

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

SCHOOL: Cash Valley Elementary

PRINCIPAL: Jacqueline Enright

SCHOOL PROGRESS INDEX: 1.0728

(Please Check)	STRAND	2014 Criteria
	1	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Minimal subgroups missing AMOs
x	2	<ul style="list-style-type: none"> ➤ Meets academic standards ➤ Some subgroups missing AMOs
	3	<ul style="list-style-type: none"> ➤ Minimally meets or does not meet academic standards ➤ Multiple groups missing AMOs
	4	<ul style="list-style-type: none"> ➤ Usually does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed
	5	<ul style="list-style-type: none"> ➤ Does not meet academic standards ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed

Are you a Title I school? ☒ Yes ☐ No

Have you ever been a Blue Ribbon School? ☐ Yes ☒ No

Are you a High Poverty School? ☐ Yes ☒ No

Please check if your school is identified in one of the Title I categories.

(Please check)	Category	Description
x	Reward	<ul style="list-style-type: none"> ➤ Meets and/or exceeds academic standards ➤ Closing the achievement gap
	Focus	<ul style="list-style-type: none"> ➤ Need to focus on subgroups not meeting AMOs ➤ Need to focus on the gap in subgroup performance
	Priority	<ul style="list-style-type: none"> ➤ Multiple subgroups missing AMOs ➤ Systemic whole school reform may be needed

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II. SCHOOL DEMOGRAPHICS

A. Staff Demographics

STAFF DATA 2015-2016 School Year

Table 1

School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		25	25
Itinerant staff	17		17
Paraprofessionals	3	19	22
Support Staff	1	3	4
Other	6	7	13
Total Staff	27	56	83

Table 2

Under each year, indicate the number or percent as indicated of individual in each category.	2015 – 2016 Official Data	2014 – 2015 Official Data	2013 – 2014 Official Data	2012 – 2013 Official Data
Percentage of faculty who are:				
• Highly qualified to teach in assigned area(s)	100%	100%	100%	100%
• Not highly qualified to teach in assigned area(s)	0	0	0	0
For those not highly qualified, list name, grade level course	--	--	--	--
Number of years principal has been in the building	8	7	6	5
Teacher Average Daily Attendance		94.7%	96.5%	93.8%

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B. Student Demographics

Table 3

SUBGROUP DATA

Data from prior year's SIP

	2015 – 2016	2014 – 2015	2013-2014
	TOTAL	TOTAL	TOTAL
<u>American Indian/Alaskan Native</u>	≤ 10	≤ 10	NA
<u>Hawaiian/Pacific Islander</u>	≤ 10	≤ 10	≤ 10
<u>African American</u>	34	38	≤ 10
<u>White</u>	293	296	289
<u>Asian</u>	≤ 10	≤ 10	≤ 10
Two or More Races	24	24	19
Special Education	73	86	91
LEP	NA	NA	NA
Males	185	175	173
Females	125	138	147
Total Enrollment (Males + Females)	310	313	320

Percentage of student eligible for Free and Reduced Meals as of **October 31, 2014:** **61.41%**

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C. Special Education Data 2015-2016 School Year

Table 4

Disability	TOTAL
01 Intellectual Disability	11
02 Hard of Hearing	0
03 Deaf	0
04 Speech/Language Impaired	16
05 Visual Impairment	0
06 Emotional Disturbance	≤ 10
07 Orthopedic Impairment	0
08 Other Health Impaired	12
09 Specific Learning Disability	≤ 10
10 Multiple Disabilities	≤ 10
12 Deaf-Blindness	0
13 Traumatic Brain Injury	≤ 10
14 Autism	≤ 10
15 Developmental Delay	12

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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 students, staff and parents 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.

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 ready to learn. 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. The comprehensiveness of our plan has led to decreased numbers of office discipline referrals as evidenced in the following data:

- There were a total of 37 referrals for 2014-2015, compared to 52 referrals in 2013-2014.
- Out of 313 students, 21 had office referrals for 2014-2015, compared to 24 students out of 320 students in 2013-2014.

In addition, we are implementing a multi-tiered systems approach. 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.

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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.

Table 5

UDL Principle/Mode	Representation – Process
<i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i>	Use of Discovery Ed, LearnZillion, Achievethecore, Connect Ed to provide auditory and visual information connected to the text or content. 1.2 Offer alternatives for auditory information 1.3 Offer alternatives for visual information 2.5 Illustrate through multiple media 3.1 Activate or supply background knowledge 3.3 Guide information processing Display targeted vocabulary in various ways throughout the school, Use chants, illustrations, and charts to teach and reinforce meanings. 2.1 Clarify vocabulary and symbols 2.5 Illustrate through multiple media 3.3 Guide information processing, visualization, and manipulation 3.4 Maximize transfer and generalization
<i>Means of Action and Expression: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- Product
	Student access to and use of SMART tables, SMART boards, iPads, laptops in daily instruction, small group work, and individualized tasks. 4.2 Optimize access to tools and assistive technologies 5.1 Use multimedia for communication 5.2 Use multiple tools for construction and composition

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Means for Engagement: <i>tap into learners interests, challenge them appropriately, and motive them to learn.</i>	Multiple Options for Engagement
	<p>Use of Focus Walls to display key concepts, objectives, essential questions, vocabulary related to the big ideas of the unit/lessons. Inform discussion related to student understanding of objectives and concepts.</p> <ul style="list-style-type: none">8.1 Heighten salience of goals and objectives9.1 Promote expectations and beliefs that optimize motivation <p>Use of formative practices (learning progressions, learning goals and success criteria, analysis of work samples, peer assessment, descriptive feedback techniques, building electronic portfolios with student samples)</p> <ul style="list-style-type: none">7.2 Optimize relevance, value, and authenticity7.3 Minimize threats and distractions8.3 Foster collaboration and community9.3 Develop self-assessment and reflection

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V. PROGRESS TOWARD MEETING ACADEMIC TARGETS

With greater accountability on learning and achievement, it is clear that we have to explore practices to effectively improve student achievement. As part of the 2015 2016 School Improvement Five Year Comprehensive School Improvement Plan, schools are required to analyze their historical academic State and local assessment data and their implementation of goals, objectives and strategies and/or evidence-based practices to determine their effect on student achievement and classroom practices, for all subgroups and specialized populations. Please use the 2012, 2013, 2014 Maryland School Assessment (MSA), 2014 High School Assessment (HSA), formative local assessment data, and/or other standardized research based data to respond to the following questions.

A. Reading/ELA Data Overview

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

Short Term Goal: To reduce the percent of non-proficient students for each subgroup and overall by half in six years (2017).

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

No Data due to PARCC ELA Field Test

Academic Data Review

1. In a review of your historical academic data (MSA, HSA, and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement. Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your school-wide thinking.
 - The Special Ed 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 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 3,4,5. No grade level subgroup met the target.

Formative assessment will be used to monitor student progress, identify areas of need, and guide classroom instruction. It will also allow us to identify student gaps and guide planning for gap reduction and growth. We use formative assessment practices from the FAME modules to provide ongoing feedback and engage students in their educational decision making and goal setting.

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Strategies/Practices:

- Utilize close reading protocol and text dependent questions with Treasures story selections/ConnectEd resources, StoryWorks articles, Maryland ELA unit selections, trade books, Super Science articles, ELA News selections, ScootPad, and ReadWorks selections.
- Utilize district-level resources explored during ELA Cadre. The focus will be on purposeful ELA instruction. Resources include 6+1 Writing Traits, Scholastic Magazine (PreK-5), MSDE Online Instructional Tool-Kit (Blackboard), and Discovery Education.
- Use updated PARCC Writing Rubrics
- Participate in PLC meetings to review the implementation of FAME components including learning goals, learning progressions, and success criteria as part of daily instruction. Items from the MSDE Formative Assessment Bank (Measured Progress) will be used for classroom instruction.
- Implement plan for school-wide focus on the Critical Vocabulary of the Common Core.
- Use a scaffolding process to increase rigor of instructional reading and writing activities for students in structured learning environment classrooms. Use resources such as NCSC to guide scaffolding.

