student is between 10 to 20 percent truant, we send a letter to request a meeting with the parents. At the meeting, we review the attendance policy and help parents develop a plan of compliance.

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**X. SCHOOL SAFETY – SUSPENSIONS**

Suspension – In school and out of school suspensions

2014-15 – less than 10 suspensions    2015-2016 –less than 10 suspensions

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

2014-15 - 0                      2015-16 - 0

Examine the number of in school and out of school suspensions for the 2014-2015 and 2015-2016 school year. Also look at the number of suspensions for sexual harassment, harassment and bullying. Comment on the number of suspensions for your school related to these incidents and what you plan to do to reduce that number.

Due to the increase in suspensions, we plan to use a Universal Screener, data from office referrals, and teachers input to identify students at risk for aggression and set up appropriate Tier II or Tier III supports based on their needs.

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

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

- a. Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
  - b. Improve the link between research –validated practices and the environments in which teaching and learning occur.
1. Based on the examination of the discipline data, please describe strategies to support/improve the implementation of the PBIS framework in your school. If you are not a PBIS school, describe your framework and strategies that you use for behavior management.
    - There were a total of 38 referrals for 2015-2016, compared to 37 referrals in 2014-2015.
    - Out of 304 students, 20 had office referrals for 2015-2016, compared to 21 students out of 313 students in 2014-2015.

We have developed a comprehensive plan to focus on school-wide expectations of being respectful, responsible, and being expert learners. The plan includes a framework for teaching behavioral expectations, a system for rewarding examples of positive behaviors and monitoring rewards provided as well as office discipline referrals. Our PBIS Plan includes a strong connection to the Build Peace program taught and reinforced by our school counselor. We have also implemented a behavior screener (SRSS-IE) to help our team identify students who need extra support. These students may receive support through a variety of ways that include social skill groups, CICO, guidance counselor, and/or mental health counselor.

2. Discuss the research-based strategic/group interventions for students needing Tier II behavior support in addition to Tier I behavioral supports.

In addition, we are implementing a multi-tiered systems approach. For behavior realms, Tier I includes teaching the expectations for all students, planning booster activities, and implementing classroom reward systems. Tier II and Tier III interventions are provided for those who need additional levels of support. These interventions include but are not limited to Check in-Check out, social skill groups, mentoring programs, school counseling, individualized behavioral contracts/plans, and/or mental health counseling. Data is maintained to track individual progress. Research-based practices and structures for analyzing data outcomes and determining areas for improvement are being utilized to guide our actions.

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**XII. PRINCIPAL'S SLOs**

**PRINCIPAL SLO 1**

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

Content Focus: Math, standards from the Fractions Domain and the standard involving multi-step word problems.

Student Group: Students in Grade 3 and Grade 5

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

Analysis of the PARCC data revealed that 36.8% of students in grade 3 scored at the met or exceeded expectation levels and 44.4% of students in grade 5 scored at the met or exceeded expectations levels. The Evidence Statement Analysis reports and the Student Roster reports indicated lower scores for standards within the Number and Operations - Fractions domain and standards involving multiple step word problems in the Operations and Algebraic Thinking domain. These major standards are included in benchmarks 2 and 3 in grades 3 and 5.

**3. How does the SLO support School Improvement Needs and/or Goals?**

The SLO supports school improvement efforts to implement strategies and practices to increase math achievement. Specifically, teachers will incorporate number talks, concept development, and debriefing activities to increase math discourse. Teachers will work on improving modeling and reasoning through structured activities, specifically during the fractions and problem solving work. Zearn.org will be used to differentiate instruction aligned to student levels within specific standards. Think through Math is being piloted as a Tier II intervention.

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

Pre-tests and Benchmarks 2 and 3 for each grade will be used to determine student growth. The expectation is for students to increase their individual scores from the pre-test to the post test by at least 50%. Progress will be monitored through the Think through Math reports, Zearn reports, and Eureka mid-module assessments.

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**PRINCIPAL SLO 2**

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

**Content Focus:** Reading Foundational Skills; RF1 Demonstrate understanding of the organization and basic features of print, RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes), RF3 Know and apply grade-level phonics and word analysis skills in decoding words, RF4 Read with sufficient accuracy and fluency to support comprehension

**Student Group:** Kindergarten and Grade 1 Students

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

Analysis of the PARCC data indicates that 44.8% of students in grade 3 scored at the met or exceeded levels. DIBELS data over the past 3 years shows that students identified at some risk and low risk are not improving enough to move out of those risk categories. Classes are failing to meet the expected levels of 80% core / low risk; 15% strategic / some risk; 5% intensive / high risk.

**3. How does the SLO support School Improvement Needs and/or Goals?**

In order for students in grade 3 to meet the demands of the MD College and Career Readiness Standards and PARCC, they must have solid foundational reading skills enabling them to read grade level and higher text. After completing the MTSS Practice Profile, some areas identified as needing improvement were directly related to making instructional decisions and monitoring students needing additional supports and using fidelity measures to ensure classroom and intervention instruction are being delivered as intended.

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

DIBELS data will be used to determine student growth. Teachers will use the zones of proximal development to set individual goals for each student. Progress monitoring will be conducted to monitor student growth on skill deficits as identified from the first screener. On the End of Year Screening, student reading proficiency will reflect the triangle measure of 80% core, 15% strategic, 5% intensive.

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**XIII. TITLE I PARENT INVOLVEMENT**

**Parent/Community Involvement Needs**

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

Cash Valley Elementary encourages parent and community participation in our school activities. The following activities were planned for this coming school year based upon data and parent input from the Parent Interest Survey and the annual spring meeting:

Activity	Rationale
Back to School Night/Annual Title I Meeting for Parents	<ul style="list-style-type: none"><li>-Historically good attendance (109 adults attended last year.)</li><li>-Meeting required by Title I</li><li>-To provide assistance in understanding the requirements of Title I</li><li>-To meet the faculty and staff</li></ul>
Grandparents' Day	<ul style="list-style-type: none"><li>-Historically good attendance (230 grandparents attended last year.)</li><li>-Welcoming community activity</li></ul>
Parent Conference Day	<ul style="list-style-type: none"><li>-Scheduled by district</li></ul>

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	<ul style="list-style-type: none"> <li><b>-To provide assistance in understanding academic standards and students' progress</b></li> <li><b>-To work with parents as equal partners (173 adults attended last year.)</b></li> </ul>
<b>ELA with Families</b>	<ul style="list-style-type: none"> <li><b>-Parent Interest Survey indicated 11/58 parents requested support helping their students with writing (13/58 with reading)</b></li> <li><b>-To provide materials and training to help parents work with their students to improve in the area of reading and writing (117 parents attended Writing with Dads last year.)</b></li> </ul>
<b>Mighty Math Day</b>	<ul style="list-style-type: none"> <li><b>-Math with Mom 2015-2016 (switched to include more options for participation)</b></li> <li><b>-Parent Interest Survey indicated 16/58 parents requested support helping their students with math</b></li> <li><b>-To provide materials and training to help parents work with their students to improve in the area of math</b></li> <li><b>-New math program and intervention being implemented (126 adults attended Math with Mom last year.)</b></li> </ul>
<b>Super Science/STEM Week</b>	<b>To provide materials and training to help parents</b>

