

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

**School: Cash Valley Elementary School**

**Principal: Dr. Lisa Stevenson**

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**I. INTEGRATED EDUCATIONAL FRAMEWORK**

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

**Mission Statement**

The Cash Valley community is a cohesive family whose priority is effectively supporting the diverse health, safety, cultural, and learning needs of the whole child. This family-school structure allows students to experience a comprehensive education in a safe environment that will prepare them to contribute to a changing society.

**Vision**

The Cash Valley community will establish a family-school structure with the mindset that all children will reach their full potential, achieve success, and become productive citizens.

**Core Values**

- We believe that individualized and equitable education supports the diverse needs of all children that results in learning success.
- We believe high expectations enhance children's talents and abilities which allow them to contribute to society.
- We believe children's application of knowledge guides them to become independent lifelong learners.
- We believe a positive mindset leads to a school community performing at its highest potential.
- We believe school-wide behavioral expectations and restorative practices create a positive, safe, and peaceful educational environment.
- We believe collaboration between educators, families, and students is essential for children to achieve.

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#### **B. CULTURE, CLIMATE, AND INCLUSIVE COMMUNITY**

Cash Valley Elementary School is recognized as a 2018-2019 National Elementary and Secondary Act Distinguished School and a 2019-2020 Maryland Blue Ribbon School nominated by the Maryland State Department of Education.

The Cash Valley community is referred to as a “family” and is addressed as such through all communication between the school and home. There are specific expectations that are implemented to maintain a welcoming, comfortable environment geared towards the success of the overall school community. These expectations include being respectful, responsible, and an expert learner; with the understanding that everyone will strive to perform at their best, whether it be students, staff, administration, or visitors to the building. Mindset is also a focus, emphasizing that a positive attitude determines a successful direction. The school theme is “Every Connection Counts,” acknowledging that each positive contact between students, families, and staff enhances the partnership between school and home, developing an integrated unit that has common expectations for success.

Within this family, all students are provided equitable opportunities to succeed, are heard and treated fairly, and are supported by the educational professionals charged with their care and learning. As a regional center for students requiring classroom placement in structured learning environments, the Cash Valley family focuses on providing positive inclusive experiences. Collaboration among classroom teachers, special educators, instructional assistants, resource teachers, administrators, food service, and custodial staff is required to successfully build an inclusive community that is adaptive to making everyone feel safe, welcomed, and accepted. Special education inclusion staff and general education teachers are given opportunities to plan for students on a weekly basis. Small groupings allow teachers to build relationships with their students, identify individual strengths and deficits, and reflect on data which is utilized to make instructional decisions. There is continuous work on inclusive practices to understand, appreciate, and support differences in student learning, health, and culture that develop social acceptance. Students of all abilities are engaged with each other during instruction. They work together in small groups and as partners in order to collaborate on instructional activities. The Cash Valley family values cohesive relationships between educators, families, and students, facilitating open conversations and structured planning sessions to meet students’ needs.

School-based action teams, including all staff and parents, provide a forum for data analysis, collaborative problem solving, and decision-making. Teachers focus on implementing the growth mindset and goal setting with students, referring to the “Power of Yet” to motivate students to persevere. Staff members are acknowledged and celebrations are shared at various meetings and after school events for improved test scores, welcoming new staff members, and serving as educational representatives at the district and state levels. An active school Wellness Team facilitates physical, mental, and emotional health for staff and students by participating in challenges through the Board of Education, healthy luncheons, use of the walking track, and community awareness partnerships. To ensure safety measures are implemented, a Critical Incident Response plan is developed, debriefing sessions are held, and families are notified about the procedures of conducted drills. Multiple opportunities are offered for parents to attend school-based events and volunteer such as Meet the Families Night, Grandparent’s Day, content-

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related activities (ELA/Social Studies, Math/Science, Technology/STEM), guest readers, PTO, and weekly workshops with the Family Engagement Coordinator.

Students are greeted by staff each morning as they arrive in front of the school and in the gymnasium. Teachers are encouraged to begin each day reviewing the daily expectations and making positive comments to set the focus of the day. Each marking period, students are acknowledged for their academics, effort, character, and attendance during a recognition ceremony with achievement presentations through a prize jar, charms, and cougar coins. Hallway bulletin boards in the lobby display samples of student work and positive mindset phrases. There are visual posters throughout the school as reminders of the school-wide expectations. Students are verbally recognized for displaying the school-wide expectations by the process of stating their name, stating their action, and stating the school-wide expectation met. Each classroom selects a motto that reflects their class goals. This motto is created into a banner, displayed in each classroom, and brought to school assemblies. Restorative practices are implemented to peacefully problem-solve between those that display harmful actions and those that are harmed through the actions in order to resolve the situation by repairing relationships. In each classroom, students lead discussions towards independent social problem-solving. The principal begins the week reminding students that “Funday Monday” is the day to restart and refocus displaying cougar character and then the week ends on “High Five Friday” by celebrating their hard work ethics and exiting the building with high fives to the principal who wears various hand decorations.

The main goal is for students to achieve academically and be present during instruction; therefore, specific discipline procedures are in place to support learning and provide consistent outcomes. The school continues to implement the Positive Behavior Intervention and Supports (PBIS) approach to discipline in which the faculty and staff have established the social culture, behavior levels, and consistent methods towards school-wide expectations of being safe, responsible, and an expert learner. Behavior is observed using a three-tiered model, with specific consequences relating to certain behaviors. Level 1 behavior categories are initial observations of persistent behavior and are classroom managed. Level 2 behavior categories are chronic occurrences from Level 1 that can either be classroom or office managed. Level 3 behavior categories are chronic occurrences from Level 2 that are administrative managed. Each incident is recorded on a discipline log which results in consequences such as verbal warnings, privileges removed, counseling intervention, family contacts, or referrals. With each level, strategies are used to provide support to change behavior and always begin with a student conference to reflect on choices and identify expected behavior for the future. The Cougar Code is recited during the morning announcements as a reminder to approach situations with positive intentions. As a follow-up to the Cougar Code, the guidance counselor conducts lessons about being mindful, peaceful, positive, and behavioral choices supporting the expectations.

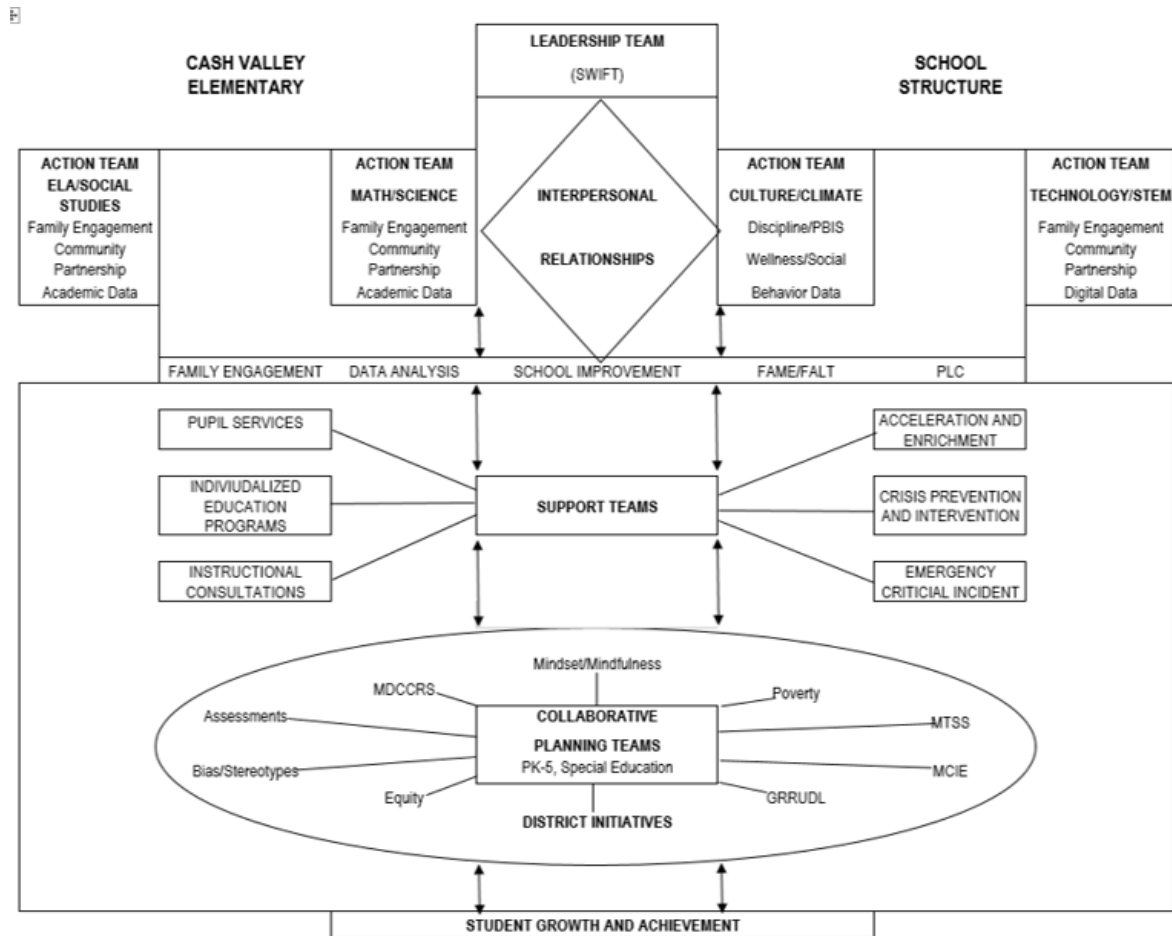
The PBIS structure is followed with fidelity using a tiered system to promote school-wide practices and identify behavioral, social, and emotional needs of individual students. A Tier 2 committee reviews critical behavior issues and the committee includes the expertise of the counselor, psychologist, special education facilitator, pupil personnel worker, behavioral specialist, Learning Assistance instructional assistant, and administration. The Climate and Culture team, which includes PBIS, provides additional behavior support to teachers through extensive intervention strategies and targets students needing individual mediation. These options include a check in/check out system with a mentor, visual poster cues, calming spaces, fidgets, and personal recognitions based on areas of interests. Also, there is the Mindful Moments Room (a quiet, calm area with sensory activities) that students can visit to refocus and reflect. The members of the PBIS team meet monthly and the Tier

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2 team meets weekly to review data and determine if additional faculty training is necessary and/or outside services are required to support the students. They also share feedback at faculty meetings regarding areas of concern that need reexamined and behavior that is exceeding the expectations.