Moving Forward

- As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next several years to address and support students' needs to ensure improved students achievement.
 - By reviewing historical academic data, such as previous MSA scores, mid-year assessments, DIBELS data, and benchmarks, we will be able to identify students who may require additional support and target standards for instructional focus.
 - Title I funds will support:
 - Supplemental materials to enhance reading instruction (\$2,500)
 - Books to build the Accelerated Reader Library (\$924.42)
 - 2 Projectors (\$1,000)
 - TV for PD room (\$1,298.00)
 - Materials for volunteer workshops which support instruction(\$245.42)
 - Laminating Film (\$200)
 - On-line subscriptions to ScootPad, Edmodo Snapshot, and Practutor (\$4,446.67)
 - Scrolling/Curriculum Planning (\$1,116.00)

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- Critical Vocabulary book (\$168)

- Describe your school’s process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners’ needs, and are on track to achieve identified outcomes.
 - Teacher led Instructional Rounds
 - Administrative Walkthroughs
 - FAME Module implementation
 - Reports from web-based programs to analyze success with specific standards
 - On-going scrolling of CCRS to create a cohesive curriculum
 - FIT and FIA
 - 3 Ring Electronic Portfolios
 - PLCs – use structures to discuss/implement instructional strategies and ensure consistent application
 - Grade level team planning meetings

- Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.
 - The FIA will be conducted twice per year (Oct. and May) *Funded through SWIFT
 - The FIT will be conducted one time during the year (spring) *Funded through SWIFT
 - Use of reading resources (Sept.-May) *Funded through district and school
 - PARCC Writing Rubrics (Oct.) *No funding required
 - PLC/FAME (Oct.-May) *No funding required
 - Cadre participation (intermediate—Sept.-Dec./primary—Jan.-April) *Funded by the district
 - Scrolling (Aug. –June) *Funded through Title II
 - Edmodo Snapshot and Scootpad (Aug. – June) *Funded by school

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B. Mathematics – Proficiency Data (Elementary, Middle and High Schools)

Table 9 : Mathematics MSA Results									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	117	100	85.9	137	116	84.7	122	110	90.2
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American									
Native Hawaiian or Other Pacific Islander									
White	106	89	84	124	105	84.7	113	102	90.3
Two or more races									
Special Education	28	17	60.7	55	41	74.5	43	34	79.1
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	57	47	82.5	72	59	81.9	61	51	83.6

Academic Data Review

In a review of your historical academic data (MSA, HSA, and formative local assessment, and/or other standardized research based data), identify what you see as priority in terms of student achievement. Identify strategies that will promote gap reduction and growth. Describe how formative local assessments inform your school-wide thinking.

- The Special Ed. 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

Formative assessment will be used to monitor student progress, identify areas of need, and guide classroom instruction. It will also allow us to identify student gaps and guide planning for gap reduction and growth. We use formative assessment practices from the FAME modules to provide ongoing feedback and engage students in their educational decision making and goal setting.

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Strategies and Practices:

- Increase use of quality math discourse and vocabulary by engaging students in structured math talks.
- Utilize web based programs – Reflex Math, Scootpad, Edmodo Snapshot, Practutor which are aligned to CCRS
- Investigate and use a structured process for math intervention
- Implement the FAME components in instruction
- Math Solution professional development to guide our instruction and learning progressions
- Ongoing scrolling to ensure cohesiveness of standards and integrated instruction
- DynaMath magazine – practice with real life math problems
- Use Engage NY to support rigorous instruction of standards
- Use a scaffolding process to increase rigor of instructional reading and writing activities for students in structured learning environment classrooms. Use resources such as NCSC to guide scaffolding.

Moving Forward

As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next several years to address and support students' needs to ensure improved students achievement.

- By reviewing historical academic data, such as previous MSA scores, mid-year assessments, and benchmarks, we will be able to identify students who may require additional support and target standards for instructional focus.
- Title I funds will support:
 - Supplemental materials to enhance math instruction ((\$2,500)
 - Data Meetings (\$372.00)
 - Formative Assessment (\$384)
 - PD Materials (\$60)
 - Title I Conference (\$1,800)

1. Describe your school's process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes.

- Teacher led Instructional Rounds
- Administrative Walkthroughs
- FAME Module implementation
- Consistency of Number Talks and vocabulary instruction per Math Solutions training

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- Reports from web-based programs to analyze specific standards
- On-going scrolling of CCRS to ensure a cohesive curriculum
- FIT and FIA
- 3 Ring Electronic Portfolios
- PLCs - use structures to discuss/implement instructional strategies and ensure consistent application
- Grade level team planning

2. Include a discussion of funding targeted to the changes or adjustments made to ensure sufficient progress, and incorporate timelines where appropriate.

- Math Solutions – Funded by the district– October – May
- Scrolling – Funded by Title II – August – Sept.
- Reflex Math – School based local funding – October to June
- Scootpad – School based funding – August – June
- Edmodo Snapshot – School based funding – Aug – June
- Dynamath – School based funding – Aug – June
- SWIFT PLI – Funded by SWIFT – Nov. – Jan – April
- 3 Ring Binder – Funded by FAME Grant– Sept - June

C. Science

Table 12: Maryland School Assessment Performance Results – Science MSA (Biology)									
Subgroup	All Students								
	2014			2013			2012		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	33	25	75.8	34	29	85.3	39	32	82.1
Hispanic/Latino of any race									
American Indian or Alaska Native									
Asian									
Black or African American									
Native Hawaiian or Other Pacific Islander									
White	31	23	74.2	30	26	86.7	35	31	88.6
Two or more races									

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Special Education	11	5	45.5						
Limited English Proficient (LEP)									
Free/Reduced Meals (FARMS)	15	10	66.7	16	14	87.5	21	15	71.4

1. Based on available data, describe the challenges in Science (Biology). In your response, identify challenges in terms of subgroups.
 - The FARMS subgroup scored 66.7% proficient in 2014, compared to 88.5% in 2013.
 - The Special Ed. Subgroup scored 45% 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.

Formative assessment will be used to monitor student progress, identify areas of need, and guide classroom instruction. It will also allow us to identify student gaps and guide planning for gap reduction and growth. We use formative assessment practices from the FAME modules to provide ongoing feedback and engage students in their educational decision making and goal setting.

Strategies/Practices:

- Integration of STEM lessons throughout the year
- Incorporate hands on science labs and activities, including focus on those completed during Outdoor School, Mobile Science Lab, Traveling Science Program, Piers, Appalachian Lab Environmental lessons, Rocky Gap field trips, Trout in the Classroom, virtual labs from Discovery Ed.
- Increase disciplinary literacy activities with text dependent questions using Super Science magazine, Finish Line, and science based text resources from Discovery Education, ELA News, ReadWorks.org, Scholastic News magazines.
- Grades k,1,2 use NGSS curricular units developed by ACPS to align instruction with new science standards.
- Participate in Alt. MSA Science training for teachers of SLE classrooms to guide teachers in choosing objectives and activities for student portfolios.

Moving Forward

As you move forward to the new Partnership for Assessment of Readiness for College and Careers (PARCC) summative assessment program, describe how the review of your historical academic data will inform your decision making over the next several years to

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address and support students' needs to ensure improved students achievement.