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	<b>work with their children to improve achievement in the areas of Science/STEM</b>
<b>One Book, One School</b>	<b>-Home/School connected literacy activity</b>
<b>Spring Title I Meeting for Parent Input (a group of a few parents from each grade level)</b>	<b>-To provide assistance in understanding the requirements of Title I</b> <b>-To educate staff with parental assistance</b> <b>-To gather input on programs</b>
<b>Weekly Volunteer Workshops</b>	<b>-To reach out, communicate with, and work with parents as equal partners to build ties between the parents and school</b>
<b>Cash Valley Community Fair</b>	<b>-to coordinate and integrate with other programs such as LaVale United Methodist Church,the Health Dept., Library system, State Police, Little Dogs Social Media, Nutrition Experts, etc.</b>
<b>Bridges to Learning Barber Shop Reading</b>	<b>-School provides books to barber shop. Barber encourages students to read while getting their hair cut</b> <b>-Books are chosen based on theme and culture</b>
<b>Service Learning Projects</b>	<b>-FSU Interns complete relevant service learning projects to support community needs</b>

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**Parent Advisory/ Title I Parent Committee 2016 – 2017**

<b>Name</b>	<b>Grade Level Representation</b>	<b>Position</b>
Whitney Cornwell	5	PAC Representative
Megan Robinson	4	PAC Alternate
Jessica Wagoner	K	Parent
Danielle Willetts	2	Parent / Community Member
Jill Fradiska	1	Parent
Becky Gallagher	Pre-K	Parent
Laura Foose	3	Parent
Laura Biser		Parent Involvement Coordinator
Tiffanie Hardman	Pre-K	Family Involvement Chair
Eileen McCann	4	FIT
Dave Buskirk	5	FIT
Shannon Pennington	SpEd	FIT
Tina Tysinger	Speech	FIT
Kate Taylor	IA	FIT
Teresa Mathews	IA	FIT
Ann Abe	IA	FIT
Jackie Enright	Admin	FIT
Derek Horne	Admin	FIT

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

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Cash Valley PARENT INVOLVEMENT PLAN**

**Expectations**

As a schoolwide Title I school, Cash Valley Elementary Parent Involvement Plan meets and exceeds the requirements of the Title I, Part A Section 1118 No Child Left Behind Act of 2001 (NCLB).

Cash Valley recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the staff at Cash Valley welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

- I – Shared decision-making opportunities
- II – Annual meeting to explain the schoolwide Title I program
- III – Opportunities to build and increase understanding, communication, and support between home and school
- IV - Formal and informal evaluation of the effectiveness of parent involvement activities
- V – Opportunities to increase awareness of the available resources offered by Mid Atlantic Equity Consortium, Inc.  
(MAEC)
- VI – Activities that promote a positive environment of high expectations shared by home and school

Cash Valley Elementary accepts the Allegany County Public School's Parent Involvement Policy and has aligned its school-level Parent Involvement Plan with the district's Parent Involvement Plan.

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**Goal:** By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet all AMO targets on the MSA for 2016-2017.

**Action Plan**

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
<b>I. Shared Decision Making</b> <ul style="list-style-type: none"> <li>➤ The School Improvement Plan (SIP) is developed with input from parents</li>   <li>➤ The SIP is available for parent review and input at any time</li>   <li>➤ The Parent Involvement Plan is developed with input from parents</li> </ul>	<p>Parent representatives on the Leadership Team and other decision-making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.</p> <p>A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time. Principal's monthly newsletter shares important Title I information including the SIP.</p> <p>A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The School Improvement Team (SIT) will review the proposed plan. In September, parents of all students will have an opportunity to review the plan and provide feedback. The final</p>	<p><b>4/27/16 11/16</b></p> <p><b>11/16</b></p> <p><b>4/17</b></p>	<p><b>Jackie Enright</b></p> <p><b>Jackie Enright</b></p> <p><b>Jackie Enright</b></p>

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<ul style="list-style-type: none"> <li>➤ The Parent Involvement Plan is distributed to all parents.</li> <li>➤ With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.</li> <li>➤ Parents involved with spending of the parent involvement funds</li> </ul>	<p>plan is submitted to the SIT for approval.</p> <p>A summary of the Parent Involvement Plan is distributed to all families after the Central Office has approved the SIP.</p> <p>A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year's Home-School Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the SIT for approval.</p> <p>Parents have input on how the parent involvement funds are spent through meetings and surveys.</p>	<p><b>11/16</b></p> <p><b>4/16</b></p> <p><b>Ongoing</b></p>	<p><b>Jackie Enright</b></p> <p><b>Jackie Enright</b></p> <p><b>Jackie Enright</b></p>
<p><b>II. Annual Meeting</b></p> <ul style="list-style-type: none"> <li>➤ Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental</li> </ul>	<p>Back to School Splash and Annual Title I Meeting is held to meet staff, sign up to volunteer, and promote fellowship opportunities</p>	<p><b>8/18/16</b></p>	<p><b>Jackie Enright</b></p>

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involvement.			
<b>III. Building Parental Capacity</b> <ul style="list-style-type: none"> <li>➤ Provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards, state and local academic assessments.</li> <li>➤ Provide materials and parent trainings/workshops to help parents improve their children’s academic achievement.</li> <li>➤ Educate school personnel on how to work with parents as equal partners in their child’s education.</li> <li>➤ Coordinate and integrate programs to increase parent</li> </ul>	<p>Teachers send out the grade level document, “Parents’ Guide to Student Success.”</p> <p>State Assessment results with parent-friendly data reports are sent by mail to parents.</p> <p>-Weekly parent volunteer workshops are held to create materials and review implementation. -Mighty Math Day, ELA with Families Day, Super Science Week, One School/One Book events are provided to help parents understand specific content and standards.</p> <p>Parent Feedback results from specific events and information from Parent Interest Surveys are shared with staff. Family Involvement Team evaluates responses to adapt plans as needed.</p> <p>-Kids Korner is a site-based MSDE accredited private daycare program that provides services for children</p>	<p>8/23/16</p> <p>10/16</p> <p>9/16 - Weekly on Mondays 11/14/16; 3/17; 3/17; 1/17</p> <p>Ongoing after each event; January April</p> <p>Daily</p>	<p>Classroom Teachers Title I Specialists</p> <p>Jackie Enright Marsha Miller</p> <p>Laura Biser Tiffanie Hardman</p> <p>Tiffanie Hardman Jackie Enright Laura Michael</p> <p>Tammy Courtney</p>

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<p>involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After School Program, Head Start, etc.</p> <p>➤ Ensure information is presented in a format and/or language parents can understand.</p> <p>➤ Ensure accessibility for parents with limited English proficiency,</p>	<p>ages 3 - 12.</p> <p>-Head Start program provides half-day services to three and four year old students. Joint registration is held in the spring. Articulation meetings between school staff and Head Start staff occur to plan for student transitions into kindergarten.</p> <p>-Infants and Toddlers program helps to identify students who may require a school placement. School policy, guidelines, activities are explained. Parents are encouraged to become active members of the school.</p> <p>-Partners for Success provides evening events for parents who have children with special needs.</p> <p>-Our home-school communications (Parent Friendly Newsletters) contain key points and are free from educational jargon.</p> <p>-Communication folders are sent home twice a week; once on Tuesdays and then again on Fridays.</p> <p>-Assignment notebooks are provided for each student and are filled in daily for parents to read, review, and sign.</p> <p>-Evening events are presented in a casual and informal setting.</p> <p>-Our school website is user friendly and attractive to parents.</p> <p>-Pupil Service Team assists students and families</p>	School Year	Head Start Staff
		As placements occur.	School based SEF
		Monthly	Regina Fairall
		Monthly	Mrs. Enright, Mr. Horne, Mrs. Knight
		Twice weekly	Classroom teachers
		Daily	Classroom teachers
		Monthly	Mrs. Enright, Mr. Horne
		Ongoing	Mrs. Enright, Mr. Horne
		Weekly	Mrs. Enright, PST