Below is the school structure that supports the vision, mission, and core values, and the family culture and climate that exists through interpersonal relationships among the school community.



#### C. Staff Engagement Action Plan

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<b>Staff Engagement Action Plan</b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Average Score out of a possible 10.	Domain: Safety Topic: Substance Abuse Score: 3.71/10
Topic Description:	The substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.
Strategies: Steps that will be taken in order to obtain the desired outcome.	<ul style="list-style-type: none"> <li>● DARE program in 5th grade</li> <li>● Emergency Plan review</li> <li>● Emergency resources location and use (AED, Narcan, Bleed Kits)</li> <li>● Survey staff of additional medical expertise areas</li> <li>● CPR training available</li> <li>● Community Resource Guide shared</li> <li>● School resource officer scheduled more regularly</li> <li>● Red Ribbon Week</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	Emergency Team (Chair and Administration)
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Emergency Team meeting (30-45 mins.) with staff to review/share the following: Emergency Plan quick reference resource and new format information (Administration) Use and locations of emergency resources (School Nurse) Medical expertise survey (Assistant Principal) Certified CPR staff members (Health and Special Education Supervisors) Community Resource Guide online location (Administration) Questions regarding safety topic and DARE lessons (School Resource Officer, Emergency Team, Teachers)

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Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> <li>• DARE graduation after program is successfully completed</li> <li>• Emergency meeting evaluation to determine if further attention to the topic is needed</li> <li>• Emergency topic on faculty meeting agendas</li> </ul>
Timeline: Include dates for implementation of action steps.	<ul style="list-style-type: none"> <li>• Emergency Team Meeting Date: February 6th</li> <li>• Faculty meetings held every Monday</li> </ul>
<b>Secondary Area of Need</b> State the Domain, Topic, and Average score out of a possible 10	Domain: Instructional Support Topic: Instructional Feedback Score: 4.55/10
Topic Description:	The quality of instructional feedback topic for educators describes the degree to which teachers receive useful, actionable, adequate feedback from school leadership to improve their teaching.
Strategies: Steps that will be taken in order to obtain the desired outcome.	<ul style="list-style-type: none"> <li>• Walkthrough documentation</li> <li>• Observations and evaluations conferences</li> <li>• SLO conferences</li> <li>• Grade Level Meetings</li> <li>• Vertical Team Meetings</li> <li>• FAME/FALT Meetings</li> <li>• Committee/Team Meetings</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	Leadership Team (Chairs and Administration)
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Reminder of TPE website to review walkthrough feedback (Administration/Teachers) Schedule and notes for SLOs and observations/evaluations pre/post conferences (Administration) Scheduled meetings with focused discussions (Teachers, Administration, ELA/Math Specialists)

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	FAME/FALT mentorships (Teachers)
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Walkthrough data (percentage areas) Pre-conference forms and observation/evaluation TPE forms SLO conferences and forms Meetings schedules, agendas, and notes
Timeline: Include dates for implementation of action steps.	Walkthrough documentation (August-June) Observations and evaluations (October-February) SLO documentations and initial/mid/final conference (October, February, May) Grade Level Meetings (every Tuesday) Vertical Team Meetings (TBD Title I Funds) FAME/FALT Meetings (monthly/third Thursday) Leadership Team Meetings (monthly/first Tuesday)

**D. Student Engagement Action Plan**

***Student Engagement Action Plan***



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<b>Primary Area of Need</b> State the Domain, Topic, and Score	Domain: Relationships Topic: Student-Student Relationships Score: 6.10/10
Topic Description	The student-student relationships topic describes the degree to which students feel other students are friendly with, care about, get along with, and respect one another.
Strategies: Steps that will be taken in order to obtain desired outcome.	<ul style="list-style-type: none"> <li>• “Every Connection Counts” school theme, focus on establishing relationships with and between students, for a family climate/culture</li> <li>• Restorative Practices circles</li> <li>• Counselor will spiral topic lessons</li> <li>• Group activities foster classroom relationships</li> <li>• Dojo Videos</li> <li>• Growth Mindset lessons</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	Climate/Culture Team (Chairs and Administration)
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Revisit school focus on relationships during morning opening (Teachers) Reminder of PBIS school-wide expectations Implement social circles as part of daily plans (Teachers/Counselor) Revisit topic throughout the year with targeted lessons (Counselor) Award recognition for following the school-wide expectations of being responsible, respectful, and an expert learner Role Play
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	<ul style="list-style-type: none"> <li>• Teacher planning documentation</li> <li>• Student feedback on lessons</li> <li>• Referral data and documentation</li> <li>• Award Assembly forms</li> <li>• Agenda and notes from the PBIS/Discipline Team and Climate/Culture Team</li> </ul>

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Timeline: Include dates for implementation of action steps.	Morning opening and circle groups (February-June) Counselor lessons (once a week) Awards Assembly (October, January, March, June)
<b>Secondary Area of Need</b> State the Domain, Topic, and Score	Domain: Safety Topic: Bullying Score: 6.52/10
Topic Description:	The bullying topic describes the degree to which students feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion, or ability.
Strategies: Steps that will be taken in order to obtain the desired outcome.	<ul style="list-style-type: none"> <li>● Social circles determined based on SRSS data and staff referrals</li> <li>● PBIS will include Restorative Practices</li> <li>● Anti-Bullying month will be implemented</li> <li>● Counselor will spiral topic lessons</li> <li>● PTO/Martin's partnership for Be Kind Stick Together lessons</li> <li>● Awards for good character</li> <li>● Digital Citizenship lessons regarding cyberbullying</li> <li>● Growth Mindset lessons</li> <li>● Dojo Videos</li> </ul>
Initiative leader and team: Who is responsible and involved in the work?	Climate/Culture Team (Chairs and Administration)
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<p>SRSS data will be reviewed to determine social circles (Pupil Service Team/Tier II/Counselor)</p> <p>Staff will attend Restorative Practices training and share information with school (Administration/Counselor)</p> <p>Anti-Bullying month will include lessons and activities (Counselor)</p> <p>Revisit topic throughout the year with targeted lessons (Counselor)</p> <p>Be Kind Stick Together lessons will be implemented, developed through the</p>

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	PTO/Martin's partnership (Counselor) Award recognition for following the school-wide expectations of being responsible, respectful, and an expert learner
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	SRSS data Restorative Practices trainings and faculty presentation evaluations Agenda and notes from the PBIS/Discipline and Climate/Culture Team Student feedback on lessons Referral data and bullying/harassment documentation Award Assembly forms
Timeline: Include dates for implementation of action steps.	SRSS screener (October, January, May) PST/Tier 2 Team Meetings (every Wednesday) PBIS/Discipline Team (monthly/third Wednesday) Restorative Practices Trainings (October 29-30 /January 14), Presentations (February 3 and faculty meetings each Monday) Anti-Bullying month (October) Counselor lessons (once a week) Be Kind Stick Together PTO/Martin's lessons (February) Awards Assembly (October, January, March, June)

## II. SCHOOL DEMOGRAPHICS

### A. STAFF DEMOGRAPHICS

<b>Table 1</b>			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	6	23	29

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Itinerant staff	16	1	17
Paraprofessionals	5	15	20
Support Staff	2	2	4
Other	6	10	16
Total Staff	35	53	88

<b>Table 2</b>				
Under each year, indicate the percent as indicated of individual in each category.	<b>2016-2017 Official Data</b>	<b>2017-2018 Official Data</b>	<b>2018-2019 Official Data</b>	<b>2019-2020 Official Data</b>
<b>Percentage</b> of faculty who are: <ul style="list-style-type: none"> <li>• Certified to teach in assigned area(s)</li> <li>• Not certified to teach in assigned area(s)</li> </ul>	100% 0%	100% 0%	100% 0%	100% 0%
For those not certified, list name, grade level course	-	-	-	-
Number of years principal has been in the building				3 months
Teacher Average Daily Attendance	95.7%	94.5%	93.60%	

**B. STUDENT DEMOGRAPHIC**

<b>Table 3</b>			
<b>SUBGROUP DATA</b>			
<b>SUBGROUP</b>	<b>2017-2018 TOTAL</b>	<b>2018-2019 TOTAL</b>	<b>2019-2020 TOTAL</b>

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American Indian/Alaskan Native	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤10	≤10	N/A
African American	≤10	11	14
White	245	235	250
Asian	≤10	≤10	≤10
Two or More Races	17	15	13
Special Education	63	81	74
LEP	≤10	≤10	0
Males	166	159	171
Females	111	108	113
Total Enrollment (Males + Females)	277	267	284
FARMS (Oct 31 data)	65.58%	63.77%	N/A

<b>Table 4</b>					
<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>	<b>Disability</b>	<b>TOTAL</b>
01 Intellectual Disability	3	06 Emotional Disturbance	0	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain	0

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				Injury	
03 Deaf	0	08 Other Health Impaired	10	14 Autism	15
04 Speech/Language Impaired	16	09 Specific Learning Disability	7	15 Developmental Delay	14
05 Visual Impairment	0	10 Multiple Disabilities	9		

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

**III. ATTENDANCE**

<b>Table 5</b>	<b>2018-2019</b>	
<b>School Progress Attendance Rate</b>	<b>All Students AMO = 94.0%</b>	
<b>Grade Level – School Level Data</b>	<b>Attendance Rate</b>	<b>MET Y/N</b>
All (Excluding PreK & K)	94.7%	Y
Grade 1	93.3%	N
Grade 2	94.2%	Y
Grade 3	95.1%	Y
Grade 4	95.1%	Y
Grade 5	95.8%	Y

<b>Table 6</b>				
<b>Attendance Rate</b>				
<b>Subgroups – School Level Data</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>Indicate if current rate is less than 94%</b>

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All Students	94.9%	94%	92.7%	<94%
Hispanic/Latino of any race	92.9%	94.9%	94.8%	-
American Indian or Alaska Native	87.8%	88.3%	88.3%	<94%
Asian	93.6%	95.5%	96.3%	-
Black or African American	91%	92.9%	93.4%	<94%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%	-
White	93.8%	93.8%	92.6%	<94%
Two or more races	95.7%	96.1%	91.3%	<94%
Male	93.4%	93.3%	92.3%	<94%
Female	94.3%	94.9%	93.2%	<94%
ELL	97.5%	99.2%	99.4%	-
Special Education	92.6%	91.9%	90.4%	<94%
Free/Reduced Meals (FARMS)	93%	93.6%	92.1%	<94%

1. **Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially Special Education, FARMS, ELL and lowest attending.**
  - Grade 1 is the only grade level not meeting the attendance rate.
  - All students subgroup decreased 1.3% below the attendance rate for the first time in three years.
  - American Indian/Alaska Native has slightly increased but remains the lowest in attendance.
  - African American subgroup has made yearly increases towards improvement but has not achieved the target.
  - White subgroup had maintained just below the attendance rate for two years, then decreased 1.2% last year.
  - Two or more races subgroup had met the target for two years, then decreased 4.8% last year.
  - Both male and female subgroups are below the attendance rate, with males remaining below the target and females decreasing below the expected percentage last year.
  - Special education subgroup has decreased in attendance for the past three years.
  - FARMS subgroup had a slight change in attendance rate and has not met the target.
  