- By reviewing historical academic data, such as previous MSA scores, mid-year assessments, Reflex data, and benchmarks, we will be able to identify students who may require additional support and target standards for instructional focus.

Describe your school's process to ensure successful implementation of major strategies and/or evidence-based practices to determine if they are implemented with fidelity to meet learners' needs, and are on track to achieve identified outcomes.

- Teacher led Instructional Rounds
 - Administrative Walkthroughs
 - FAME Module Implementation
 - On-going scrolling of CCSS to ensure a cohesive curriculum
 - Grade Level Team Planning
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.
- Discovery Education – District Funding – August through June
 - Super Science magazine – School based Funding – August through June
 - Story Works magazine – School based Funding – August through June
 - Scholastic News magazines – District Funding – August through June
 - Trout in the Classroom Grant – 5th Grade only – DNR Funding – November through May
 - Traveling Science Program – School Based Funding-March 9th
 - Mobile Science Lab – School Based Funding – PTO funded
 - Grade 5 Outdoor School – District Funding – October
 - PIERS lessons – September through April
 - Integration of STEM lessons throughout the school year
 - Incorporate hands on science labs throughout the school year
 - Rocky Gap Outdoor Experience – 4th Grade only – May – June

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VI. EARLY LEARNING

Based on the examination of the 2014-2015 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 data shows that less than 10 students were at Emerging Readiness and 12 were Approaching Readiness. In an effort to address the needs of these students, differentiated instruction, flexible grouping, and UDL strategies are used by staff. Individual student plans are created for identified students. Intervention effectiveness data is collected using formative and summative assessments, monitored, and reviewed during intervention cycle meetings.

- 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”.**

Cash Valley Elementary houses a private daycare which has before and after care as well as two half-day early childhood programs. Students in pre-k can attend the daycare program the other half of their day. The Head Start program offers a wrap-around program as well. Collaboration exists between the school and the other early childhood programs to ensure students have opportunity for a range of services and programs. Additionally, staff members from all programs collaborate during articulation meetings in the spring to review student progress and identify students who may need extra support. This year, Cash Valley added a 3 year old program in an effort to positively impact future students, give students with special needs an inclusive experience, and provide an additional early learning opportunity.

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VII. SPI (SCHOOL PROGRESS INDEX) – Use 2014 SPI Data – which is 2013 Data for Elementary and Middle Schools

The 2014 (2013) School Progress Index is 1.0728

This SPI places our school in Strand 2

- A. Achievement – Elementary, Middle and High** The Achievement Contribution Value represents your school's performance on the MSA, Alt MSA and HSA in meeting Math, Reading and Science proficient and advanced levels relative to the school's targets.

Table 17

2013 Achievement Calculation	Math (MSA or Algebra/Data Analysis)	Reading (MSA or English 2)	Science (MSA or Biology)	Combined Indicator
% of students who scored Advanced or Proficient	84.67	86.86	87.18	
2013 Achievement AMOs	88.56	89.92	72.47	
Measure Progress Scale Values	.9560	.9660	1.2030	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	.3187	.3220	.4010	
Achievement Contribution Value				.3125

List any content area where the Measure Progress Scale Value is less than 1. Reading and Math
Any content area listed should be addressed in the AMO Progress section of the plan.

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- B. Gap Reduction – Elementary, Middle** The Gap Reduction is defined as a decrease in the performance gap between the highest-achieving subgroup and the lowest-achieving subgroup by content area. The gap percent for each school and content area is calculated using the combined result of Alt-MSA and MSA for elementary and middle.

Table 18

2013 Gap Reduction Calculation	Math	Reading	Science	Combined Indicator
2013 Highest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	White 92.86%	White 93.75%	White 91.18%	
2013 Lowest Performing Subgroup and the % of Students who Scored Adv. Or Proficient	Special Ed. 84.91%	Special Ed. 86.79%	FARMS 85.0%	
This Year's Gap (complement)	92.05	93.04	93.82	
2013 Gap Reduction AMO (complement)	74.48	95.62	64.33	
Measure Progress Scale Values	1.2358	0.9731	1.4585	
Proportional Significance	33.33%	33.33%	33.33%	
Measure Contribution	0.4119	0.3244	0.4862	
Gap Reduction Value				0.4890

List any content area where the Measure Progress Scale Value is less than 1. Reading
Any area listed should be addressed in the AMO Progress section of the plan.

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- C. Student Growth – Elementary and Middle Schools Only** Student Growth is defined as the progress a student makes from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school for the following measures: Mathematics Proficiency (MSA Math) and Reading Proficiency (MSA Reading)

Table 20

2013 Student Growth Calculation	Math	Reading	Combined Indicator
2013 Growth Rate	64.47%	83.78%	
2013 Growth AMO	74.44%	88.89%	
Measure Progress Scale Values	.8661	.9426	
Proportional Significance	50%	50%	
Measure Contribution	.4330	.4713	
Growth Contribution Value			.2713

List any content area where the Measure Progress Scale Value is less than 1. Math and Reading
Any content area listed should be addressed in the AMO Progress section of the plan.

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VIII. ATTENDANCE – Elementary and Middle Schools Data

Table 22: School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	≥95	Y
Grade 1	≥95	Y
Grade 2	94.6	Y
Grade 3	≥95	Y
Grade 4	≥95	Y
Grade 5	93.2	N

Table 23: Attendance Rate	All Students				
Subgroups – School Level Data	94%	90%*	94%	94%	94%
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
All Students			94.9	≥95	≥95
Hispanic/Latino of any race					
American Indian or Alaska Native					
Asian					
Black or African American					
Native Hawaiian or Other Pacific Islander					
White			94.9	≥95	≥95
Two or more races			≥95	93.5	93
Special Education			92.4	93.4	93.3
Limited English Proficient (LEP)					
Free/Reduced Meals (FARMS)			94.3	94.3	94.1

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1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.
 - a. The Special Ed. Subgroup scored 92.6% proficient, below the target of 94%.
 - b. The Two or more races Subgroup scored 91.9% proficient, below the target of 94%.
 - c. The Free/Reduced Meals Subgroup scored 93.2% proficient, below the target of 94%.
 - d. The 5th grade scored 93% proficient, below the target of 94%.
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
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. Last year, we had several students with special needs who had an abundance of absences due to medical issues. Those students' designations overlap into the other subgroups. One of the major changes is that calls are made daily to parents of any child absent. We also try to be proactive in finding out about surgeries for students and making calls regarding return to school timelines.

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IX. 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.

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

a. How many students were identified as habitual truants?

Less than 10 students were identified

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

- The number of identified habitual truants is low due to clarification of expectations for parents providing written notes to excuse absences.
- The Pupil Service Team conducts meetings with parents whose students have been identified as beginning a trend of excessive absences. Action plans are created with the parent and monitored by the team.
- Counselor contact with parents regarding absences has proven effective in getting notes and reducing absences. Parent use of email to communicate absence reasons with the counselor has increased.

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XI. SCHOOL SAFETY – SUSPENSIONS

Suspension – In school and out of school suspensions

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

Examine the number of in school and out of school suspensions for the 2013-2014 and 2014-2015 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.

2013-2014 Less than 10 students for suspensions and bullying

2014-2015 Less than 10 students for suspensions and bullying

To decrease the number of suspensions, the following steps will be taken:

- Increase the number of students in Check in / Check Out
- Increase documentation of progress for students in Tier II intervention (Check in/Checkout)
- Plan for Tier III interventions by having consistent monthly meetings to create behavior plans and monitor effectiveness.