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parents with disabilities, and parents with other hardships to fully participate in parent involvement opportunities.	with a variety of services ranging from enrollment coordination, records review, custody, and residency issues. -Special invitations are extended to identified parents to encourage their participation in school events. -Handicap parking and building accessibility are available to all people.	As needed	Mrs. Enright, Laura Biser
<b>IV. Review the Effectiveness</b> <ul style="list-style-type: none"> <li>➤ The effectiveness of the school's parental involvement activities will be reviewed.</li> </ul>	<p>After each parent involvement activity, parents are asked to complete and return an evaluation. Data is used to improve future events.</p> <p>The Title I Parent Interest Survey is used to determine the involvement needs/requests of parents. This information is also used to plan future events.</p>	<p>Ongoing</p> <p>April</p>	<p>Mrs. Enright, Mr. Horne, Laura Biser, Laura Michael</p> <p>Mrs. Enright, Mr. Horne, Laura Biser, Laura Michael</p>
<b>V. Mid Atlantic Equity Consortium, (MAEC)</b> <ul style="list-style-type: none"> <li>➤ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. <a href="http://www.maec.org">www.maec.org</a></li> </ul>	-Information is posted on Title I bulletin board, shared on ACPS website, included in principal's newsletters, and shared at Annual Title I meeting power point.	Ongoing	Mrs. Enright, Mr. Horne, Laura Biser, Laura Michael
<b>IV. Joyce Epstein's Third Type of Parent Involvement</b> <ul style="list-style-type: none"> <li>➤ Volunteering</li> </ul>	Parents are provided many opportunities to volunteer: parent workshops, school action teams, Outdoor School chaperones, etc..	Ongoing	Mrs. Enright, Laura Biser, Classroom teachers

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**Section XV. MTSS PRACTICE PROFILE AND PRIORITIES**

Please include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan.

1. Based upon the results of the MTSS Practice Profile, what are the priorities that the MTSS team selected?  
See below.
2. How will these priorities be addressed?  
See below.

***MTSS Multi-Tiered System of Support Action Planning***

PRIORITY: #1 : Increase effectiveness of collaborative data-based decision making to support student achievement in reading			
PRACTICE: Implement use of fidelity protocols for Tier I, Tier II, and Tier III reading practices / programs			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
1. Share protocol for effective ELA block / program (Tier I and some Tier II) with all teachers 2. Gather and share fidelity protocols for reading intervention programs and research based practices used for differentiation (Tier II and Tier III) with reading interventionists, special educators, and classroom teachers.	Principal, Interventionist, Reading Specialist	November 2016	1. Tier I Protocol shared at professional learning session in August 2. Enlist support from SWIFT technical assistance team to gather protocols for research based practices. 3. Find and print out fidelity protocols for programs from resources (RIC Committee) 4. Review and discuss all protocols at

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			Leadership Meeting in November/December
<b>INSTALLING</b>			
1. Create plan / schedule for administrators and reading specialist to use protocols during walk throughs 2. Create schedule for initial use of fidelity protocols by administrator/ interventionist / specialist during intervention sessions. 3. Teachers conduct self- surveys using protocols for research-based practices targeting specific skills	Principal, AP, Interventionist Reading Specialist, ELA Teachers	January 2017	1. Conduct overview at staff meeting after Leadership Team previews all documents.
<b>IMPLEMENTING</b>			
1. Teams of staff use protocols to observe interventions and document effective practices and areas for possible training needs to increase effectiveness of interventions 2. Administrators document practices observed on ELA walk through (protocol)document.	Administrators, Interventionists, ELA teachers, Reading Specialist	January - March	Create summary report for walkthroughs and observations
<b>SUSTAINING SCHOOLWIDE IMPLEMENTATION</b>			
1. Share data reports at Leadership Meeting. 2. Use data during Intervention Cycle Meetings to guide practices / strategy implementation	Administrators, Interventionists, ELA teachers,		

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	Reading Specialist		
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PRIORITY: #2: Increase effectiveness of collaborative data-based decision making to support student achievement in reading			
PRACTICE: Use the TIPS 2 process to analyze student outcome and fidelity data to adapt and improve reading practices that support student achievement.			
Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
1. Introduce process to Leadership Team. 2. Create a plan for implementing the process to target reading issues.	Principal, Reading Specialist, ELA Teachers, Reading Interventionist	October 2016 November 2016	1. Brief overview shared at September Leadership Meeting 2. Show a video sample of a meeting using TIPS 2 at October Leadership Meeting 3. Connect with SWIFT technical assistance to gain access to all TIPS2 resources.
INSTALLING			
1. Leadership Team use the TIPS 2 process to analyze reading data inclusive of all three tiers, specify deficits, and determine action plans for improvement. 2. Ask SWIFT TA for collaboration in use of the process	Principal, Reading Specialist, ELA Teachers, Reading Interventionist	December 2016	1. Gather all data reports for reading over two years and prepare to share with the Leadership Team. 2. Create a summary of the data. 3. Use TIPS 2 meeting template. 4. Share template completion to date with SWIFT

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			TA staff.
<b>IMPLEMENTING</b>			
1. Leadership Team will continue with the TIPS 2 process monthly. 2. Leadership Team will reflect on use of the practice and effectiveness during monthly reviews.	Principal, Reading Specialist, ELA Teachers, Reading Interventionist	January 2016 - May 2016	Use review feedback to determine training needs for the TIPS 2 process or specific reading practices.
<b>SUSTAINING SCHOOLWIDE IMPLEMENTATION</b>			
1. Process data is used to make improvements and increase student achievement in reading.	Principal, Reading Specialist, ELA Teachers, Reading Interventionist	May 2016	

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**Section XVI. MANAGEMENT PLAN**

**1. How will the plan be shared with the faculty and staff?**

Targeted activities and areas of need will be reviewed as specific activities for the plan are shared. The planned activities will be reviewed for input during grade level team meetings and faculty meetings before submission of the plan. The completed plan will be initially shared at a faculty meeting. Leadership Team representatives will meet with their respective grades to discuss components and bring any questions to the Leadership meetings. Leadership representatives will be responsible for disseminating any subsequent changes to the plan to their grade level teams. Faculty members will receive a reference sheet which outlines the SIP strategies to be utilized as a quick reference when planning.

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

*Leadership Team:* Serves as the Student Achievement Team and SIT and is responsible for the overall implementation of the instructional activities and data analysis to determine effectiveness. Representatives will collect data for benchmarking and monitoring purposes.

*PBIS / Climate Team:* Monitors discipline and school-wide positive behavior systems to facilitate a safe and orderly environment with a focus on “time on task” so that teachers can implement the key instructional strategies necessary for increased student achievement. The team will support related parent involvement initiatives and will help coordinate community partnership activities.

*Family Involvement Team:* Assumes leadership of parent involvement activities and ensures updates to the SIP are provided to parents to achieve a stronger focus and increase efficiency at meetings.

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

The various action teams will share responsibility for data collection and reporting in the following manner:

- DIBELS: Data will be collected by the reading intervention teacher and instructional specialist. In depth analysis of DIBELS results will occur during Intervention Cycle Meetings.

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- Reading mid-year assessment data will be collected by a Leadership Team member who will record data on the milestone chart and report results to the Leadership Team.
- Math mid-year assessment data will be collected by a Leadership Team member who will record data on the milestone chart and report results to the Leadership Team. Item analysis will be conducted at grade level team meetings, led by the math specialist and / or the principal.
- Science benchmark data (5th grade) will be collected by a Leadership Team member who will record data on the milestone chart and report results to the Leadership Team.
- Attendance data will be collected by the school counselor who will forward data to a Leadership Team representative to complete the data chart and share with the Leadership Team.