2. **Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.**

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- The Pupil Service team conducts weekly meetings that include the expertise of the school administration, psychologist, counselor, pupil personnel worker, behavior specialist, and special education facilitator to identify attendance issues and review evidence of absentee documentation.
- Attendance concerns will be addressed through district level automated phone calls, school level personal phone calls, family conferences, pupil personnel home visits, and legal counsel, if necessary.
- Regular communication with families will also continue through the school nurse to document absences due to significant health and medical situations.
- Students are recognized at quarterly assemblies and awarded a charm for perfect attendance (100%) or excellent attendance (2 or less days reflective of the 94% expectation).
- During the daily opening routine, teachers will conduct conversations regarding the importance of being present at school. Staff members are creating perfect attendance banners that will be used to encourage attendance. Each class will have an attendance banner that will be displayed in the classroom when perfect attendance is achieved.
- A perfect attendance challenge is conducted each year through a partnership with the Masonic Potomac Lodge 100, which donates four bikes with helmets. Each month, students with perfect attendance receive a ticket toward the bike drawings to be awarded at an end-of-year assembly.
- Key messages from the *Attendance Works* resource will be shared with parents in monthly newsletters and on the school website.

#### IV. HABITUAL TRUANCY AND CHRONICALLY ABSENT

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

	2018	2019
Count Habitual Truant	1	4
Percent Habitual Truant	.4%	1.86%
Percent Chronically Absent	13.81%	14.34%

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



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Habitual truant reasons that impact school attendance occur due to chronic health, transportation issues, challenging behaviors, and individual home situations. The following addresses changes to reduce habitual truancy:

- Pupil Service and Tier 2 teams meet weekly to monitor attendance and behavior that may impact students being present at school, along with establishing individualized approaches to meet students' needs.
- Family notes are requested to document absences.
- Monthly, quarterly, and yearly incentives are promoted and provided to students.
- Partnerships with community organizations are established to provide incentives for being present for instruction.
- Attendance information and district policies are monthly shared with families to clarify the long-range effects of missing school, along with Maryland attendance legislation and consequences.

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

Chronically absent reasons that impact school attendance occur due to long-term health needs, transportation issues, challenging behaviors, and individual home situations. The following addresses area to maintain and/or improve chronic absenteeism:

- Continue plans listed above for habitual truancy.
- Alternate transportation is used for an interval period with the goal to travel by bus.
- Counseling intervention services will be provided through social groups.
- Stronger relationships with families through immediate daily contact by the pupil personnel worker and school face-to-face conferences; both where attendance options are discussed and areas of support are provided through a team approach.
- Home visits conducted by the school education facilitator, special education specialist, and the pupil personnel worker provide assistance to families and model strategies to support students transitioning from home to school transportation. The same procedure is followed by students transitioning during school dismissal to establish a consistent routine.

**V. GRADUATION AND DROPOUT RATE – N/A to Elementary Level**

**VI. SCHOOL SAFETY/ SUSPENSIONS**

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<b>Table 9: SUSPENSIONS</b>				
<b>Subgroup</b>	<b>All Students</b>			
	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>Percent of increase (+)/decrease (-) from 2017-2018</b>
Total Referrals	75	45	42	-7%
All Suspensions	13	1	0	-100%
In School	3	0	0	N/A
Out of School	10	1	0	-100%
Sexual Harassment Offenses	0	0	0	N/A
Harassment/Bullying Offenses	0	0	0	N/A

**Comment on the number of referrals, suspensions, and specific offenses. Provide a plan to reduce the number, if applicable or comment on what is attributing to the low, decreasing number and how it will be maintained.**

The number of referrals and suspensions continue to decrease over the past three years. This decline is attributed to the following:

- PBIS is implemented with fidelity.
- The school-wide expectations are promoted throughout the culture and climate of the school and community.
- Weekly meetings are scheduled with the Tier 2 team and monthly meetings are scheduled with the Culture and Climate team in order to be proactive in identifying areas of concern, monitoring students with behavioral issues, and developing systems of support.
- The Growth Mindset is an instilled approach in the school vision and it is adapted to research-based intervention strategies.
- Professional development on restorative practices will be applied to continue behavioral improvements.

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**VII. EARLY LEARNING**

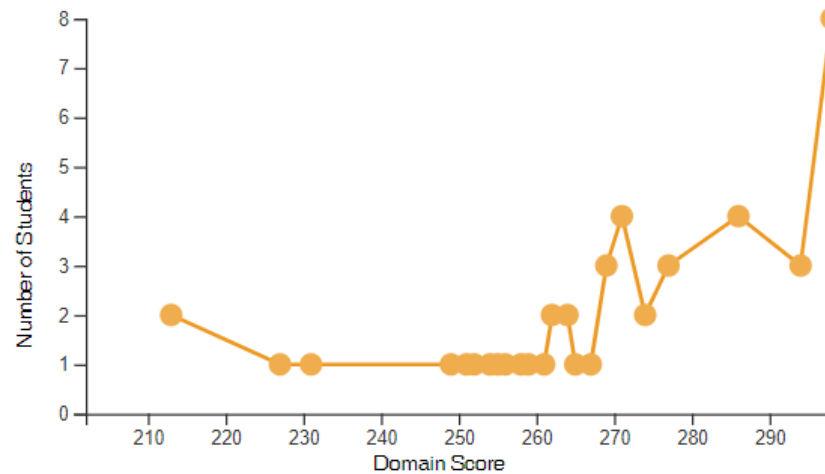
**1. Complete the chart for composite scores of the Kindergarten Readiness Assessment.**

<b>Table 10</b>						
<b>Kindergarten Readiness Assessment</b>						
	<b>2017-2018</b>		<b>2018-2019</b>		<b>2019-2020</b>	
	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated	Number Demonstrated	Percent Demonstrated
Language & Literature	13/35	37%	15/26	58%	24/46	52%
Mathematics	5/35	14%	14/26	54%	24/46	52%
Social Foundations	27/37	73%	13/26	50%	28/46	61%
Physical Development	14/37	38%	18/26	69%	25/46	54%