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XII. 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.

Cash Valley is in year 9 of implementing the Positive Behavioral Interventions and Support (PBIS) model. This past year the school was awarded gold level achievement status for implementation of the program. Strategies to support and improve implementation include:

- Implement classroom behavior management systems in alignment with the overall PBIS plan.
- Monitor the number of Peace Tickets rewarded to students and post for staff, with reminder to ensure all students are “caught” showing positive behaviors.
- Implement a daily bus program in which students earn points. As part of the program, provide weekly review of bus expectations.
- Continue recognizing students by sending letters home, posting their photos, and rewarding them with a peace token.
- Review behavioral expectations in all settings on the announcements during Booster weeks.
- Provide a pamphlet explaining our PBIS program and post on the school website.
- Communicate information regarding PBIS activities in school newsletters.
- Schedule Booster Activities throughout the year based on previous data of monthly referral rates.
- Implement Check-in / Check-out and document progress of individual students.

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XIII. PRINCIPAL'S SLOs

PRINCIPAL SLO 1

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

Math Content Focus – Students in grades 4
Number and Operations - Fractions

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

ACPS benchmark data, data reports for specific standards from web based programs (Edmodo Snapshot, ScootPad, Practutor)

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

Cash Valley is using a comprehensive approach to address math needs of students across grades. Teachers are participating in Math Solutions training to implement research based instructional strategies, formative practices from the FAME modules are being focused on with math content, teachers are piloting use of 3 Ring to capture pictures and videos of student work / activities and provide feedback to students, teachers are using a variety of web based resources to address UDL principles, and PLC meetings are being held monthly to discuss implementation of strategies and ensure consistency across grades.

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

A post assessment created by teachers / or ACPS benchmarks will be used to determine student success with the targeted standards. Progress will be monitored throughout the SLO timeframe using data reports from web based programs and unit assessments.

PRINCIPAL SLO 2

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

Math Content Focus – Students in grades 1 and 2
Number and Operations in Base Ten

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

Fluency practice reports, unit assessments, ACPS benchmark data

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

Cash Valley is using a comprehensive approach to address math needs of students across grades. Teachers are participating in Math Solutions training to implement research based instructional strategies, formative practices from the FAME modules are being focused on with math content, teachers are piloting use of 3 Ring to capture pictures and videos of student work / activities and provide feedback to students, teachers are using a variety of web

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based resources to address UDL principles, and PLC meetings are being held monthly to discuss implementation of strategies and ensure consistency across grades.

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

A post assessment targeting the specific standards (teacher created or ACPS benchmark) will be used to measure student growth. Progress will be monitored using reports from web-based programs and unit assessments.

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XIV. TITLE I PARENT INVOLVEMENT

Parent/Community Involvement Needs

Describe 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 was not a Title I school in the 2014-2015 school year; however, we maintained a strong parent involvement program.

Highlights included capacity building activities such as:

- Back to School Night
- Pre-K/Kindergarten Orientation
- Parent Conference Days
- UDL with Moms
- Talking' Math with Dads
- Family Book Club
- STEM Day

Programs to make families feel welcome included:

- Grandparents' Day
- Patriotic Program
- Winter Program
- End of the Year Fun Fair

Opportunities for parents to volunteer included:

- Membership on the Leadership Team (HPLT)
- Classroom volunteers
- Field Trip chaperones
- Grade 5 outdoor school volunteers
- Fun Fair

Emphasized methods of communication included:

- Home-school compacts
- Communication folders
- Assignment notebooks
- School web page

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- School Messenger system
- Monthly newsletters

Parents provided input:

- SWIFT surveys
- HPLT meetings
- Parent involvement surveys

Parent Advisory/ Title I Parent Committee 2015 – 2016

Name	Grade Level Representation	Position
Whitney Cornwell	Four	PAC Representative
Jessica Wagoner	Pre-K	PAC Alternate
Michael Llewellyn	Pre-k	Parent
Samantha Hyatt	three	Parent
Jennifer Rinker	two	Parent
Danielle Willetts	one	Parent
Jill Fradiska	Kindergarten	Parent
Ayden Leith	fifth	
Jennifer Bratton		Parent Involvement Coordinator
Tiffanie Hardman	Pre-k	Teacher, Chair Family Inv. Team

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Amy Eber	one	teacher
Dave Buskirk	five	teacher
Chris Sibley	K	teacher
Beth Schram	Pre-K	teacher
Dennis Loar		teacher
Beth Green		teacher
Robin Fochtman		teacher
Tina Tysinger		speech teacher
Shannon Pennington		teacher
Eileen McCann	four	teacher
Tim Murphy		counselor
Peggy Bass		Instructional assistant

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 Elementary School's PARENT INVOLVEMENT PLAN

Expectations

As a school-wide Title I school, Cash Valley's 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 school-wide 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

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

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 2014-2015.

Action Plan

Title I Requirements	Description of Activities/ Actions/ Initiatives	Date(s)	Whom should you contact for more information?
I. Shared Decision Making ♦ The school improvement plan is developed with input from parents. ♦ The school improvement plan is available for parent review and input at any time. ♦ The parent involvement plan is	Parent representatives on our 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 Technical Assistance Team.	10/2015	Jackie Enright, Principal
	A synopsis of the school improvement plan and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	11/2015	Jackie Enright

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developed with input from parents.	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. 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 plan is submitted to SIT for approval.	9/2015	Jackie Enright
♦ The parent involvement plan is distributed to all parents	A summary of the parent involvement plan is distributed to all families after the Central Office Technical Assistance Team has approved the school improvement plan.	11/2015	Jackie Enright
♦ With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.	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 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 SIT for approval.	5/2016 Parent Conference Day October 2, 2015	Derek Horne, Assistant Principal Jennifer Bratton, Parent Involvement Coordinator
♦ Parents are involved in the decisions regarding the	A committee that includes a least one parent		

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<p>spending of the parent involvement funds.</p>	<p>representative from each grade level will meet in April or May to review the proposed budget. The proposed budget will be reviewed by SIT. In September, parents of all students will have an opportunity to review the budget and provide feedback. Comments will be reviewed and revisions made as needed. The final budget will be submitted to SIT for approval.</p>	<p>5/2016</p>	<p>Derek Horne</p> <p>Jackie Enright</p>
<p>II. Annual Meeting</p> <p>◆ Schools hold parent meetings at least annually to inform parents of the school’s role in implementing Title I, the parent’s rights, and ways the school will provide for parental involvement.</p>	<p>During Back to School Night, parents are provided information regarding Title I and parent involvement activities, as well as opportunities for their input.</p> <p>Budget: \$22.51 x 2 hours x 26 teachers = \$1,170.52</p>	<p>August 20, 2015</p>	<p>Jackie Enright</p>
<p>III. Building Parental Capacity</p> <p>1) Provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards,</p> <p>State and local academic assessments.</p>	<p>The principal presents information regarding achievement on state assessment during Back to School Night. Results are revisited during parent involvement activities.</p> <p>Program information is presented to parents at various times throughout the school year. The</p>	<p>8/2015-5/2016</p> <p>Monthly</p>	<p>Jackie Enright</p> <p>Jackie Enright</p>