The Leadership Team will analyze benchmark data to determine the degree of implementation and effectiveness of identified activities and professional development included in the plan.

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

Classroom teachers will be responsible for implementing strategies for each content area. Content teams, with support from specialists, will conduct staff meetings to share plans for strategy implementation, professional learning sessions, and determine methods for monitoring ongoing progress on implementation. Data will be collected by team chairs, shared with Leadership Team members, and used to guide strategy implementation revisions.

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

The initial plan will be shared with parents by including highlights of the plan in the monthly school newsletter. A copy of the plan in its entirety will be available in the office and on the ACPS web page. An overview and outline of the plan will be shared with parents during a winter parent meeting. Plan revisions will be posted on the web site. Parents will also have an opportunity to learn about and observe implementation of key reading and writing strategies through participation in planned parent involvement events.

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

Revisions to the plan will be shared with staff members through email communications / posts on Edmodo from action team members

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and during grade level team meetings. Hard copies of changes will be distributed at staff meetings. Parents and community members will be apprised of revisions by viewing the web site.

**7. How will the Central Office provide assistance in developing, monitoring, assessing, and implementing the plan?**

The math and reading specialists will provide assistance by working with classroom teachers on implementation of instructional activities. They will also collaborate with the principal to plan for professional development activities that support the implementation of instructional practices. The Title I Specialist will support teachers with resources and activities aligned to SIP goals. A team from the Central Office will meet with the principal and Leadership Team members to review their evaluation of the plan and offer suggestions for improvement.

**8. List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.**

Date	Data	Person Responsible
10/2016	Survey information shared during staff meetings	Principal
11/2016	Math, Reading, Science, Attendance activities reviewed and revised at Leadership Team meeting	Principal
11/2016	Plan reviewed by Central Office staff and feedback given to school team	Central Office Team
11/2016	Key components of SIP shared in newsletter	Principal
1/2016 2/2016	Components of SIP shared with parents/community members Review of SIP / Progress by Leadership Team	Principal Leadership Team Members
2/2016	Mid-year Assessments/Benchmarks: Math, Reading , Science,	Leadership

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	Analysis	Team
5/2016	Data reports reviewed to analyze SIP effectiveness	Leadership Team

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Title I Budget 2016 – 2017**

**Instructional Program: \$19,277.27**

**Materials**

**\$7,395.77**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Leveled Text kits – Am. Rdg Co.	\$1,750 x 2	\$3,500.00	FARMS Special Ed
Math	Manipulatives for conceptual devpt	\$2,000.00	\$2,000.00	FARMS Special Ed
ELA	Manipulatives for phonics / phonemic awareness activities	\$1,895.77	\$1,895.77	FARMS Special Ed

**Equipment**

**\$8,916**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Laptops	\$743 x 12	\$8,916.00	FARMS Special Ed

**PIC Materials**

**\$165.50**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
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ELA Math	Laminating Film	\$165.50	\$165.50	FARMS
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**Web-based**

**\$ 2,800**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/MATH	ScootPad	\$1200	\$1200	FARMS
ELA/MATH	PracTutor	\$600	\$600	FARMS
ELA/MATH	Edmodo Snapshot	\$1000	\$1000	FARMS

**Title I Budget 2016 – 2017**

**Professional Development: \$1,158.50**

**Stipends / Substitutes**

**\$1,116**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Intervention Cycle Meetings / Scrolling	\$93.00 x 12	\$1,116.00	FARMS Special Ed

Hourly Stipends: Teaching- \$23.94  
Substitutes: Highly Qualified- \$93.00

Non-Teaching- \$22.62

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**Materials**

**\$42.50**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Professional Resources		\$42.50	FARMS Special Ed

Title I Budget 2016 – 2017

**Parent Involvement: \$2,246.32**

**Stipends**

**\$1,431.48**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Back to School Night	20 x \$22.62 x 2	\$904.80	FARMS Special Ed
Parent Involvement	Mighty Math Night	5 x \$23.94 x 2	\$239.40	FARMS Special Ed
Parent Involvement	Early Reading Celebration	6 x \$23.94 x 2	\$287.28	FARMS Special Ed

Hourly Stipends: Teaching- \$23.94

Non-Teaching- \$22.62

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**Materials**

**\$585.84**

**\*Food Allowance – 10% = \$224.62**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	One Book / One School	\$10.00 x 18	\$180.00	FARMS Special Ed
Parent Involvement	Mighty Math Day/Night Materials	\$155.84	\$155.84	FARMS Special Ed
Parent Involvement	Super Science Week Materials	\$100.00	\$100.00	FARMS Special Ed
Parent Involvement	Mighty Math Night / Rdg Celebration Refreshments	\$150.00	\$150.00	FARMS Special Ed

**Subscriptions**

**\$229**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Home School Connection	\$229.00	\$229.00	FARMS Special Ed

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**Title I Schools – Nine Components**

The Nine Components section is an elaboration of the School Improvement Plan. Please include activities/strategies that you use in your school to support each of the Nine Components. Between the activities and strategies that are identified in the School Improvement Plan and the Nine Components, a snapshot of your efforts to meet the requirements of No Child Left Behind/Every Student Succeeds Act will be evident. These efforts should include new activities/strategies as well as the ones that you have been using to help students, staff, and parents be successful.

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**ALLEGANY COUNTY PUBLIC SCHOOLS  
NO CHILD LEFT BEHIND**

**COMPONENT ONE  
COMPREHENSIVE NEEDS  
ASSESSMENT**

The Comprehensive Needs Assessment (Data Examination) identifying areas of strength and areas of need may be found on the following pages:

ELA Needs Assessment	pages 14-18
Math Needs Assessment	pages 19-23
Science Needs Assessment	pages 23-26
Attendance Needs Assessment	pages 27
MTSS Practice Profile	pages 44-47

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**ALLEGANY COUNTY PUBLIC SCHOOLS**

**COMPONENT TWO**

**NO CHILD LEFT BEHIND**

**SCHOOLWIDE REFORM STRATEGIES**

***ELA***

*Maryland's College and Career Ready Standards for ELA* are utilized for ELA instruction. In Fall 2010, the 2011 *Treasure Series* from Macmillan McGraw-Hill was implemented as the core reading program during the 120 minute language arts block. Research based strategies and best practices are the foundation of the instructional program. Include reading intervention programs such as, Read Naturally, Foundations, Wilson Reading, etc. on the chart.

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages 17-18. Please complete the chart with additional best practices and strategies that support ELA achievement

<b>Research Based/Best Practice Strategies</b>	<b>Materials/Resources for Implementation</b>
Reading Interventions	Foundations, Rewards, Edmark intervention program materials, Multi-Sensory Approach Strategies / Materials
Universal Design for Learning Strategies	UDL Framework, Technology such as iPads, laptops, SMART Boards, and SMART Tables integrated into instruction
Explicit Vocabulary Instruction, Word of the Week	Elements of Reading: Vocabulary program materials, Vocabulary lists and strategies from <i>Teaching The Critical Vocabulary</i> by Marilee Springer
Differentiating Instruction	Small, flexible groups, station rotations

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Building Background Knowledge	Discovery Education, Scholastic News Magazine
Technology	iPads, laptops, SMART Boards, and SMART Tables, Discovery Education, Online Subscriptions and web-based programs such as: Discovery Education, Edmodo Snapshot, PracTutor, ScootPad, achievethecore.org, readworks.org
Use of Mentor Texts for Writing	<i>6+1 Trait Crate Plus</i> kits
Focus Walls	Materials from Treasures, vocabulary programs, CCRS that support current instructional focus and big ideas
Formative Assessment Practices	Frameworks and resources from FAME modules

***MATH***

*Maryland's College and Career Ready Standards for Math* are utilized for math instruction. The 2012 *enVISION* series by Pearson is utilized as the core program and is based on the NCTM Standards. Teachers utilize this math resource to implement the math pacing guide. Math benchmarks are available for use in grades PreK-5 three times during the year. PreK and Kindergarten also administer an end of year benchmark. Please complete the following chart to include the page number of the SIP where the program or practice can be found.