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

Language and Literacy



Range Minimum: **202** Range Maximum: **298**

Whole population

Lowest Score: **213**

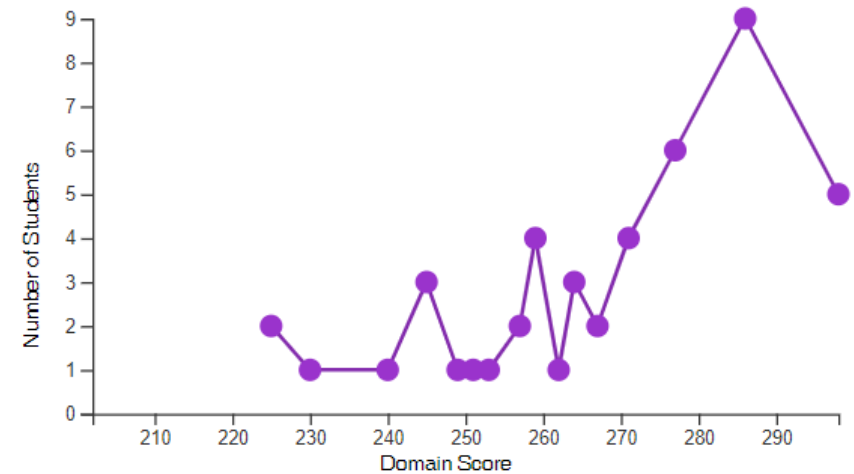
Highest Score: **298**

Mean Score: **270.5**

Median Score: **271**

Standard Deviation: **21.8**

Mathematics



Range Minimum: **202** Range Maximum: **298**

Whole population

Lowest Score: **225**

Highest Score: **298**

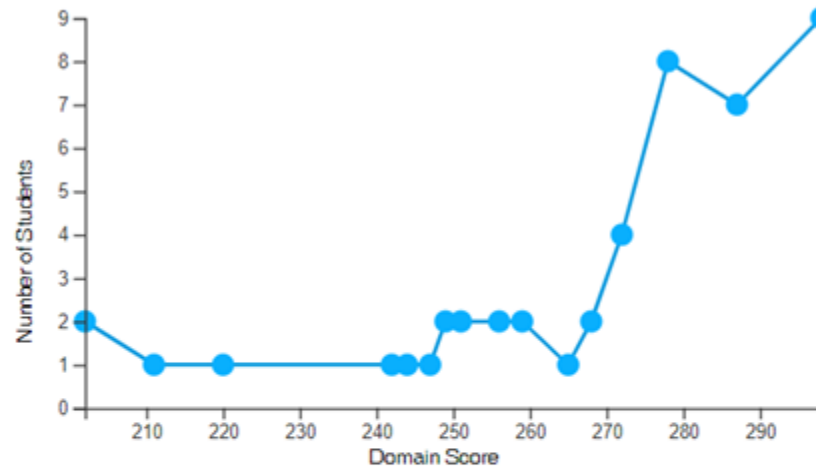
Mean Score: **268.6**

Median Score: **271**

Standard Deviation: **19.4**

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**Social Foundations**



Range Minimum: **202** Range Maximum: **298**

■ Whole population

Lowest Score: **202**

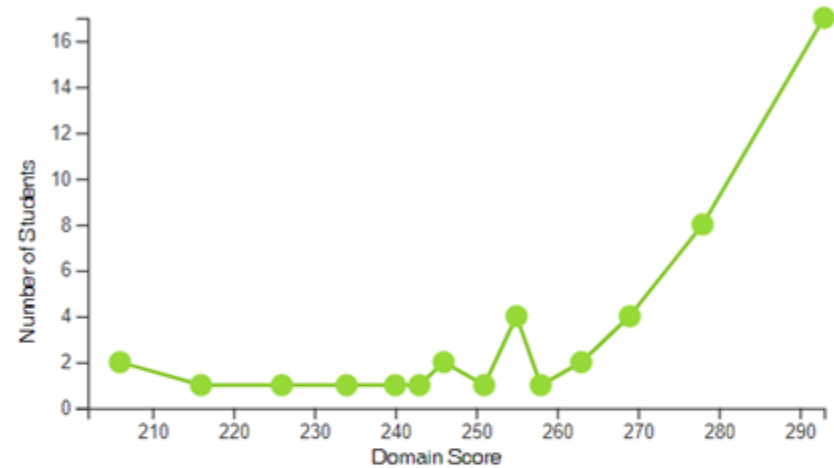
Highest Score: **298**

Mean Score: **269.6**

Median Score: **278**

Standard Deviation: **25.4**

**Physical Development**



Range Minimum: **202** Range Maximum: **293**

■ Whole population

Lowest Score: **206**

Highest Score: **293**

Mean Score: **269.5**

Median Score: **278**

Standard Deviation: **25.0**

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**3. In consideration of the trend data, discuss efforts the school is making to improve your early childhood programs and/or practices. Include ways you are working in collaboration with early learning partners (i.e., Judy Center, Head Start, Child Care, Preschool Expansion sites, Preschool Special Education, School Therapy Services, etc.) to strengthen supports and ensure more children enter kindergarten “demonstrating readiness”**

Although for the past three years scores have been fluctuating, the current composite scores on the KRA show a decrease in the areas of language and literacy (-6%) , mathematics (-2%), and physical development (-15%); and an increase in social foundations (+11%).

Improvement areas for the effectiveness of practices and programs include the following:

- Provide inclusive learning structures and experiences by offering a regional three-year-old program to early childhood students with special needs.
- Inclusion of special educators and early childhood teachers on action teams.
- Arrange articulation meetings between PK3, PK4, and Head Start teachers to communicate student information.
- Identify early childhood students with IEPs who require a more restrictive setting into the school-based regional program with opportunities for inclusive transitions.
- Collaborate with Head Start regarding individual students (progression, behavior, etc.), school-based joint registration, articulation meetings/IFSP development, and dual enrollment (Head Start/PK).
- Partner with Kids Korner (year round school-based private daycare) to develop positive relationships, encourage school structure, participate in school-wide events, and provide options for half day attendance programs (daycare/PK).
- Share attendance protocol and information from *Attendance Works* with Kids Korner daycare.
- Offer to early childhood students with IEPs appropriate attendance opportunities at Judy Center Summer Programs.
- Use referrals from Early Childhood Special Education (ECSE) Services for children ages 3-5 and develop an action plan to provide support for identified students who are diagnosed with developmental delays.
- Provide therapy services in school and classroom locations during daily instructional periods.
- Promote district-wide early childhood events to enrolled school-based students to increase learning opportunities outside of the school.
- Share community information, contacts, and referrals for health and wellness resources.
- Strengthen community partnerships to provide programs and support for students and families (community library, weekend backpacks, health screenings, etc.).
- Encourage participation in school-based family engagement activities.
- Provide various field trip experiences to build knowledge connections.
- Invite students with special needs to attend the extended school year (ESY) based on learning progressions.

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

The progress support plan for beginning kindergarten students with domain area deficits includes the following:

Language and Literacy:

- Build metacognition, self-regulation, executive function, higher-order thinking, and mindfulness with Drive Your Brain activities to build stamina with learning content.
- Present ELA focused mini-lessons delivered by the reading specialists during weekly grade-level meetings.
- Incorporate daily oral language development exercises to build vocabulary.
- Plan strategically for small group interventions.
- Make vertical alignment connections with grades PK-1.
- Instruct through a kinesthetic approach for learning letters and handwriting.
- Focus on phonemic awareness readiness skills (Heggerty Phonemic Awareness Program).
- Provide exposure to various technology support, such as interactive Smartboard activities.

Mathematics:

- Build. metacognition, self-regulation, executive function, higher-order thinking, and mindfulness with Drive Your Brain activities to build stamina with learning content.
- Present math focused mini-lessons delivered by the math specialists during weekly grade-level meetings.
- Use resources, manipulatives, and strategies from a variety of resources (Eureka, Freckle, Edcite, etc.).
- Present concrete representations to support developmental learning needs prior to written and pictorial representations.
- Use formative practices to identify learning needs.
- Provide exposure to various technology support, such as interactive Smartboard activities.

Physical Development:

- Integrate physical movement breaks throughout the day.
- Implement movement activities into core content.
- Use a research-based handwriting program to increase fine motor abilities in writing (Handwriting Without Tears).

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- Explore interactive centers that support fine motor development.

Social Foundations:

- Build metacognition, self-regulation, executive function, higher-order thinking, and mindfulness with Drive Your Brain activities.
- Provide options with calming stations, sensory interventions, self-identified breaks, and Mindful Moments room visitations, along with digital resources (Go Noodle, mindset activities, Class Dojo).
- Implement social circles and restorative practices.
- Share growth mindset and social lessons facilitated by school counselor.
- Deliver weekly mindfulness lessons by the school psychologist.
- Provide weekly school-based counseling services delivered through the Health Department.
- Establish a consistent structure with classroom routines and schoolwide expectations through the PBIS program.
- Use visuals for students to communicate their feelings, wants, and needs.

Evidenced-based practices implemented to address achievement gaps include the following:

- Vertical planning and articulation meetings between early childhood teachers (PK3, PK4, Kindergarten).
- Co-planning between early childhood and special education teachers.
- Professional learning communities with the emphasis on learning targets (FAME/FALT).
- Flexible learning groups for differentiated and equitable instruction.
- Delivery multiple styles of instructional approaches (kinesthetic, visual, auditory) for all types of student learners.

Data collection process to determine improvement effectiveness include the following:

- Classroom teachers use various basic skill screeners and checklists of informal/formal assessments to evaluate students' learning progress (exit tickets, self-evaluations/rubrics, graphic organizers, etc.).
- Team planning with grade-level teachers (weekly), reading/math specialists (monthly) and the reading intervention teacher to progress monitor (agenda, notes, charts) assessment data and student performance (DIBELS, KRA, Foundations, Eureka, Freckle, Edcite, benchmarks).
- Specific content support approaches are designed between instruction provided by the classroom teachers, special education teachers, math/reading specialists, and the reading intervention teacher (agenda, notes, charts).
- FAME/FALT PLC focus on implementing formative learning cycles that provide evidence that learning is achieved through conferencing and feedback (student performance artifacts, conference/feedback notes).
- Phonemic awareness screener assessments given periodically throughout the school year (November, January, April).



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**VIII. ACADEMIC PROGRESS**

**A. ENGLISH LANGUAGE ARTS**

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

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

- 1. Complete data charts using 2017, 2018, and 2019 data results.**

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TABLE 12a ELA Grade 3	2017							2018							2019							2018 to 2019 change in prof. rate
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	
All Students	27	3	11.1	8	29.6	16	59.3	41	13	31.7	9	22	19	46.4	35	8	22.9	14	40.0	13	37.2	-9.2
American Indian or Alaska Native	0							<10							0							
Asian	0							<10							<10							
Black or African American	<10							0							<10							
Hispanic/Latino of any race	<10							0							<10							
Native Hawaiian or Other Pacific Islander	0							0							0							
White	22	2	9.1	7	31.8	13	59.1	39	12	30.8	9	23.1	18	46.1	25	5	20.0	11	44.0	9	36.0	-10.1
Two or more races	<10							0							<10							
Special Education	<10							<10							<10							
Limited English Proficient (LEP)	0							0							0							

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<b>Free/Reduced Meals (FARMS)</b>	20	3	15	8	40	9	45	23	10	43.4	6	26.1	7	30.4	25	<10	24.0	12	48.0	<10	28.0	-2.4
<b>Female</b>	15	2	13.3	4	26.7	9	60	14	3	21.4	4	28.6	7	50	13	<10	15.4	<10	30.8	<10	53.8	+3.8
<b>Male</b>	12	1	8.3	4	33.3	7	58.3	27	10	37	5	18.5	12	44.4	22	<10	27.2	10	45.5	<10	27.2	-17.2

TABLE 12b ELA Grade 4	2017							2018							2019							2018 to 2019 change in prof. rate
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	
<b>All Students</b>	34	4	11.7	7	20.6	23	67.6	22	2	9	3	14	17	77	36	<10	10.9	<10	16.7	25	69.4	-7.6
<b>American Indian or Alaska Native</b>	0							0							<10							
<b>Asian</b>	0							0							<10							
<b>Black or African American</b>	<10							<10							0							
<b>Hispanic/Latino of any race</b>	0							<10							0							
<b>Native Hawaiian or Other Pacific Islander</b>	0							0							0							
<b>White</b>	28	4	14.3	4	14.3	20	71.4	18	2	11	2	11	14	78	34	<10	14.7	<10	17.6	23	67.7	-10.3
<b>Two or more races</b>	<10							<10							0							