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	<p>initial presentation is made by the principal at the Back to School Night where parents are given information about the Title I Program at our school through a PowerPoint presentation. The monthly school newsletter contains short informational articles about various Title I and state standards.</p> <p>PreK and K parent conferences- review school and classroom policies, units of study, and classroom expectations.</p> <p>Publications-Monthly newsletters contain information from each grade level concerning upcoming standards and objectives and Home School Connection.</p> <p>Budget: Colored paper for Newsletters</p> <p>20 reams X \$10 = \$200</p> <p>Budget: Home School Connection Newsletter</p> <p>\$219</p>	<p>August 2015</p> <p>Monthly</p>	<p>Barbara Knight</p> <p>Pre-K and K Teachers</p> <p>Mrs. Enright, Mr. Horne,</p> <p>Mrs. Knight</p>
2) Provide materials and parent trainings/workshops to help parents improve their children's	Writing with Dads- Parents will be educated on		

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academic achievement.	<p>ELA content standards and strategies by participating in a presentation by the county reading specialist and by participating in classroom activities with teachers. Materials, such as blank books, to support parents helping their students at home will be provided.</p> <p>Budget: \$1.95 x 150 books = \$292.00</p>	November 13, 2015	<p>Administrators, Krista Trenum, Classroom Teachers</p>
	<p>Math with Moms- Parents will be educated on math content standards and strategies by participating in a presentation by the county math specialist and by participating in classroom activities with teachers. Materials to support parents helping their students at home will be provided.</p>	January 22, 2016	<p>Administrators, Mandy Schall, Classroom Teachers</p>
	<p>Family Book Club- Families are invited to attend a discussion after</p>		<p>Family Involvement Team,</p>

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	<p>reading a chosen book. Learning activities focused on a specific skill area are included. Parents are provided with the book and a guide to facilitate use of a specific strategy while reading.</p> <p>Budget: \$5.00 x 75 books = \$375.00 Budget: \$58.68 for book club snacks</p> <p>STEM Based / Science Activities Parent, students and staff will have the opportunity to work together during a Super Science Week.</p>		<p>Mrs. Pennington</p> <p>Family Involvement Team</p>
3) Educate school personnel on how to work with parents as equal partners in their child's education.	Title I survey results are shared with staff. The Family Involvement Team bases decisions for activities from the results.	Ongoing	<p>Family Involvement Team</p> <p>Jennifer Bratton, Parent Involvement Coordinator</p>
4) Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., library, 21 st Century After School Program, Head Start, etc.	<ul style="list-style-type: none"> Kids Korner- An MSDE accredited early childhood program that provides services for children ages 3 through 12 at our school to assist families in providing a safe environment for their children to accommodate the needs of working parents. Head Start- Joint registration with Head Start and our school is held so that parents receive information to assist them in arranging child care for the next school year. 	<p>School Year</p> <p>School Year</p>	<p>Jodi Herschberger</p> <p>Jackie Enright</p> <p>Head Start Staff</p>

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	<p>year. Prekindergarten students attend a half day program at our school and go to Head Start for the remainder of the day. Communication regarding schedules throughout the year is maintained. At the end of the school year, teachers from Head Start and our school hold articulation meetings where educational information about each child is shared in order to plan a more effective kindergarten program for the next school year. Head Start-a federally funded program that implements education, health, and parent involvement into a secure, productive environment.</p> <ul style="list-style-type: none"> • Meetings are held with families and Infant and Toddlers Personnel to help transition students into school placements. School policies, guidelines and activities are explained; and parents are encouraged to become active members of the school. • Partners for Success- Parents of special needs children attend meetings to learn about research available to them. 	<p>As Placements Occur</p> <p>Monthly</p>	<p>Jackie Enright</p> <p>Ms. Cowan</p> <p>Regina Fairall</p>
5) Ensure information is presented in a format and /or language parents can understand.	<ul style="list-style-type: none"> • Our home-school communications (Parent friendly Newsletter) contain key points and are free from educational jargon. 	<p>Monthly</p>	<p>Mrs. Enright, Mr. Horne, Mrs. Knight</p>

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	<ul style="list-style-type: none"> • Communication folders are sent home twice a week; once on Tuesday and then again on Fridays. • Assignment notebooks are provided by local businesses for each student - they are filled in nightly for parents to read, review, and sign. • Evening events are presented in a casual and informal setting. • Our school website is user friendly and attractive to parents. 	<p>Twice Weekly</p> <p>Daily</p> <p>Monthly</p> <p>Ongoing</p>	<p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Mrs. Enright, Mr. Horne</p> <p>Mrs. Enright, Mr. Horne</p>
6) Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent involvement opportunities	<ul style="list-style-type: none"> • Pupil Service Team assists students and families with a variety of services ranging from enrollment coordination, records review, custody, 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. 	<p>Weekly</p> <p>As Needed</p>	<p>Mrs. Enright, Pupil Services Team</p> <p>Mrs. Enright, Jennifer Bratton, PIC</p>
IV. Review the Effectiveness <p>♦ The effectiveness of the school's parental involvement activities will be reviewed.</p>	After each parent involvement activity, parents are requested to complete an evaluation. Data is used to plan future events.	Ongoing	Mrs. Enright, Mr. Horne, Mrs. Bratton, PIC

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	The Title I Parent Survey is used to determine the involvement needs/requests of parents. This information is used to not only evaluate the plan, but also to develop activities for the upcoming year.	February 2016, April 2016	Mrs. Enright, Mr. Horne, Mrs. Bratton, PIC
V. Mid Atlantic Equity Consortium, (MAEC) ♦ The school will inform parents about the existence of the Mid Atlantic Equity Consortium, Inc. www.maec.org	<ul style="list-style-type: none"> • Mid-Atlantic Equity Consortium, Inc. information shared with parents using the school system's website as well as school newsletter. • Notes are posted on the parent boards located in the school office and outside the counselor's office. • Information is often placed in the monthly school newsletter. • Title I Meeting PowerPoint presentation- • Parents will view a Title I Parent PowerPoint which includes resources such as the MAEC. 	Ongoing Monthly August 2015	Administration, Guidance Counselor
IV. Joyce Epstein's Third Type of Parent Involvement ♦ Volunteering	Parents are provided opportunities to volunteer at school: parent workshops, member of School Improvement Team, PBIS, Parent Involvement Team or Superintendent's Parent Advisory Council, Out of School chaperone, Reading Buddies, Scholastic Book Club, small group helper, bulletin board assistant, Career Day presenter, assist with class activities.	Ongoing Monday workshops	Mrs. Enright, Mr. Horne, Mr. Murphy, Mrs. Bratton, PIC

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XVI. TELL SURVEY

2015 EVALUATION

Teaching Empowering Leading & Learning Survey - (TELL Maryland)

The TELL Survey is a perceptual survey that allows educators to TELL Maryland if they have positive teaching and learning conditions that research has shown to be important to student achievement and teacher retention.

2013 to 2015 Evaluation:

ACTUAL Percent

77.3 - **2015%** **Factor:** The average percent of teachers' favorable responses will increase from 88.5% in 2013 to 92.2% in 2015.

MET? (Yes/No)

ACTUAL Percent

NA - **2015%** **Item:** The average percent for teachers' favorable responses will increase from 78.9% in 2013 to 81.0% in 2015.

MET? (Yes/No) NA

Identify the factor and the item. What do you attribute the increase or decrease to from the 2013 to the 2015 TELL Survey?

3.1A – Teachers have sufficient access to appropriate instructional materials.

As the demands of the curriculum have changed over the past two years, teachers have been exposed to many resources. However, they have much to work through in terms of determining which resources best meet the rigor of the MCCRS and their grade level instructional goals and practices.

3.3A – ESPs have sufficient access to appropriate resources to do their job well.

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There is no score for this item due to confusion regarding ESP participation in the survey for 2015. However, in 2014 and 2015, school level surveys were conducted at the start of the year to help determine areas in which instructional assistants requested support. Professional learning opportunities were conducted for ESPs based on needs identified in the surveys.