Activities to meet the needs of the targeted subgroups(s) and the identified factors hindering student performance are found on pages 22-23. Please complete the chart with additional best practices and strategies that support math achievement.

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<b>Research Based/Best Practice Strategies</b>	<b>Materials/Resources for Implementation</b>
Math Progressions	Eureka Curriculum materials and components, Manipulatives
UDL Strategies	UDL Framework, Technology such as iPads, laptops, SMART Boards, SMART Tables integrated into instruction
Explicit Vocabulary Instruction	Discovery Education, vocabulary focus from the MCCRS
Differentiating Instruction	Small, flexible groups, station rotations
Building Background Knowledge	Discovery Education, Illustrative Mathematics, Achievethecore.org.
Technology	SMART Boards, SMART Tables, iPads, laptops, Discovery Education, Online Subscriptions
Small Group Instruction	Flexible groupings, stations
Web-Based Programs	Edmodo Snapshot (3rd -5th grade Formative Assessment tool), PracTutor (3rd - 5th CCSS practice), ScootPad (1st -5th Adaptive, online learning platform), Reflex Math (2nd -5th basic fact fluency)
Focus Walls	Materials from Pearson math program, CCRS, vocabulary programs to support current instructional focus

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**ALLEGANY COUNTY PUBLIC SCHOOLS  
NO CHILD LEFT BEHIND**

**COMPONENT THREE  
HIGH QUALITY PROFESSIONAL  
DEVELOPMENT**

Staff development is an ongoing commitment. Supervisors provide county staff development related to the state curriculum, best teaching practices, and differentiated instruction. School level teams continue these professional development initiatives at the school level. In addition, specific high quality professional development activities identified in the needs assessment process are included in the School Improvement Plan. ELA and math benchmark assessments, *DIBELS Next*, and unit tests are analyzed to monitor student progress and drive instructional changes. The goal of professional development is to provide teachers with effective instructional strategies that will increase achievement for the identified subgroups.

**Please see School Improvement Plan:**

<b>ELA</b>	<b>pages 14-18</b>
<b>Math</b>	<b>pages 19-23</b>
<b>Science</b>	<b>pages 23-24</b>

In the table below are additional Professional Development activities that will support the implementation of the plan, but are not listed in the plan due to the narrow focus on subgroup performance.

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**Professional Development Calendar/Funding Table**

<b>Initiative/Focus</b>	<b>SIP Alignment</b>	<b>What/How (Content/Processes)</b>	<b>Date(s)</b>	<b>Evidence of Successful Completion</b>	<b>Presenters/Facilitators Audience</b>	<b>Funding Source</b>	<b>Budget Calculation</b>
Title I District wide Initiative	Strategy: ELA Improve effective writing instruction	Trait Crate Plus  Follow up:	October 2016	Teachers attend pd session and utilize writing strategies from Crate	ELA Specialist, Title I Specialist  K-5 Teachers	Title I	Subs @ \$93/day
Title I District wide Initiative	Strategy: Boxcars and One Eyed Jacks	Math games to reinforce curriculum  Follow up:	November/December 2016	Students will utilize games and activities	John Felling of Box Cars and One-Eyed Jacks	Title I	Subs @ \$93/day  Consultant Fee  Kits
School Initiative	Strategy: PLCs	Teachers will choose and participate in	November-May				

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		reading and discussing selected books.  Follow up:					
District wide Initiative	Strategy: Gradual Release of Responsibility	Staff Meetings  Follow up:	Ongoing	Teachers will incorporate Language and Content Purposes in their lessons.	Administrators		

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**COMPONENT FOUR  
ATTRACT CERTIFIED TEACHERS**

- **ACPS**

The recruitment and hiring of teachers is the role of the Human Resources Department of the Allegany County Public Schools. Human Resources follows a recruiting process. Representatives from ACPS travel to job fairs to interview and share information about the school system and about Allegany County. Long term substitutes and student interns are observed by principals and supervisors, and recommendations for hiring are made. A team from the Central Office and a principal interviews candidates and forms a pool of applicants. The Supervisors of Elementary Education make recommendations to principals for candidates to be personally interviewed. The principal informs Human Resources of a selection for final approval for hiring.

ACPS and Frostburg State University collaborate closely in the Professional Development School Program. This program places student interns in the schools. Frostburg State responds to the concerns of the ACPS. An added benefit for teachers is that the tuition for college classes is free for a designated number of participants per semester. Professors from Frostburg State University serve as members of School Improvement Teams at various county schools. This provides an opportunity for them to participate in school decision-making and to understand the needs of the schools.

A Mentoring Program for first year teachers has been established. First year teachers are provided the opportunity to participate in professional development sessions to enhance their understanding of the role of a teacher, delineate the expectations of ACPS, and give background information about system initiatives. Another important part of the mentoring program is the pairing of a first year teacher with a more experienced teacher in the school. The teachers meet weekly to share concerns and to offer support.

There are many factors which make ACPS an attractive employer. Elementary schools maintain a low student/teacher ratio.

Teachers have many opportunities to participate in school decision-making through membership on the School Improvement Team, Student Achievement Team, Climate Action Team, or Partnership Action Teams. In addition, all teachers newly hired as well as current employees will be given credit for their years of teaching experience.

The quality of life in Allegany County is good. The county is located in a rural area, yet the metropolitan areas of Baltimore, Pittsburgh, and Washington, D.C. are within a two and one-half hour drive. Lower real estate prices allow young families to purchase homes at more reasonable costs. Traffic congestion is minimal. The crime rate is low. The close proximity of Frostburg State University allows minimal disruption to schedules for completion of a Master's degree.

Therefore, attracting and retaining high quality teacher is not a concern at this time

**School Level**

How are you attracting teachers to your building?

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- Strong instructional leadership
- Clear school vision
- Ongoing professional development opportunities
- Teacher input on decision-making teams
- High student achievement
- Technology resources (every grade has a cart of laptops)
- Friendly and supportive staff

How are you attempting to retain teachers in your building?

- Technology resources
- Improved student achievement
- Ongoing professional development
- Title I support
- Diverse student population
- Good student behavior
- Orderly building
- Business-like atmosphere
- Successful students

Please complete the chart counting only those teachers who are responsible for instructing students in the following areas: Reading, Math, Writing, Science, Social Studies, Art, or Music. Special Education teachers who teach these subjects must be included.

<b>Years Teaching in School</b>	<b>Number of Teachers</b>	<b>Percentage</b>
First Year Teaching	1	4%
2 -5 Years	6	26%
6 - 10 Years	4	17%

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More than 10 Years Teaching	12	52%
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**COMPONENT FIVE  
STRATEGIES TO INCREASE  
PARENTAL INVOLVEMENT**

Educators in the school recognize the importance of the home-school connection. Involving parents in the school is a crucial step toward enhancing student performance. The Allegany County Public Schools' Parent Involvement Policy is published and distributed in August to each family in all Title I schools. Title I schools also post a copy of the policy on their Title I bulletin boards or in their parent resource centers. Each school, in conjunction with the Title I Parent Committee, develops its own parent involvement plan. This plan is posted and also distributed to parents.