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Special Education	<10							<10							<10							
Limited English Proficient (LEP)	0							0							0							
Free/Reduced Meals (FARMS)	21	3	14.3	4	19	14	66.7	14	2	14	2	14	10	71	21	<10	19.1	<10	23.8	12	57.1	-13.9
Female	20	2	10	5	25	13	65	13	1	8	2	15	10	77	12	0	0	<10	25.	<10	75.0	-2
Male	14	2	14.3	2	14.3	10	71.4	<10							24	<10	20.8	<10	12.5	16	66.6	-11.1

TABLE 12c ELA Grade 5	2017							2018							2019							2018 to 2019 change in prof. rate
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	
All Students	52	9	17.3	14	26.9	29	55.8	39	3	8	4	10	32	82	23	2	8.7	3	13.0	18	78.2	-3.8
American Indian or Alaska Native	0							0							0							
Asian	0							0							0							
Black or African American	<10							0							<10							
Hispanic/Latino of any race	0							<10							<10							
Native Hawaiian or Other Pacific Islander	0							0							0							
White	43	6	14	11	25.6	26	60.5	33	3	9	4	12	26	79	17	1	5.9	3	17.6	13	76.5	-2.5

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<b>Two or more races</b>	<10							<10							<10							
<b>Special Education</b>	<10							<10							<10							
<b>Limited English Proficient (LEP)</b>	0							0							0							
<b>Free/Reduced Meals (FARMS)</b>	28	6	21.4	10	35.7	12	42.9	23	2	8	3	13	18	79	18	2	11.1	3	16.7	13	72.2	-6.8
<b>Female</b>	23	2	8.7	6	26.1	15	65.2	21	2	10	0	0	19	91	15	2	13.3	3	20.0	10	66.6	-24.4
<b>Male</b>	29	7	24.1	8	27.6	14	48.3	18	1	6	4	22	13	72	<10							+28

Table 13: ELA Cohort Growth (Elementary Cohort 2027)

Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	46.3	69.4	+23.1
Economically Disadvantaged	30.4	57.1	+26.7
Special Education	12.5	42.9	+30.4
Male	44.4	66.7	+22.3
Female	50	75	+25.0

Table 14: ELA Cohort Growth (Elementary Cohort 2026)

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Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018- 2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	59.3	77.3	78.2	+9	+18.9
Economically Disadvantaged	45	71.4	72.2	+8	+27.2
Special Education	60	55.6	71.4	+15.8	+11.4
Male	58.3	77.8	100	+22.2	+41.7
Female	60	76.9	66.7	-10.2	+6.7

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

- Last year's focus area centered on increasing the number of students in the FARMS (Economically Disadvantaged) and Special Education subgroups meeting or exceeding expectations (Level 4 or 5) on MCAP. In terms of the FARMS subgroup, our goal was not met.
  - In grade 3, the number of FARMS students who scored a 4 or 5 decreased by 2.4%.
  - In grade 4, the number of FARMS students who scored a 4 or 5 decreased by 13.9%.
  - In grade 5, the number of FARMS students who scored a 4 or 5 decreased by 6.8%.
- Last year's focus area centered on increasing the number of students in the FARMS and Special Education subgroups meeting or exceeding expectations (Level 4 or 5) on MCAP. In terms of the Special Education subgroup, our goal was partially met.
  - In grade 3, the number of Special Education students who scored a 4 or 5 remained the same as the previous year.
  - In grade 4, the number of Special Education students who scored a 4 or 5 decreased by 12.6%.
  - In grade 5, the number of Special Education students who scored a 4 or 5 increased by 71.5%.
- Successes that should be noted are:
  - According to the Maryland Comprehensive Assessment Program (MCAP) results, Cash Valley students in both grades 4 and 5 exceeded the district and state overall in ELA performance.
  - The MCAP vocabulary subscores indicate that Cash Valley students in grades 3-5 exceeded both the district and state averages.

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**3. FOCUS AREAS (ELA)**

FOCUS AREA 1:	ELA FARMS Subgroup
Focus Area Goal:	The ELA goal is to decrease the FARMS subgroup MCAP performance at Levels 1 and 2 by 5% (from 18.7% to 17.8%) through the use of strategies that focus on comprehension of informational text.
Root Cause(s):	<ul style="list-style-type: none"> <li>-Students struggle with sustained and extended reading and writing.</li> <li>-Students need more exposure to rigorous informational text.</li> <li>-Students need more opportunities for daily writing.</li> </ul>
Focus Content Standard(s):	Reading for Information: RI.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Barriers:	<ul style="list-style-type: none"> <li>-Students reading below grade level.</li> <li>-Length of time for reading instruction.</li> <li>-Students are not used to navigating technology for reading, writing, and responding to prompts.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>-Resources including ReadWorks, PebbleGo, Freckle, CommonLit, NewsLEA, Discovery Education, SIRS Discoverer, StoryWorks, Scholastic News, and FOSS Science textbooks.</li> <li>-Use of Title I teacher for ELA support in grades 1 and 2.</li> <li>-Use of reading specialist for ELA instruction and professional development.</li> <li>-Leveled texts to ensure adequate access to informational texts at all Lexile levels.</li> </ul>

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Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>-Reading intervention programs based on assessment results such as the multisensory approach, Foundations, Read Naturally, and Edmark.</li> <li>-Small group instruction based on students' progression, differentiated learning and multiple means of instructional delivery.</li> <li>-Use of formative assessment practices (MD Formative Assessment PLC Series- FAME/FALT).</li> <li>-Co-planning daily between grade levels and quarterly vertical planning across grade levels, including special educators.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>-Title I funding</li> <li>-School-based, district, and/or special education funding</li> <li>-Specific grant funding</li> </ul>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>-Grades 2 and 3 will join grades 4 and 5 in incorporating web-based reading programs into the instructional day (September teacher guided and progressing toward independence by May).</li> <li>-Continuation of implementation of mindfulness and growth mindset strategies (September-June).</li> <li>-Teachers will participate in PLCs to implement research-based formative practices to support instruction (October-May).</li> <li>-Leadership and monthly mindfulness instruction by school psychologist will be offered to assist staff (October-May).</li> <li>-Increase of time allotments for monthly sustained writing tasks (October-May).</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>-Monthly mini-lessons and quarterly data meetings with reading specialist to determine student progress.</li> <li>-Observation of formative practices and growth mindset activities with teacher mentoring.</li> <li>-Weekly monitoring of student progress and needs during team planning with special education staff.</li> </ul>

<b>FOCUS AREA 2:</b>	<b>ELA Special Education Subgroup</b>
Focus Area Goal:	The ELA goal is to decrease the special education subgroup MCAP performance at Levels 1 and 2 by 5% (from 36.4 to 34.6%) through the use of strategies that focus on comprehension of informational text.
Root Cause(s):	<ul style="list-style-type: none"> <li>-Students struggle with sustained and extended reading and writing.</li> <li>-Students need more exposure to rigorous informational text.</li> <li>-Students need more opportunities for daily writing.</li> </ul>
Focus Content Standard(s):	Reading for Information: RI.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Barriers:	<ul style="list-style-type: none"> <li>-Students require extensive support with executive functioning skills.</li> <li>-Structures are needed to help students internalize reading strategies and apply them to grade level text.</li> <li>-Students are not used to navigating technology for reading, writing, and responding to prompts.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>-Resources including ReadWorks, PebbleGo, Freckle, CommonLit, NewsLEA, Discovery Education Mystery Science, Edmark, Boardmaker Online, Scootpad, and SIRS Discoverer, StoryWorks, Scholastic News, and FOSS Science textbooks.</li> <li>-Use of inclusion teachers for ELA support.</li> </ul>



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	<ul style="list-style-type: none"> <li>-Use of reading specialist for ELA instruction and professional development.</li> <li>-Leveled texts to ensure adequate access to informational text at all Lexile levels.</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>-Reading intervention programs based on assessment results such as the multisensory approach, Foundations, Read Naturally, and Edmark.</li> <li>-Small group instruction based on students' progression, differentiated learning and multiple means of instructional delivery.</li> <li>-Use of formative assessment practices (MD Formative Assessment PLC Series- FAME/FALT).</li> <li>-Co-planning daily between grade levels and quarterly vertical planning across grade levels, including special education staff.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>-Title I funding</li> <li>-School-based, district, and/or special education funding</li> <li>-Specific grant funding</li> </ul>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>-Grades 2 and 3 will join grades 4 and 5 in incorporating web-based reading programs into the instructional day (September teacher guided and progressing toward independence by May).</li> <li>-Continuation of implementation of mindfulness and growth mindset strategies (September-June).</li> <li>-Teachers will participate in PLCs to implement research-based formative practices to support instruction (October-May).</li> <li>-Leadership and monthly mindfulness instruction by school psychologist will be offered to assist staff (October-May).</li> <li>-Increase of time allotments for monthly sustained writing tasks (October-May).</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>-Monthly mini-lessons and quarterly data meetings with reading specialist to determine student progress.</li> <li>-Observation of formative practices and growth mindset activities with teacher mentoring.</li> <li>-Weekly monitoring of student progress and needs during team planning with special education staff.</li> </ul>

<b>Table 15</b>	
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<b>Means of Representation:</b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>-Use of SMARTboards and tables to provide interactive experiences for visual learners.</li> <li>-Use of web-based reading programs and multimedia resources throughout reading instruction.</li> <li>-Provide student choices regarding auditory support to access stories and support fluency and comprehension.</li> <li>-Use of various graphic organizers for daily quick writes and extended writing pieces.</li> <li>-Use of a multisensory approaches to differentiate reading and writing instruction.</li> </ul>
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b> <ul style="list-style-type: none"> <li>-Use of various methods (kinesthetic, auditory, and visual) to support reading instruction and intervention.</li> <li>-Use of structured goal setting activities to aid students in monitoring their reading progress.</li> <li>-Provide options for students to demonstrate what they have learned.</li> </ul>

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Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>											
	-Use interest inventories to provide opportunities for students to read stories of interest at a specific Lexile level. -Provide learning targets and success criteria to promote knowledge of expectations and optimize motivation. -Use of flexible groups, partner work, and peer collaboration during reading and writing instruction.											