2015 TELL Survey

Collaborate and determine one domain (Construct, Factor) that your school will focus your school improvement efforts to improve/enhance the school environment and improve teaching conditions at your school. Under each domain are several items that may focus your efforts even more. Compare your 2015 results to the County and to the State. Set the Goal for the 2017 TELL Survey. Complete the Strategy Chart.

Table 26

Survey Factor (Domain)	School Leadership
Item Number	7.1
Item Statement	a.)The faculty and leadership have a shared vision c) Teachers feel comfortable raising issues and concerns that are important to them. k) The faculty are recognized for accomplishments
School %	a.) 77.3%, c.) 47.6%, k.) 71.4%
County %	a.) 89.8% c.) 77.7% k.) 85%
State %	a.) 79.9% c.) 69.9% k.) 83%

Strategy: To enhance the school environment and improve teaching conditions related to the _School Leadership factor (domain).			
Item to be Addressed	Activity	Person(s) Responsible	Timeline
7.1 (a,c,k)	Promote focus on school climate through the following activities: -Leadership Team members facilitate structured review of Vision/Mission and its relationship to our goals. Seek staff input for changes/revisions	Leadership members Administrators	Staff meeting – November 2015 Monthly at meetings

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	<p>-Share documented roles/responsibilities of Leadership Team members with all staff. Provide process for members to collect concerns from staff and allow time on the Leadership Team Meeting agenda for discussion.</p> <p>-Build time on the Leadership Team meeting agenda to share successes observed by others. Administrators will send out congratulations notes to identified staff members throughout the month.</p>		
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New Goal:

The average percent for teachers' favorable responses will increase from ___77.3% in 2015 to ____85_% in 2017.

The average percent for teachers' favorable responses will increase from ___47.6% in 2015 to ____70_% in 2017.

The average percent for teachers' favorable responses will increase from ___71.4 % in 2015 to ____83 % in 2017.

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Section XVII. 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.
- 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.

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- 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 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?

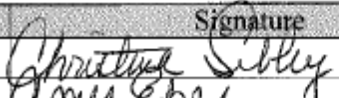
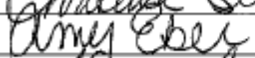
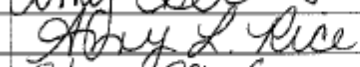
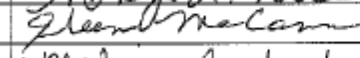
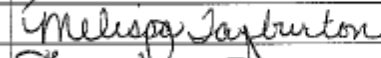
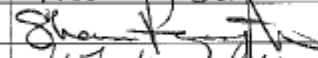

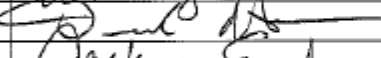
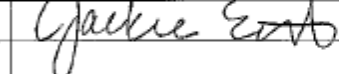
**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

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. 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.

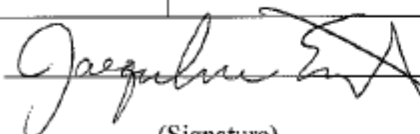
8. List the approximate dates and/or calendar for sharing, monitoring, and revising the plan.

Date	Data	Person Responsible
10/2015	survey information shared during staff meetings	Principal
11/2015	Math, Reading, Science, Attendance activities reviewed and revised at grade level team meetings	Principal
11/18/15	Plan reviewed by Central Office staff and feedback given to school team	Central Office Team
1/2016	Components of SIP shared with parents / community members during PTO Meeting	Principal
1/2016	Key components of SIP published in newsletter	Principal
2/2016	Review of SIP / Progress by Leadership Team	Leadership Team Members
2/2016	Mid-year Assessments: Math, Reading, Science Analysis	Leadership Members
5/2016	Data reports reviewed to analyze SIP effectiveness	Leadership Team

**Allegany County Public Schools
2015 – 2016 School Improvement Plan**

Name	Position	Signature	Date
Christina Sibley	Teacher - K		10/30/15
Amy Eber	Teacher – Gr 1		10/30/15
Amy Rice	Teacher – Gr 2		10/30/15
Eileen McCann	Teacher – Gr 4		10-30-15
Melissa Tarburton	Teacher – Gr 5		10/30/15
Shannon Pennington	Special Educator		10/30/15
Whitney Cornwell	Parent		10/30/15
Derek Horne	Assistant Principal		10-30-15
Jackie Enright	Principal		10-30-15

Principal: **Jacqueline Enright**


(Signature)

10-30-15
(Date)

2015 - 2016 School Improvement Plan

Title I Schools – Ten Components

The Ten 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 Ten Components. Between the activities and strategies that are identified in the School Improvement Plan and the Ten Components, a snapshot of your efforts to meet the requirements of No Child Left Behind 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.

2015 - 2016 School Improvement Plan

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

**COMPONENT ONE: COMPREHENSIVE
NEEDS ASSESSMENT**

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

ELA Needs Assessment	page(s) _ 9-11__
Math Needs Assessment	page(s) _ 12-14__
Science Needs Assessment	page(s) _ 14-16__
Attendance Needs Assessment	page(s) _ 21-22__
TELL Survey	page(s) __ 40-42__
School Progress Index	page(s) __ 18-20__

2015 - 2016 School Improvement Plan

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**
**COMPONENT TWO: SCIENTIFICALLY- BASED
SCHOOLWIDE REFORM STRATEGIES**
ELA

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

Activities to meet the needs of the targeted subgroup(s) and the identified factors hindering student performance are found on pages __9-11____. Please complete the chart with additional best practices and strategies that support ELA achievement.

SBR/Best Practice Strategies	Materials/Resources for Implementation
UDL Strategies	UDL Guidelines, iPads, laptops,
Technology	SMART Boards / Tables, iPads, laptops
Reading Interventions	Orton Gillingham, Foundations, Rewards, Edmark intervention program materials
Differentiated Instruction	Small group rotations / stations
Explicit Vocabulary Instruction	Elements of Reading: Vocabulary program materials, Vocabulary lists and strategies from Teaching The Critical Vocabulary by Marilee Springer
Focus Walls	Materials from Treasures, vocabulary programs, CCRS that support current instructional focus
Web-based Programs	Discovery Education, Edmodo Snapshot, PracTutor, ScootPad, achievethecore.org, readworks.org
Formative Assessment Practices	Frameworks and resources from FAME modules and book, ThreeRing

2015 - 2016 School Improvement Plan

MATH

The math instructional program is based on Maryland's College and Career Ready standards. 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 administered in grades K-5, four times per year. 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 subgroup(s) and the identified factors hindering student performance are found on pages __12-14____. Please complete the chart with additional best practices and strategies that support math achievement.

Best Practice Strategies	Materials/Resources for Implementation
UDL	UDL Guidelines, iPads, laptops
Technology	SMART Boards / Tables, iPads, laptops
Differentiated instruction	Small group rotations / stations
Web based programs	Edmodo Snapshot (3 rd -5 th grade Formative Assessment tool), PracTutor (3 rd - 5 th CCSS practice), ScootPad (1 st -5 th Adaptive, online learning platform), Reflex Math (2 nd -5 th basic fact fluency)
Focus Walls	Materials from Pearson math program, CCRS, vocabulary programs to support current instructional focus
Formative Assessment Practices	Frameworks and materials from FAME program modules and book, ...

2015 - 2016 School Improvement Plan

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND****COMPONENT THREE: HIGHLY QUALIFIED
STAFF****PROFESSIONAL STAFF:**

According to the teacher requirements of the NCLB and the State of Maryland, 25 of 25 teachers (100 per cent) are highly qualified for the grade level in which they provide core subject instruction and are the teacher of record. (Core subjects: English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Arts, History, Geography)

100 % of teachers holds an advanced professional certificate.