A Parent Involvement Coordinator is on-site at Cash Valley Elementary School for 2 days per week. In this position, the Parent Involvement Coordinator reaches out to parents to build positive relationships between the home and school through individual communication, works with school administrators to help build a strong parent program, and builds enthusiasm for parent involvement in the school.

Parents are encouraged to be involved in the education of their child(ren) in a variety of ways. NCLB identifies six requirements designed to build parents' capacity to be involved in school. Strategies designed to ensure the implementation of these requirements are found in the school's Parent Involvement Plan. **Please refer to the Parent Involvement section on pages 34-44 for a description of the implementation of these standards.**

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**COMPONENT SIX  
TRANSITIONING  
PRESCHOOL CHILDREN**

<b>PROGRAM</b>	<b>DATE/TIMELINE</b>
Meetings with Head Start and PreK Teachers	May 2016
Transition reports provided by Head Start for entering Kindergarten students	May 2016
Pre-K and Kindergarten Parent interviews	August 23-29, 2016
KRA Screening	August 23-29, 2016
IEP meetings	ongoing
Pre-K and Kindergarten Orientation Meetings	August 2016
Buster the bus Program	October 2016
Joint registration with Head Start and Pre-K	March 2017
Transportation between Head Start and Pre-K	Daily
Articulation meetings between Pre-K and K	May 2017
Articulation meetings between K and Grade 1	May 2017

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Articulation meetings between Grades 1-5	May 2017
Articulation meetings with middle school staff	April/May 2017
Data analysis meetings	Math and ELA specialist share data in team meetings.
Grade 5 middle school visitation	Spring 2017
Annual Title I Meeting	August 18, 2016

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**COMPONENT SEVEN  
TEACHER INVOLVEMENT  
IN DECISION-MAKING**

Teachers are members of the School Improvement Team and other school committees. Instructional decision-making reflects student assessments and data from the School Climate Survey.

School Improvement Team membership at each school is comprised of teachers representing various grade levels and areas of expertise. The School Improvement Team manages the development, implementation, and evaluation of the School Improvement Plan. The team makes site-based decisions regarding school operations and procedures, curriculum, parent involvement activities, and budget items based upon assessment data, survey data, and observations. Serving as required members of the SIT are the chairpersons from each Action Team, school-based professional development teacher, and the Parent Involvement Coordinator. In addition to the SIT, three other decision making Action Teams may operate in each school: Student Achievement Team (SAT); Partnership Action Team (PAT); Climate Action Team (CAT). Teacher representation is mandated on each team. Utilizing Dr. Lawrence Lezotte's Correlates of Effective Schools, the SIT, SAT, PAT, and CAT provide the governance structure for shared leadership and decision making. They effectively engage the school community in an ongoing, problem solving, goal setting, and decision making process. However, the SIT is ultimately responsible for providing leadership and for monitoring the school plan.

**Correlates of Effective Schools**

**The School Improvement Team (SIT)** focuses on the correlates of:

§ Shared Instructional Leadership that is collaborative and promotes clear and focused school improvement efforts as the team works and shares the responsibility necessary for accomplishing their mission.

§ Clear and Focused Mission which reduces fragmentation of effort, encourages continued development of commitment to and accountability for improving the agreed upon indicators of success for all.

**The Student Achievement Action Team (SAT)** focuses on the correlates of:

§ Increased Opportunities to Learn/Time on Task through interdisciplinary integration of subject matter performance based instruction, and real world application of knowledge and problem solving skills.

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§ Frequent Monitoring of Student Progress and Instructional Approaches and Programs ensure effective implementation/accountability and/or the modifications necessary for increasing learner outcomes and indicators of success.

**The Partnership Action Team (PAT)** focuses on the correlate of:

§ More authentic family/school/community partnerships through the building of trust and shared involvement between and among all stakeholders in the educational process.

**The School Climate Action Team (CAT)** focuses on the correlates of:

§ Safe and Orderly Environment which is conducive to teaching and learning and to the development of sound character and ethical citizenship.

§ A Climate of High Expectations that fosters learning and provides high quality educational opportunities and successful experiences for all.

If your school has modified this decision making model as a result of site based management, please describe in detail how teachers are involved in decision making. If the description of your Management Plan in your School Improvement Plan is detailed, please cite the pages. If the description is not detailed please describe your Management Plan in detail in this section.

*Cash Valley Elementary has a Leadership Team that serves in a capacity similar to the School Improvement Team combined with the Student Achievement Team. The Leadership Team uses research based tools and strategies to conduct data analysis, create action plans based on identified needs, and monitor progress. The team's focus is based on the SWIFT domains and principles which encompass academics, family involvement, professional learning, policy, and relationship with central office. In addition, the Family Involvement Team has a more narrow focus that consists of planning, implementing, and evaluating family events and determining ways to continually build home school connections. The PBIS/Climate Team focuses on creating a comprehensive plan for promoting positive behaviors, monitoring behaviors and rewards, and connecting with the community.*

**Please see the Management Plan page(s) 48 of the SIP.**

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**COMPONENT EIGHT  
EFFECTIVE, TIMELY  
ADDITIONAL ASSISTANCE**

The school provides many additional services for students who are experiencing difficulties. These safety nets include:

<b>Service</b>	<b>Explanation of Service</b>
Health care	School nurse provides health support to students and their families.
Social, personal, or academic support	School counselor provides support to individual students, hosts friendship groups, teaches lessons to whole classes, facilitates a group of students who have “jobs” in the school, and runs the Peacebuilders program.
Differentiated instruction	Teachers provide differentiated instruction through use of small groups, web-based programs, formative assessments, and Title I IA support.
Small group instruction	Instructional assistants and the special education teachers work collaboratively with teachers.
Inclusion in general education classes	Instructional assistants and the special education teacher work collaboratively with teachers.
Extended learning time	Cash Valley hosts the Extended School Year.

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for identified special education students	
Assistance to families based on identified needs	Pupil Service Team meets weekly to coordinate assistance to families.
Dental screening	Allegany County Health Department provides dental screening and sealants.
Vision screening	Lion's Club provides vision screening and glasses.
Social and emotional support	Mental health counselors provide support as needed.
Behavior and academic support	Learning Assistance Program provides behavior and academic support to students.
Behavior support	PBIS Program, Peacebuilders are recognized and celebrated. Some classes use Class Dojo to support positive student behavior.
Nutrition support	Cash Valley has Breakfast in the Classroom. Identified families receive Friday Backpacks which provide food for the weekend.
Clothing	Safe and Snug Program by Allegany County Social Services provides coats, gloves and scarves to identified students.
School supplies	Schools, through local funding, provide basic school supplies to students. Stuff the Bus Program also provides school supplies and backpacks to identified students. Faith-based partners provide school supplies.