**B. MATHEMATICS**

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

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

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

TABLE 16a MATH Grade 3	2017							2018							2019							2018 to 2019 change in prof. rate
	Total I #	Level 1 or 2		Level 3		Level 4 or 5		Total I #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%			
All Students	27	5	18.5	6	22.2	16	59.2	41	13	31.7	7	17.1	21	51.2	35	8	14.3	8	22.9	22	62.9	+11.7
American Indian or Alaska Native	0							<10							0							
Asian	0							<10							<10							

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Black or African American	<10							0							<10								
Hispanic/Latino of any race	0							0							<10								
Native Hawaiian or Other Pacific Islander	0							0							0								
White	22	5	22.7	4	18.2	13	59.1	39	13	33.3	7	17.9	19	48.7	25	4	16	6	24	15	60		+11.3
Two or more races	<10							0	0	0	0	0	0	0	<10								
Special Education	<10							<10							<10								
Limited English Proficient (LEP)	0							0							0								
Free/Reduced Meals (FARMS)	20	5	25	5	25	10	50	23	10	43.4	5	21.7	8	34.7	25	4	16	6	24	15	60		+25.3
Female	15	2	13.3	4	26.7	9	60	14	5	35.7	2	14.3	7	50	13	1	7.7	2	15.4	10	76.9		+26.9
Male	12	3	25	2	16.7	7	58.4	27	8	29.6	5	18.5	14	51.8	22	4	18.1	2	27.3	12	54.5		+2.7

TABLE 16b MATH Grade 4	2017							2018							2019							2018 to 2019 change in prof. rate
	Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			Level 1 or 2		Level 3		Level 4 or 5			
	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	
<b>All Students</b>	34	7	20.5	5	14.7	22	64.7	22	2	9.0	2	9.1	18	81.8	36	5	13.09	7	19.4	24	66.7	-15.1

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American Indian or Alaska Native	0							0							<10							
Asian	0							0							<10							
Black or African American	<10							<10							0							
Hispanic/Latino of any race	0							<10							0							
Native Hawaiian or Other Pacific Islander	0							0							0							
White	28	6	21.5	4	14.3	18	64.2	18	1	5.6	2	11.1	15	83.3	34	5	14.7	7	20.6	22	64.7	-18.6
Two or more races	<10							<10							0							
Special Education	<10							<10							<10							
Limited English Proficient (LEP)	0							0							0							
Free/Reduced Meals (FARMS)	21	5	23.8	4	19	12	57.2	14	2	14.2	1	7.1	11	78.6	21	4	19.1	6	28.6	11	52.4	-26.2
Female	20	4	20	3	15	13	65	13	2	15.4	1	7.7	10	76.9	24	4	16.7	5	20.8	15	62.5	-14.4
Male	14	3	21.4	2	14.3	9	64.3	<10							12	1	8.3	2	16.7	9	75	-2.8

TABLE 16c MATH Grade 5	2017				2018				2019				2018 to 2019 change in prof. rate
	Total	Level 1 or 2	Level 3	Level 4 or 5	Total	Level 1 or 2	Level 3	Level 4 or 5	Total	Level 1 or 2	Level 3	Level 4 or 5	

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	#	#	%	#	%	#	%	I#	#	%	#	%	#	%	#	#	%	#	%	#	%	
<b>All Students</b>	52	12	23	21	40.4	19	36.6	39	5	12.8	3	7.7	31	79.5	23	3	13	1	4.3	19	82.6	+3.1
<b>American Indian or Alaska Native</b>	0							0							0							
<b>Asian</b>	0							0							0							
<b>Black or African American</b>	<10							0							<10							
<b>Hispanic/Latino of any race</b>	0							<10							<10							
<b>Native Hawaiian or Other Pacific Islander</b>	0							0							0							
<b>White</b>	43	10	23.2	16	37.2	17	39.6	33	5	15.2	2	6.1	26	78.8	17	2	11.8	1	5.9	14	82.3	+3.5
<b>Two or more races</b>	<10							<10							<10							
<b>Special Education</b>	<10							<10							<10							
<b>Limited English Proficient (LEP)</b>	0							0							0							
<b>Free/Reduced Meals (FARMS)</b>	28	11	39.2	12	42.9	5	17.9	23	4	17.4	3	13.0	16	69.6	18	3	16.7	1	5.6	14	77.7	+8.1
<b>Female</b>	23	6	26.1	8	34.8	9	39.1	21	2	9.5	2	9.5	17	81.0	15	3	10	1	6.7	11	73.4	-7.6
<b>Male</b>	29	6	20.7	13	44.8	10	34.4	18	3	16.7	1	5.6	14	77.8	<10	0	0	0	0	<10	100	+22.2

Table 17: Math Cohort Growth (Elementary Cohort 2027)

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Percent Proficient	Grade 3 2017-2018	Grade 4 2018-2019	Growth from Grade 3 (2018) to Grade 4 (2019)
All Students	51.2	66.7	+15.5
Economically Disadvantaged	34.8	52.4	+17.6
Special Education	0	28.6	+28.6
Male	51.9	62.5	+10.6
Female	50	75	+25.0

Table 18: Math Cohort Growth (Elementary Cohort 2026)					
Percent Proficient	Grade 3 2016-2017	Grade 4 2017-2018	Grade 5 2018-2019	Growth from Grade 4 (2018) to Grade 5 (2019)	Growth from Grade 3 (2017) to Grade 5 (2019)
All Students	59.2	81.8	82.6	+.8	+23.4
Economically Disadvantaged	50	78.6	77.8	-.8	+27.8
Special Education	40	77.8	71.4	-6.4	+31.4
Male	58.4	88.9	100	+11.1	+41.6
Female	60	76.9	73.3	-3.6	+13.3

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

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- Last year's focus area centered on increasing the number of students in the FARMS (Economically Disadvantaged) and Special Education subgroups meeting or exceeding expectations (Level 4 or 5) on MCAP. In terms of the FARMS subgroup, our goal was partially met.
  - In grade 3, the number of FARMS students who scored a 4 or 5 increased by 26.4%.
  - In grade 4, the number of FARMS students who scored a 4 or 5 decreased by 25.4%.
  - In grade 5, the number of FARMS students who scored a 4 or 5 decreased by 2.2%.
- Last year's focus area centered on increasing the number of students in the FARMS and Special Education subgroups meeting or exceeding expectations (Level 4 or 5) on MCAP. In terms of the Special Education subgroup, our goal was partially met.
  - In grade 3, the number of Special Education students who scored a 4 or 5 increased by 37.5%.
  - In grade 4, the number of Special Education students who scored a 4 or 5 decreased by 49.2%.
  - In grade 5, the number of Special Education students who scored a 4 or 5 increased by 71.4%.
- Successes that should be noted are:
  - According to the school evidence statement, students in grades 3, 4, 5 met or exceeded the district and state average scores on 96% of all standards assessed on MCAP.
  - In the area of modeling mathematics, which has been a school-wide focus, all three grade levels increased the number of students who met or exceeded expectations.

**3. FOCUS AREAS (MATH)**

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<b>FOCUS AREA 1:</b>	<b>Math FARMS Subgroup</b>
Focus Area Goal:	The math goal is to decrease FARM student MCAP performance at Levels 1 and 2 by 5% (from 17.2 to 16.3%) through the use of strategies that focus on problem solving and modeling and reasoning.
Root Cause(s):	<ul style="list-style-type: none"> <li>-Time and resources for implementing research-based Tier 2 interventions are inadequate.</li> <li>-Students are not accustomed to navigating through the complex tasks and technology that are part of the MCAP assessment.</li> <li>-There are students that have not developed reading skills necessary to closely read and understand/analyze word problems.</li> </ul>
Focus Content Standard(s):	Modeling and Reasoning: Solving multi-step word problems using various strategies (3.NF, 5.NF-Fractions and Number; 4.OA-Operations and Algebraic Thinking).
Barriers:	<ul style="list-style-type: none"> <li>-Time and resources for implementing research-based Tier 2 interventions are inadequate.</li> <li>-No research-based interventions are available at the school or district levels.</li> <li>-The severity of some students' needs preclude their access to the general curriculum without levels of modification and support.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>-Availability of problem solving tasks that are rigorous and scaffolds for struggling learners.</li> <li>-Strategic plans to incorporate teacher and peer feedback techniques and formative practices.</li> <li>-Strategic planning for teachers to implement Universal Design for Learning (UDL) and Specifically Designed Instruction (SDI) strategies within lessons.</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>-Provide opportunities for students to engage in modeling and reasoning tasks throughout the year.</li> <li>-Teachers will participate in FAME/FALT to strategically build sustainability in use of research-based formative practices to support Tier 1 instruction.</li> <li>-Continue the use of web-based programs (Scootpad, Zearn, Freckle) for math activities and instruction.</li> <li>-Continue action plan for providing intervention support through small group re-teaching practices.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>-Title I funding</li> <li>-School-based, district, and/or special education funding</li> <li>-Specific grant funding</li> </ul>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>-Quarterly data meetings with math specialist will be held to determine student progress (November, January, March, May).</li> <li>-Students will be assessed using monthly reasoning and modeling tasks on Edcite (September-May).</li> <li>-Web-based program monitoring reports will be analyzed monthly and used to determine progress and intervention (September-May).</li> <li>-Pre and post surveys through FAME/FALT PLCs (September and May).</li> <li>-Monthly PLC meetings will focus on learning targets and implementations of formative assessment strategies (September-May).</li> </ul>
Monitoring Procedure:	-Math specialist and special education teachers will meet with classroom teachers to analyze data gathered through benchmarks, Imagine Math, and grade level assessments.