2 # of teachers with National Board Certification.

PARAPROFESSIONAL STAFF:

According to the NCLB requirements for all instructional assistants (Title I funded, Special Education funded, and locally funded), 20 of 20 instructional assistants (100 per cent) have met one of the three qualification requirements. Instructional assistants work under the direct supervision and in close proximity of the classroom teacher.

2015 - 2016 School Improvement Plan

STAFF Funded by Title I:

Complete the following chart to identify the Title I funded personnel assigned to your school. Include his/her job responsibilities.

Personnel Name	HQ Status/Position	Job Responsibilities	Rationale for the Position
Melissa Tarburton	Highly Qualified Teacher	Teacher of grade 5 classroom	Class size reduction
Teresa Matthews	Highly Qualified/ Instructional Assistant	Under the direct supervision and in close proximity of the classroom teacher, the IA works with teacher identified students in grades 1 - 5 in reading and math.	Support differentiated instruction
Jennifer Bratton	Parent Involvement Coordinator (PIC)	PIC may serve as a member on the School Improvement Team, family involvement team and the Title I Parent Committee. She encourages the participation of parents from diverse backgrounds through personal contacts.	Promote positive home school connections

2015 - 2016 School Improvement Plan

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND****COMPONENT FOUR: HIGH QUALITY
PROFESSIONAL DEVELOPMENT**

Professional development is an on-going 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:**ELA** **pages _9-11__****Math** **pages __12-14__****Science** **pages __14-16_**

2015 - 2016 School Improvement Plan

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.

Professional Development Calendar/ Funding Table

Initiative Focus	School Improvement Plan Alignment	What/How (Content/Process)	Date(s)	Evidence of Successful Completion	Presenters/Facilitators Audience	Funding Source	Budget Calculation
<input checked="" type="checkbox"/> Title I Districtwide Initiative <input type="checkbox"/> School Initiative	Strategy: Improve effective math instruction	One staff member will attend the NCTM conference. Follow up: Participant will share information, strategies, etc at the school and district levels	Oct 21-23, 2015 Ongoing at school level	Conference attended Facilitator shared information at PD sessions	Presenters/Facilitators: NCTM Audience: Title I teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I districtwide <input type="checkbox"/> Other	
<input checked="" type="checkbox"/> Title I Districtwide Initiative <input type="checkbox"/> School Initiative	Strategy: Improve effective math instruction	Teachers in Grades 3, 4 and 5 will attend Fractions by Math Solutions Follow up: Participants will discuss the strategies at grade level team meetings	January 5, 6, or 7, 2016	Attendance at PD session	Presenters/Facilitators: Michelle Spiers, Math Solutions Audience: grade 3, 4, 5 teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Other	

2015 - 2016 School Improvement Plan

<input type="checkbox"/> District Initiative <input checked="" type="checkbox"/> School Initiative	Strategy: Improve effective math and ELA instruction	Teachers will meet in PLC groups to review FAME modules. Follow up: Participants will implement formative assessment strategies in the classroom. Classroom walkthroughs and instructional rounds will occur as monitoring.	Through out school year.	Implementation of formative assessment strategies.	Presenters/Facilitators: PLC facilitators Audience: Teachers	<input checked="" type="checkbox"/> Local <input type="checkbox"/> Grant <input type="checkbox"/> Title I <input type="checkbox"/> Other	
<input checked="" type="checkbox"/> District Initiative <input type="checkbox"/> School Initiative	Strategy: Improve effective math and ELA instruction	Teachers will attend Cadre workshops. Follow up: Participants will discuss the strategies and information at grade level meetings	Through out school year	Attendance at workshops	Presenters/Facilitators: Math and ELA specialists Audience: Teachers	<input checked="" type="checkbox"/> Local <input type="checkbox"/> Grant <input type="checkbox"/> Title I <input type="checkbox"/> Other	
<input checked="" type="checkbox"/> District Initiative <input type="checkbox"/> School Initiative	Strategy: Improve effective math and ELA instruction	One teacher per grade level will participate in the Leadership Team to engage in decision making, planning, PL, and aligning work to SWIFT principles. Follow up: Participants will discuss the information at grade level meetings	Through out school year	Attendance at Leadership Meetings	Presenters/Facilitators: Principal, SWIFT facilitators Audience: Teachers	<input type="checkbox"/> Local <input type="checkbox"/> Grant <input type="checkbox"/> Title I <input checked="" type="checkbox"/> Other	

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**ALLEGANY COUNTY PUBLIC SCHOOLS
HIGH
NO CHILD LEFT BEHIND****COMPONENT FIVE: ATTRACT AND RETAIN
QUALITY TEACHERS IN HIGH NEEDS**

- **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

2015 - 2016 School Improvement Plan

- **School Level:**

How are you attracting teachers to your building:

- Supportive and collaborative working environment
- Technology infusion supported
- Motivated, dedicated, professional staff
- On-going professional development
- Instructional leadership
- Decision making opportunities
- Positive building climate
- Available resources
- Active wellness team
- PBIS program
- Staff development opportunities
- Culture of high expectations
- Parent involvement activities

How are you attempting to retain teachers in your building?

- Well developed, active decision-making teams
- Professional learning activities
- Positive building climate
- Instructional leadership
- Support from Special Education staff / MCIE
- Support from Special Education resource personnel
- ICT - Instructional Consultation Team
- Decision-making opportunities
- Student success rate

2015 - 2016 School Improvement Plan

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.

Years Teaching in this School	Number of Teachers	Percentage
First year teaching	1	4%
2 – 5 years teaching	5	20%
6 – 10 years teaching	9	38%
More than 10 years teaching	9	38%

2015 - 2016 School Improvement Plan

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND****COMPONENT SIX: BUILDING PARENT
CAPACITY**

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 on the *ACPS* web site. Title I schools post and distribute a copy of the Allegany County Parent Involvement Plan to the families of the students in the school. Each school, in conjunction with the Title I Parent Committee, develops its own parent involvement plan. This plan is posted and a summary is distributed to parents.

A Parent Involvement Coordinator is on-site at Cash Valley School for 1 day per week. In this position, the Parent Involvement Coordinator serves as a liaison between the home and school and assists in planning parent activities.

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 28-39 for a description of the implementation of these standards.**

2015 - 2016 School Improvement Plan

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**
**COMPONENT SEVEN:
TRANSITIONS FROM EARLY
CHILDHOOD PROGRAMS**

Program	Date/ Timeline
Meetings with Head Start and Pre-K teachers	May 2016
Transition reports provided by Head Start for entering Kindergarten students	May 2016
Pre-K and Kindergarten Parent interviews	August 2015
IEP meetings	Weekly through school year
Pre-K and Kindergarten Orientation Meetings- include dates	May 2016
Buster the Bus Program	October 2015
Joint registration with Head Start and Pre-K	March 2016
Transportation between Head Start and Pre-K	Daily
Open House	August 2015
Articulation meetings between Pre-K and K	May 2016
Articulation meetings between K and Grade One	May 2016
Articulation meetings between grades 1-5	June 2016
Data analysis meetings	Every 6-8 weeks w/ intervention cycle
Articulation meetings with middle school staff	April 2016
Grade 5 middle school visitation	May 2016
Annual Title I Meeting	April 2016

2015 - 2016 School Improvement Plan

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND****COMPONENT EIGHT: TEACHER INVOLVEMENT
IN DECISION-MAKING**

Teachers are members of the School Improvement Team and other school committees. Instructional decision-making reflects student assessments and feedback from parents on Title I surveys.