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Opportunities to discuss progress of child	Parent Conferences are held as scheduled by the district and are scheduled by teachers and through the office at parental request. Parents also have each teacher's e-mail address. Some also communicate by private messages on Class Dojo.
Reading intervention programs	Orton Gillingham, Foundations, Rewards, Edmark intervention program materials
Identification of student areas of need	KRA was given in August. Formative Assessments are given regularly.
Opportunity to address student educational needs	ICT and data analysis meetings provide opportunities to address students' needs.
Drug awareness	D.A.R.E. Program is done in grade 5.
Math intervention program	Think Through Math, a computer based math program, evaluates student concept attainment and plans a pathway for each child. This program is only provided in Title I schoolwide schools for students in grades 3-5. Morning math support in computer lab.
Assistance to families of young children	Judy Center and the Infants and Toddlers Programs work with the school to assist families of young children.
Resources to support homeless students	Title I funding provides homeless students with financial assistance to enable students to remain in the home school, educational programs, acceptable "social-school" activities as well as Title I-like academic services.
Transportation for foster care students	Title I funding can be utilized to supplement transportation costs in order to help a child placed in foster care to remain in the home

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	school if it is in the child's best interest to do so.
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**COMPONENT NINE  
COORDINATION OF FEDERAL,  
STATE, AND LOCAL PROGRAMS**

The Supervisor of Federal and State Programs meets regularly with the instructional supervisory staff to ensure the coordination and integration of funding. During these staff meetings, personnel assignments, professional development opportunities, budget expenditures, and student assessment are discussed. The Supervisor of Federal and State Programs also completes the Annual Comparability Report.

Additionally, the Elementary Supervisors hold monthly Elementary Council Meetings. The Supervisor of Federal Programs attends these meetings. During these meetings, principals are given an opportunity to express concerns, clarify questions, and are provided with program and budget updates as well as professional development activities.

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Title I funding is utilized to supplement the local funding. Included are the proposed budgets for FY 17.

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**FY 17 Coordination of Funding Sources**

<b>Activity</b>	<b>Title I Funds</b>	<b>Title II Funds</b>	<b>21st Century Learning Centers Grant</b>	<b>Local Funds</b>	<b>Judy Center</b>	<b>Other Funding Source</b>
Professional Development	\$1,158.50					
Extended Day/School Year						
Materials of Instruction	\$10,361.27			\$17,518.00		
Salaries	\$89,659.60					
Parent Involvement	\$2,246.32					
Equipment	\$8,916			\$3,000.00		

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Contracted Expenses						
Consumable				\$4,692.00		
Office				\$2,615.00		

Title I Budget 2016 – 2017

**Instructional Program: \$19,277.27**

**Materials**

**\$7,395.77**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA	Leveled Text kits – Am. Rdg Co.	\$1,750 x 2	\$3,500.00	FARMS Special Ed
Math	Manipulatives for conceptual devpt	\$2,000.00	\$2,000.00	FARMS Special Ed
ELA	Manipulatives for phonics / phonemic awareness activities	\$1,895.77	\$1,895.77	FARMS Special Ed

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**Equipment**

**\$8,916**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Laptops	\$743 x 12	\$8,916.00	FARMS Special Ed

**PIC Materials**

**\$165.50**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Laminating Film	\$165.50	\$165.50	FARMS

**Web-based**

**\$ 2,800**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA/MATH	ScootPad	\$1200	\$1200	FARMS
ELA/MATH	PracTutor	\$600	\$600	FARMS
ELA/MATH	Edmodo Snapshot	\$1000	\$1000	FARMS

**Professional Development: \$1,158.50**

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**Stipends / Substitutes**

**\$1,116**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Intervention Cycle Meetings / Scrolling	\$93.00 x 12	\$1,116.00	FARMS Special Ed

Hourly Stipends: Teaching- \$23.94  
Substitutes: Highly Qualified- \$93.00

Non-Teaching- \$22.62

**Materials**

**\$42.50**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Professional Resources		\$42.50	FARMS Special Ed

**Parent Involvement: \$2,246.32**

**Stipends**

**\$1,431.48**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Back to School Night	20 x \$22.62 x 2	\$904.80	FARMS Special Ed
Parent Involvement	Mighty Math Night	5 x \$23.94 x 2	\$239.40	FARMS Special Ed
Parent Involvement	Early Reading Celebration	6 x \$23.94 x 2	\$287.28	FARMS Special Ed

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Hourly Stipends:

Teaching- \$23.94

Non-Teaching- \$22.62

**Materials** **\$585.84**

**\*Food Allowance – 10% = \$224.62**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	One Book / One School	\$10.00 x 18	\$180.00	FARMS Special Ed
Parent Involvement	Mighty Math Day/Night Materials	\$155.84	\$155.84	FARMS Special Ed
Parent Involvement	Super Science Week Materials	\$100.00	\$100.00	FARMS Special Ed
Parent Involvement	Mighty Math Night / Rdg Celebration Refreshments	\$150.00	\$150.00	FARMS Special Ed

**Subscriptions** **\$229**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Home School Connection	\$229.00	\$229.00	FARMS Special Ed

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**2015-2016 School Improvement Plan Evaluation for Cash Valley**

I. After reviewing the 2014 MSA data, briefly summarize the results in terms of meeting the identified challenges and the effectiveness of the changes as well as the adjustments related to ELA, math, and science.

**ELA**

**Academic Review:** The special education subgroup scores of 68% proficient are below the 2013 targeted AMO of 76.1% and 15 or more percentage points below the aggregate and other subgroups. Mid-year assessments were used to record milestone data for the 2014-2015 school year. The report indicates that only one grade level met the target – 70% or more students score above 70%. Grade 1 – 71%; Grade 2 – 51%; Grade 3 – 6%; Grade 4 – 14%; Grade 5 – 40%. The special education subgroup was monitored in grades 3, 4, and 5. No grade level subgroup met the target.

**Adjustments Related to ELA:**

- Utilized close reading and text dependent questions with high quality reading selections.
- Utilized ELA Cadre suggested resources.
- Used updated PARCC Writing Rubrics.
- Implemented FAME components.
- Used MSDE Formative Assessment Bank.
- Focused on Critical Vocabulary of the Common Core.
- Used scaffold process to increase rigor in reading and writing.

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**Effectiveness of the Changes:**

**Mid-Year ELA Assessment**

Grade	2014-2015 Average	2015-2016 Average	Difference
1	83	76	-7%
2	64	78	+14%
3	39	49	+10%
4	44	49	+5%
5	38	74	+36%

**MATH**

**Academic Review:** The special education subgroup scored 60.7% proficient, below the targeted 2013 AMO of 70.8% and 22 percentage points below all other subgroups and the aggregate score. The aggregate scores have decreased over the past two years from the score of 90.2% in 2012 to 85.9% in 2014.

**Adjustments Related to Math:**

- Increased use of math discourse.
- Utilized web-based programs.
- Math Intervention
- Used FAME components.
- Used Michelle Spiers suggested strategies.
- Continued scrolling.

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- Used real-world math problems.
- Used Engage NY.
- Used scaffold process to increase rigor in math.

**Effectiveness of the Changes:**

**Mid-Year Math Assessment**

Grade	2014-2015 Average	2015-2016 Average	Difference
1	85	81	-4%
2	79	91	+12%
3	49	49	No change
4	62	60	-2%
5	62	44	-18%

**SCIENCE**

**Academic Review:** The FARMS subgroup scored 66.7% proficient in 2014, compared to 88.5% in 2013. The Special Education subgroup scored 455 proficient, substantially lower than all the other subgroups and the aggregate. The aggregate scores decreased from 85.3% proficient in 2013 to 75.8% in 2014.

**Adjustments Related to Science:**

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- Integrated STEM lessons all year.
- Used hands-on activities.
- Increased disciplinary literacy opportunities.
- Used NGSS units.
- Participated in Alt. MSA training

II. **If** you had to address attendance, briefly summarize the results in terms of meeting the identified challenges and the effectiveness of the changes and adjustments.

**ATTENDANCE**

**Data Review:** The Special Education Subgroup scored 92.6% proficient, the Two or More Races Subgroup scored 91.9% proficient, the FARMs Subgroup scored 93.2% proficient, and the 5<sup>th</sup> grade scored 93% proficient. All of these groups were below the target of 94%.