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<b>FOCUS AREA 2:</b>	<b>Math Special Education Subgroup</b>
Focus Area Goal:	The math goal is to decrease special education student MCAP performance at Levels 1 and 2 by 5% (from 27.2% to 25.8%) through the use of strategies that focus on problem solving and modeling and reasoning.
Root Cause(s):	<ul style="list-style-type: none"> <li>-Students require extensive support with executive functioning skills in order to sustain attention and focus through rigorous, real world problems.</li> <li>-Classroom modes of differentiation and accommodation are difficult to replicate in the testing setting.</li> <li>-Students are not accustomed to navigating through the complex tasks and technology that are part of the MCAP assessment.</li> <li>-The severity of some students' needs preclude their access to the general curriculum without levels of modification and support.</li> </ul>
Focus Content Standard(s):	Modeling and Reasoning: Solving multi-step word problems using various strategies (3.NF, 5.NF-Fractions and Number; 4.OA-Operations and Algebraic Thinking).
Barriers:	<ul style="list-style-type: none"> <li>-Based on staff and scheduling availability, student needs require more support to access the curriculum.</li> <li>-No research-based interventions are available at the school or district levels..</li> <li>-Deficits in reading skills negatively impact students' ability to read and understand word problems.</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>-Additional co-planning time for special education inclusion teachers and general education teachers.</li> <li>-Availability of problem solving tasks that are rigorous and scaffolds for struggling learners.</li> <li>-Strategic plans to incorporate teacher and peer feedback techniques and formative practices.</li> <li>-Strategic planning for teachers to implement Universal Design for Learning (UDL) and Specifically Designed Instruction (SDI) strategies within lessons.</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>-Provide opportunities for students to engage in modeling and reasoning tasks throughout the year.</li> <li>-Teachers will participate in FAME/FALT to strategically build sustainability in use of research-based formative practices to support Tier 1 instruction.</li> <li>-Continue the use of web-based programs (Scootpad, Zearn, Freckle) for math activities and instruction.</li> <li>-Continue action plan for providing intervention support through small group re-teaching practices.</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>-Title I funding</li> <li>-School-based, district, and/or special education funding</li> <li>-Specific grant funding</li> </ul>
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>-Quarterly data meetings with math specialist will be held to determine student progress (November, January, March, May).</li> <li>-Students will be assessed using monthly reasoning and modeling tasks on Edcite (September-May).</li> <li>-Web-based program monitoring reports will be analyzed monthly and used to determine progress and intervention (September-May).</li> <li>-Pre and post surveys through FAME/FALT PLCs (September and May).</li> <li>-Monthly PLC meetings will focus on learning targets and implementations of formative assessment strategies (September-May).</li> </ul>

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Monitoring Procedure:	-Math specialist and special education teachers will meet with classroom teachers to analyze data gathered through benchmarks, Imagine Math, and grade level assessments.
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Table 19	UDL for Math
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<b>Means of Representation:</b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>-SMARTboard instruction to engage learners.</li> <li>-Use of manipulatives to work from concrete to abstract thinking.</li> <li>-Incorporate games to practice math concepts.</li> <li>-Teacher modeling to develop metacognition.</li> </ul>
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b> <ul style="list-style-type: none"> <li>-Use of math journals to explain math reasoning and modeling.</li> <li>-Use of individual laptops to engage in math practice.</li> <li>-Use of models and graphic organizers to scaffold conceptual understanding.</li> <li>-Student choice of strategies and products to demonstrate understanding.</li> <li>-Use of number talks and problem sets to allow opportunity for students to show their thinking and problem solving process.</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b> <ul style="list-style-type: none"> <li>-Use of technology for practice and assessment (Imagine Math, Zearn, ScootPad, Moby Max, Freckle).</li> <li>-Modify student pathways to meet the needs of all learners' levels.</li> <li>-Use of real world problem solving tasks on Edcite to ensure authentic learning.</li> <li>-Use of formative practices (FAME/FALT) for goal setting, clarifying targets, success criteria, collaborative groups, peer feedback, and self-assessment.</li> </ul>

**C. SCIENCE**

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

TABLE 20 MISA Grade 5	2018							2019							2018 to 2019 change in prof. rate
	Total #	Level 2		Level 3		Level 4 or 5		Total #	Level 2		Level 3		Level 4 or 5		
		#	%	#	%	#	%		#	%	#	%	#	%	
All Students	39	<10	12.8	15	38.5	19	48.7	23	<10	8.7	<10	34.8	13	56.5	+7.8
American Indian or Alaska Native	0							0							
Asian	0							0							
Black or African American	0							<10							
Hispanic/Latino of any race	0							0							
Native Hawaiian or Other Pacific Islander	0							0							
White	34	<10	11.8	13	38.2	17	50	19	<10	5.3	<10	31.6	11	57.9	+7.9
Two or more races	<10							<10							
Special Education	<10							<10							
Limited English Proficient (LEP)	0							0							

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<b>Free/Reduced Meals (FARMS)</b>	23	<10	17.4	<10	30.4	12	52.2	18	<10	11.1	<10	44.4	<10	44.4	-7.8
<b>Female</b>	21	<10	9.5	<10	42.9	<10	47.6	15	<10	13.3	<10	33.3	<10	53.3	+5.7
<b>Male</b>	18	<10	16.7	<10	33.3	<10	50	<10							+12.5

## 2. FOCUS AREAS (SCIENCE)

<b>FOCUS AREA 1:</b>	<b>Science FARMS Subgroup</b>
Focus Area Goal:	The goal is to decrease the FARMS student MCAP performance at Levels 1 and 2 by 5% (from 8.7% to 8.3% ) through the use of strategies that focus on comprehension of informational text, problem solving, and modeling and reasoning.
Root Cause(s):	Not all students are reading on grade level.
Focus Content Standard(s):	Earth and Space Sciences: Earth and Human Activity (Support this area with the Informational Text ELA focus content standard and the Modeling and Reasoning Math focus content standard.)
Barriers:	<ul style="list-style-type: none"> <li>-Reading levels of the standardized test do not correspond to the reading levels of the students.</li> <li>-Students participate in specialized therapeutic services, Acceleration and Enrichment Programs, and elective Fine Arts are often out of the classroom during science instruction.</li> <li>-Science is not taught for a full calendar year; time allotted is shared with social studies instruction.</li> <li>-Teachers do not have adequate planning time to prepare for daily hands-on activities (i.e. FOSS science kits).</li> </ul>
Needed Resources:	<ul style="list-style-type: none"> <li>-Mystery Science</li> <li>-Online resources (i.e. Discovery Ed., Scholastic, PebbleGo)</li> <li>-Ag in the Classroom Mobile Science Lab</li> <li>-Super Science Week resources</li> </ul>
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> <li>-Small group instruction based on individual student assessments.</li> <li>-Use of formative assessment strategies (MD Formative Assessment PLC Series-FAME/FALT).</li> <li>-Use of online resources (Discovery Ed., Scholastic, PebbleGo).</li> </ul>
How will it be funded?	<ul style="list-style-type: none"> <li>-Title I funding</li> <li>-School-based, district, and/or special education funding</li> <li>-Specific grant funding</li> </ul>

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Steps towards full implementation with timeline:	<ul style="list-style-type: none"> <li>-PLC meetings will focus on learning targets and implementations of formative assessment practices (September-May).</li> <li>-Data from unit and mid-term assessments (Discovery Ed., Freckle, and Mystery Science) will be used to monitor student progress (fall/spring semester).</li> </ul>
Monitoring Procedure:	<ul style="list-style-type: none"> <li>-Observation of formative practices and growth mindset activities through mentoring and classroom visitations.</li> <li>-Periodic monitoring of student progress and needs during school-focused grade level meetings.</li> </ul>

<b>Table 21</b>	<b>UDL for SCIENCE</b>
<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<b>Means of Representation:</b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>-Use of SMARTboards and tables to provide interactive experiences for visual learners.</li> <li>-Use of web-based reading programs and multimedia resources throughout reading instruction.</li> <li>-Use of various graphic organizers for daily quick writes and extended writing pieces.</li> <li>-Use of a multisensory approaches to differentiate reading and writing instruction.</li> </ul>
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b> <ul style="list-style-type: none"> <li>-Use of various methods (kinesthetic, auditory, and visual) to support science and reading instruction.</li> <li>-Use of structured goal setting activities to aid students in monitoring their progress.</li> <li>-Provide options for students to demonstrate what they have learned.</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b> <ul style="list-style-type: none"> <li>-Use of technology for practice and assessment (Discovery Education, PebbleGo, Freckle, Mystery Science, FOSSWeb).</li> <li>-Use of real world problem solving tasks and hands-on science investigations to ensure authentic learning.</li> <li>-Use of formative practices (FAME) for goal setting, clarifying targets, success criteria, collaborative groups, peer feedback, and self-assessment.</li> </ul>

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**III. MULTI-TIERED SYSTEM OF SUPPORT**

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

<b>PRIORITY: #1:</b> Increase effectiveness of instruction in ELA and math			
<b>PRACTICE:</b> Incorporate strategies and strengthening support utilizing research-based programs and practices consistently across grades levels			
Action Step	Who	By When	Status Update / Next Steps
<b>LAYING THE FOUNDATION</b>			
● Attend the Teach to Lead conference in Annapolis by school facilitators	Teacher Facilitators	July 2019	<input type="checkbox"/> MSDE Teach to Lead grant approval for FAME/FALT

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<ul style="list-style-type: none"> <li>Develop a schedule for PLC monthly sessions using information from the book, <u>Learning Targets: Helping Students Aim for Understanding in Today's Lesson</u> and MSDE modules series</li> </ul>	Teacher Facilitators, Administrators	<p>August - September 2019</p> <p>October 2019</p>	<ul style="list-style-type: none"> <li>Staff presentation by teachers attending July 2019 Teach to Lead conference</li> <li>Book purchases and distribution to staff members</li> </ul>
<ul style="list-style-type: none"> <li>Sustain teacher leadership capacity by planning teaching components and lesson look-fors from the text (best formative practices through learning targets)</li> </ul>	Teacher Facilitators, Administrators	<p>July 2019</p> <p>October 2019</p>	<ul style="list-style-type: none"> <li>Formative assessment practices connection established to GRRUDL</li> <li>Staff reflects of prior use of formative assessment practice components to support instruction</li> </ul>
<b>INSTALLING</b>			
<ul style="list-style-type: none"> <li>Incorporate training from the Formative Assessments Learning Targets modules</li> </ul>	Teacher Facilitators	October 2019 - May 2020	<ul style="list-style-type: none"> <li>Monthly FAME/FALT team meetings to prepare implementation of instructional focus through grant</li> </ul>
<ul style="list-style-type: none"> <li>Identify resources to support content areas for formative assessment practices</li> </ul>	Classroom Teachers, Content Specialists, Administrators	October 2019 - May 2020	<ul style="list-style-type: none"> <li>Math and reading specialists support instruction by providing relevant resources</li> <li>Monthly grade level team meetings established for math and ELA support</li> </ul>
<ul style="list-style-type: none"> <li>Plan and prepare for staff presentations and guidance through the PLC sessions</li> </ul>	Teacher Facilitators	October 2019 - May 2020	<ul style="list-style-type: none"> <li>School facilitators review expectations for book chapters and questions for teachers to reflect on instructional strategies</li> </ul>