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 members of the SIT are the chairpersons from each Action Team.

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). The Parent Involvement Coordinator may participate in SIT or any team dealing with parent involvement as available according to her schedule. 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.

2015 - 2016 School Improvement Plan

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.
- 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 principals 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) 43-45 of the SIP.

2015 - 2016 School Improvement Plan

**ALLEGANY COUNTY PUBLIC SCHOOLS
NO CHILD LEFT BEHIND**
**COMPONENT NINE: EFFECTIVE, TIMELY ADDITIONAL
ASSISTANCE**

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

Service	Explanation of Service
Health care	School nurse provides health support to students and their families.
Social, personal, or academic support	School counselor provides class lessons, small group counseling, and individual support.
Tutoring program	PARCC Tutoring is provided for identified students during after school sessions.
Differentiated instruction	Teachers differentiate through use of small group teaching rotations and UDL implementation.
Small group instruction	Classroom teachers use a structured process that includes teacher table, workstations, and work table groups/activities.
Inclusion in general education classes	Teachers collaborate with special educators and instructional assistants to support students with special needs in the general education setting.
Extended learning time for targeted special education students	Extended School Year program provides instruction to meet individual needs.
Assistance to families based on identified needs	Pupil Service Team meets weekly to review needs of students and their families.
Dental screening	Allegany County Health Department screens students and places sealants on students' teeth.
Vision screening	Lion's Club volunteers screen students to determine need for further testing.
Social and emotional support	Mental health counselors provide individual counseling to students.

2015 - 2016 School Improvement Plan

Behavior and academic support	Learning Assistance Program (LAP) helps students acquire appropriate social and behavioral skills, Instructional Consultation Team (ICT) supports teachers in providing “just right” academic instruction for students.
Behavior support	PBIS Program ensures instruction on behavioral expectations is taught and reinforced, Check-In, Check out provides Tier II support for identified students, Formal and Informal behavior plans provides Tier III support for identified students.
Nutrition support	Weekend Backpack Program, Holiday food baskets, Summer Lunchbox Program aid students and families in getting proper nutrition.
Clothing	Safe and Snug Program by Allegany County Social Services provides coats to students in need.
School Supplies	Schools, through local funding, provide all needed supplies to students.
Opportunities to discuss progress of child	Parent conferences are provided at least 2 x per year and additionally on individual basis.
Reading intervention programs	ERI, Foundations, Read Naturally, Orton Gillingham, Rewards programs provide support in learning identified reading skills.
Identification of student areas of need	KRA, DIBELS screening tools used to target instruction.
Opportunity to address student educational needs	ICT and data analysis meetings allow teachers to collaborate regarding instructional strategies for targeted students.
Drug Awareness	D.A.R.E. Program taught to fifth grade students.
Math intervention program	Morning math sessions to re-teach specific standards to targeted small groups.
Assistance to families of young children	Infants and Toddlers Programs support young children and their families.
Resources to support homeless students	Title I funding provides homeless students with financial assistance to remain in the “home school,” and participate in school-based activities.

2015 - 2016 School Improvement Plan

**ALLEGANY COUNTY PUBLIC SCHOOLS COMPONENT TEN: COORDINATION OF FEDERAL,
NO CHILD LEFT BEHIND 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 16.

aFY 16 Coordination of Funding Sources

NOTE: The Federal Office will complete the Budget Allocation document and will forward it to you for inclusion in your plan.

2015 - 2016 School Improvement Plan

Please include the school's Title I Proposed Budget pages after this page.

Activity	Title I Funds	Title II Funds	21 st Century Learning Centers Grant	Local Funds	Judy Center	Other Funding Source		
Professional Development	\$3,900							
Extended Day/School Year	\$3,058.40							
Materials of Instruction	\$10,827.42			\$18,613				
Salaries	\$145,194.33							
Parent Involvement	\$2,315.70							
Equipment	\$2,298			\$3,000				
Contracted Expenses								
Consumable				\$4,488				
Office				\$2,621				

Title I Budget 2015 – 2016

2015 - 2016 School Improvement Plan

Instructional Program: \$13,125.42**Materials****\$5,935.33**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Supplemental materials to enhance reading instruction	2,500.00	2,500.00	FARMS Special Education
ELA Math	Supplemental materials to enhance math instruction	2,500.00	2,500.00	FARMS Special Education
ELA Math	Books to build the Accelerated Reader library	935.33	935.33	FARMS Special Education

Equipment**\$2,298**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	2 Projectors	1,000.00	1,000.00	FARMS Special Education
ELA Math	65 inch TV for PD Room	1,298.00	1,298.00	FARMS Special Education

2015 - 2016 School Improvement Plan

PIC Materials**\$445.42**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Materials to support teacher workshops for instructional materials	\$245.42	\$245.42	FARMS Special Education
ELA Math	Laminating Film	5 x \$40	\$200.00	FARMS Special Education

Subscriptions**\$**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need

Web-based**\$4,446.67**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	ScootPad	1,326.67	1,326.67	FARMS Special Education
ELA Math	Edmodo Snapshot	1500.00	1,500.00	FARMS Special Education
ELA Math	Practutor	6 x 270.00	1,620.00	FARMS Special Education

**2015 - 2016 School Improvement Plan
Budget 2015 – 2016**

Professional Development: \$3,900

Stipends / Substitutes

\$1,488

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Data Meetings	4 subs x 1 day	\$372.00	FARMS Special Education
ELA Math	Scrolling / Curriculum Planning	2 sub x 6 days	\$1,116.00	FARMS Special Education

Hourly Stipends: Teaching- \$23.82
Substitutes: Highly Qualified- \$93.00

Non-Teaching- \$22.51

Materials

\$612

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Critical Vocab Book	21 x 8	\$168	FARMS Special Education
ELA Math	Formative Assessment	24 x 16	\$384	FARMS Special Education
ELA Math	Materials	\$60	\$60	FARMS Special Education

Subscriptions

\$

2015 - 2016 School Improvement Plan

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need

Conferences**\$1,800**

(Include Registration, Travel, Food, Hotel, Substitutes, Tips, Parking)

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
ELA Math	Conference	639.00	639.00	FARMS Special Education
ELA Math	Hotel	219 per night x 3	657.00	FARMS Special Education
ELA Math	AirFare	350.00	350.00	FARMS Special Education
ELA Math	Parking @ Airport	12.00	12.00	FARMS Special Education
ELA Math	Food	71 X 2	142.00	FARMS Special Education

Food: Breakfast- \$16, Lunch \$20, Dinner-\$35; or Daily-\$71

Budget 2015 – 2016

Parent Involvement: \$2,315.70

2015 - 2016 School Improvement Plan

Stipends**\$1,170.52**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Back to School Night	\$22.51 x 2 hrs x 26 teachers	\$1,170.52	FARMS Special Education

Hourly Stipends: Teaching- \$23.82

Non-Teaching- \$22.51

Materials**\$926.18*****Food Allowance – 10% = \$231.57**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Colored Paper for Newsletters	20 reams x \$10	\$200.00	FARMS Special Education
Parent Involvement	Blank Books for Writing with Dads	\$1.95 x 150 books	\$292.50	FARMS Special Education
Parent Involvement	Family Book Club books	\$5.00 x 75 books	\$375.00	FARMS Special Education
Parent Involvement	Family Book Club Snacks	\$58.68	\$58.68	FARMS Special Education

Subscriptions**\$219.00**

SIP Section	Budget Item Description	Calculate Cost by Category	Total	SIP Alignment to Identified Subgroup/ Need
Parent Involvement	Home School Connection Newsletter	\$219.00	\$219.00	FARMS Special Education