**Adjustments Related to Attendance:**

- Awards
- Class Trophy
- Monitored documentation of absences of medically fragile students.
- Daily attendance calls
- Guidance lessons

**Effectiveness of the Changes:**

III. Evaluate the 2014-2015 Parent Involvement Plan in the following table.

**PARENT INVOLVEMENT**

Title I Requirements	Discuss the Overall Success of the Plan
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<p><b>I – Shared Decision Making</b></p> <ul style="list-style-type: none"> <li>• The school improvement plan is developed with input from parents.</li> <li>• The school improvement plan is available for parent review and input at any time.</li> <li>• The parent involvement plan is developed with input from parents.</li> <li>• This plan is distributed to all parents.</li> </ul>	<p>Leadership team meetings were held monthly. Whitney Cornwell was the parent member of the team and gave input in developing the school improvement plan.</p> <p>The School Improvement Plan was posted on the school web page and a hard copy was available in office. A snapshot of the plan was included in a December principal newsletter. All forms of the plan encouraged review and input from parents.</p> <p>Leadership and Family Involvement Teams, including parent members and using evaluations from last year’s parent events, helped develop the parent involvement plan. Spring meeting was held April 27<sup>th</sup>, 2016.</p> <p>A brochure highlighting key points of the parent involvement plan was sent home with all students.</p>
<ul style="list-style-type: none"> <li>• Parents are involved in the decisions regarding the spending of the parent involvement funds.</li> </ul>	<p>Leadership and Family Involvement Teams, including parent members and using data from last year’s parent events, helped develop the parent involvement plan and make decisions regarding the spending of the parent involvement funds. Spring meeting was held April 27<sup>th</sup>, 2016, and parents voted on the spending of the 1% Parent Involvement Reservation for next year. (Cash Valley was not a Title I school last year.)</p>

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<ul style="list-style-type: none"> <li>• With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.</li> </ul>	<p>Leadership and Family Involvement Teams, including parent members and using data from last year's parent events, helped develop the parent involvement plan and develop a Home-School Compact. Spring meeting was held April 27<sup>th</sup>, 2016, and the Home-School Compact was reviewed and updated for next year. (Cash Valley was not a Title I school last year.)</p>
<p><b>II Annual Meeting</b></p> <ul style="list-style-type: none"> <li>• Schools hold parent meetings at least annually to inform parents of the school's role in implementing Title I, the parents' rights, and ways the school will provide for parental involvement.</li> </ul>	<p>Back to School Night was held on August 20, 2015, and 109 adults attended. The Title I informative powerpoint was presented. It included information on informing parents of the school's role in implementing Title I, the parents' rights, and ways the school will provide for parental involvement.</p>
<p><b>III Building Parental Capacity</b></p> <p>1.) Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments.</p>	<p>Writing with Dads was held on Friday, November 12, 2015, and 121 adults attended.</p> <p>PARCC Meeting was held on December 21, 2015 to support parents in interpreting the student reports.</p> <p>Math with Moms was held on Friday, January 22, 2016, and 126 adults attended.</p> <p>Parent Conference Day was held on October 1, 2015, and 157 adults attended. 174 adults attended the Parent Conference Days held on February 24<sup>th</sup> and 25<sup>th</sup>, 2016.</p> <p>5<sup>th</sup> grade science day was held on March 10, 2015, and 15 adults</p>

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	<p>attended.</p> <p>One School. One Book. parent activity, Tues., April 12, 2016</p>
2.) Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	<p>Volunteer Training Sessions/Workshops were held weekly, on Mondays, by the parent involvement coordinator (when there was a PIC in place). 1-3 volunteers attended sessions.</p> <p>Writing with Dads was held on Friday, November 12, 2015, and 121 adults attended.</p> <p>Math with Moms was held on Friday, January 22, 2016, and 126 adults attended.</p> <p>Outdoor School informational meeting was held for grade 4 parents on Wednesday, May 11, 2016.</p>
3.) Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	<p>Volunteer Training Sessions/Workshops were held weekly, on Mondays, by the parent involvement coordinator (when there was a PIC in place).</p> <p>Writing with Dads was held on Friday, November 12, 2015, and 121 adults attended.</p> <p>Math with Moms was held on Friday, January 22, 2016, and 126 adults attended.</p>
4.) Educate school personnel on how to work with parents as equal partners in their child's education.	<p>The Title I Mid-Year Parent Survey was distributed, and 108 surveys were completed and returned. The summary of survey results was shared at a Leadership Meeting on Friday, March 11, 2016.</p>

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	<p>Parent Evaluations were offered after Math with Mom and Writing with Dads. Summaries of parent evaluations were shared at Family Involvement Team Meetings.</p> <p>Parent Conference Day was held on October 1, 2015, and 157 adults attended. 174 adults attended the Parent Conference Days held on February 24<sup>th</sup> and 25<sup>th</sup>, 2016.</p> <p>Title I Parent Interests Surveys were sent home in April. 58 surveys were completed and returned. Names and phone numbers of parents interested in helping plan parent involvement activities for 2016-2017 were contacted by phone call from the principal and invited to the spring Title I meeting. The summary of surveys was shared at a Leadership Meeting.</p>
<p>5) Coordinate and integrate programs to increase parent involvement such as the Judy Center, and other community resources like the Health Dept., Library, 21<sup>st</sup> Century Afterschool Program, etc.</p>	<ul style="list-style-type: none"> <li>• LaVale Baptist Church: Christmas Giving</li> <li>• Health Department Flu Vaccine Clinic in December and Dental Sealants.</li> <li>• Hooley Plunge was held March 5, 2016, and students and staff collected donations and formed a team. The members participated in the plunge. Donations benefit Special Olympics, etc.</li> <li>• Head Start</li> <li>• The YMCA</li> <li>• The school collect non-perishable food items for the Union Rescue Mission.</li> <li>• Allegany County Task Force on Child Abuse and Neglect, Inc. presented Personal Body Safety lessons in grade levels.</li> <li>• Frostburg State University: STEM Festival, May 7, 2016,</li> </ul>

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	Performing Arts (ongoing)
6.) Ensure information is presented in a format and/or language parents can understand.	Welcome Sign in several languages.
7.) Provide full opportunities for participation of parents of students from diverse backgrounds.	Transportation was offered to Title I Family Math Night on January 12, 2016.
<b>IV Review the Effectiveness</b> <ul style="list-style-type: none"> <li>The effectiveness of the school's parental involvement activities will be reviewed.</li> </ul>	Parent evaluations were offered after all parent activities, and summaries of the evaluations were shared at Family Involvement Team Meetings and/or Leadership Team Meetings. Spring meeting was held on April 27 <sup>th</sup> , 2016. Parents provided input on ACPS and Cash Valley's Parent Involvement Plans.
<b>V. Mid-Atlantic Equity Consortium (MAEC)</b> <ul style="list-style-type: none"> <li>The school will inform parents about the existence of the Mid-Atlantic Equity Consortium. <a href="http://www.maec.org">www.maec.org</a></li> </ul>	Information was posted on bulletin board, presented in powerpoint at Back to School Night and was offered in monthly principal newsletters.
<b>IV. Joyce Epstein's Third Type of Parent Involvement</b> <ul style="list-style-type: none"> <li>Volunteering</li> </ul>	Volunteer Training Sessions/Workshops were held weekly, on Mondays, by the parent involvement coordinator. There was an increase in the number of parent volunteers this school year. 1-3 parent volunteers participated each week.

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2016 – 2017 School Improvement Plan**