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**IMPLEMENTING**

<ul style="list-style-type: none"> <li>● Increase teacher awareness of formative assessment practices components and adaptation for personalize instructional delivery</li> </ul>	Teacher Facilitators, Classroom Teachers, Administrators	October 2019 - May 2020	<input type="checkbox"/> Monthly school-wide PLC meetings monitoring staff and action team groups, along with online modules participation
<ul style="list-style-type: none"> <li>● Reflect and collaborate with colleagues to improve formative assessment practices</li> </ul>	Teacher Facilitators, Classroom Teachers, Administrators	October 2019 - May 2020	<input type="checkbox"/> Monthly school-wide PLC meetings and action team groups <input type="checkbox"/> Weekly grade level team meetings
<ul style="list-style-type: none"> <li>● Build leadership capacity to become active stakeholders for instructional delivery of formative assessment practices/GRRUDL</li> </ul>	Teacher Facilitators, Classroom Teachers, Administrators	October 2019 - May 2020	<input type="checkbox"/> Monthly school-wide PLC meetings and action team groups <input type="checkbox"/> Weekly grade level team meetings
<ul style="list-style-type: none"> <li>● Encourage students to drive their own learning goals</li> </ul>	Students, Families, Teacher Facilitators, Classroom Teachers, Administrators	October 2019 - May 2020	<input type="checkbox"/> Through family engagement activities and conferences/contacts, student best practices will be modeled and discussed
<ul style="list-style-type: none"> <li>● Participate in the PLC and opt for certification credits through module participation by teaching staff</li> </ul>	Teacher Facilitators, Classroom Teachers, Administrators	October 2019 - May 2020	<input type="checkbox"/> Credits can be received in PLC participation when completing monthly modules



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<ul style="list-style-type: none"> <li>● Continue implementation of wellness and mindfulness activities, involving metacognition, growth mindset, executive functioning to support formative assessment practices</li> </ul>	School Psychologist, Classroom Teachers, Teacher Facilitators, Administrators	October 2019 - May 2020	<ul style="list-style-type: none"> <li>□ Teachers specifically plan daily with formative assessment practices/GRRUDL and mindfulness activities to improve student performance</li> <li>□ School psychologist will continue to instruct monthly mindfulness mini-lessons in classrooms which is a component of successful formative assessment practices</li> </ul>
<ul style="list-style-type: none"> <li>● Volunteer to be observed in selected areas of formative assessment practices by mentor teachers at the school level</li> </ul>	Classroom Teachers	September & November 2019; February & April 2020	<ul style="list-style-type: none"> <li>□ Mentor teachers will be provided substitute days quarterly to observe, provide feedback, and plan with novice teachers</li> </ul>
<ul style="list-style-type: none"> <li>● Volunteer to visit another county school to observe formative assessment practices at state level</li> </ul>	Classroom Teachers	First Semester 2019; Second Semester 2020	<ul style="list-style-type: none"> <li>□ Opportunities for a one day visit to observe formative assessment practices in Charles County</li> </ul>
<ul style="list-style-type: none"> <li>● Volunteer to attend the ASCD Pre-Conference in Baltimore at the state level</li> </ul>	Classroom Teachers	November 2019	<ul style="list-style-type: none"> <li>□ Opportunities to attend a one day national conference to continue professional growth in formative assessment practices</li> </ul>
<b>SUSTAINING SCHOOLWIDE IMPLEMENTATION</b>			

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<ul style="list-style-type: none"> <li>● Incorporate components of formative practice in daily instruction (learning goals and success criteria, effective feedback, goal setting, student self-assessment structures, strategic questioning)</li> </ul>	Classroom Teachers, Teacher Facilitators, Administrators	October 2019 - May 2020	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLC Monthly Staff Meetings</li> <li><input type="checkbox"/> ELA and Math Monthly Action Team Meetings</li> <li><input type="checkbox"/> Monthly and quarterly Mentor/Novice Discussions and Planning</li> <li><input type="checkbox"/> End-of-Year PLC Self-Reflection Tool</li> <li><input type="checkbox"/> Monthly Chapter Questions and Discussion Documents</li> </ul>
<ul style="list-style-type: none"> <li>● Develop framework for training new teachers and ongoing monitoring of formative practices is formalized</li> </ul>	Teacher Facilitators, Administrators	October & December 2019; February & April 2020  October 2019 - May 2020	<ul style="list-style-type: none"> <li><input type="checkbox"/> Novice and Mentor Teachers Quarterly Observations</li> <li><input type="checkbox"/> Grant Documentation</li> <li><input type="checkbox"/> Walkthroughs</li> <li><input type="checkbox"/> Daily Lesson Planning</li> <li><input type="checkbox"/> Observations/Evaluations</li> <li><input type="checkbox"/> Reading and Math Specialists Data Analysis</li> </ul>
<ul style="list-style-type: none"> <li>● Create long range plans to document and reflect that a deeper understanding of formative assessment practices is consistent and implemented with fidelity, along with the continuous development of metacognition, executive functioning, and mindfulness</li> </ul>	Leadership Team, Grade Level Teams, Vertical Teams, Administrators	May 2020	<ul style="list-style-type: none"> <li><input type="checkbox"/> Year End Scrolling Meeting</li> </ul>

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**NOTES:** The purpose of applying for the Teach to Lead grant was to continue incorporating formative assessment practices from previous MSDE FAME training and sustain instructional approaches that were evidenced-based in closing the performance gap. This included mindfulness lessons that supported these practices. With the change of staff and various levels in applying formative assessment practices, it was necessary to resolve the disconnect between novice and master teachers of FAME/FALT practices, allowing mentoring to occur for support and guidance.

**PRIORITY 2:** Increase effectiveness of the school-wide Positive Behavioral and Intervention Support (PBIS) program

**PRACTICE:** Revisit, reflect, and revise to continue implementation of a consistent approach to discipline through research-based strategies and interventions for behavioral support and success

Action Step	Who	By When	Status Update / Next Steps
<b>LAYING THE FOUNDATION</b>			
<ul style="list-style-type: none"> <li>● Review the implementation of consistent approaches to discipline through research-based strategies and group interventions due to new teachers, support staff, counselor, and principal</li> <li>● Debrief on current knowledge and practices of PBIS</li> </ul>	School Staff, Administrators	August 2019	<input type="checkbox"/> Professional development discussion regarding prior PBIS practices and new leadership expectations
<b>INSTALLING</b>			

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<ul style="list-style-type: none"> <li>Combine the current school-wide view of discipline with the new principal's expectations for consistent procedures referenced in a PBIS flipbook</li> </ul>	Administrators	August 2019	<ul style="list-style-type: none"> <li>Administrators develop a PBIS flipbook for staff to reference during behavioral situations for guidance and consistency</li> </ul>
<ul style="list-style-type: none"> <li>Integrate the PBIS committee as part of the Culture and Climate team with various school personnel representation</li> </ul>	Administrators	September 2019 - May 2020	<ul style="list-style-type: none"> <li>Culture and Climate Action Team meets monthly to address successes and concerns, which includes PBIS that focuses on the school's attributes and organizational structure</li> </ul>
<ul style="list-style-type: none"> <li>Revisit, reflect, and revise current PBIS procedures</li> </ul>	School Staff, Administrators	September 2019 - May 2020	<ul style="list-style-type: none"> <li>Culture and Climate Action Team chair serves as a representative on the Leadership Team reporting monthly updates regarding PBIS</li> </ul>
<b>IMPLEMENTING</b>			
<ul style="list-style-type: none"> <li>Create Dojo classrooms for positive point systems and parental communication tool</li> </ul>	Families, Classroom Teachers	August-September 2019	<ul style="list-style-type: none"> <li>Classroom teachers establish class Dojo accounts as the student recognition point system used consistently school-side</li> <li>Classroom teachers send invite code to parents to join the Dojo classroom</li> <li>Classroom teachers share Dojo classroom with resource teachers</li> </ul>
<ul style="list-style-type: none"> <li>Develop classroom expectations reflective of school-wide expectations and an activities menu for student behavioral recognition</li> </ul>	Students, Classroom Teachers	August – September 2019	<ul style="list-style-type: none"> <li>Classroom teachers, in collaboration with students, create classroom expectations and a class point menu with interest choices</li> </ul>

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<ul style="list-style-type: none"> <li>● Document behavioral occurrences, strategies, and parental communication using the discipline log</li> </ul>	Classroom Teachers	August 2019 - May 2020	<ul style="list-style-type: none"> <li>□ Discipline logs are documents that list students, behaviors, strategies, and outcomes and provide individualized student data</li> </ul>
<ul style="list-style-type: none"> <li>● Complete the Student Risk Screening Scale (SRSS) with the description resource</li> </ul>	Classroom Teachers	October 2019, January 2020, May 2020	<ul style="list-style-type: none"> <li>□ Classroom teachers complete the SRSS three times a year, data is analyzed, and tiered intervention supports are established</li> </ul>
<ul style="list-style-type: none"> <li>● Use the Aspen online system for submitting referrals</li> </ul>	Classroom Teachers	August 2019 - May 2020	<ul style="list-style-type: none"> <li>□ Classroom teachers set-up their account to use the online Aspen referral system that assists in analyzing data</li> </ul>
<ul style="list-style-type: none"> <li>● Attend district restorative practices training and present to school personnel</li> </ul>	Counselor, Assistant Principal	October 2019  November 2019	<ul style="list-style-type: none"> <li>□ District-wide restorative practice two-day training is presented to school-level personnel</li> <li>□ Restorative practices will be presented to school staff by the trained personnel during a professional development day</li> </ul>
<ul style="list-style-type: none"> <li>● Develop a social group checklist to be completed based on teacher observations</li> </ul>	PST/Tier 2 Team, Administrators	October 2019	<ul style="list-style-type: none"> <li>□ Classroom teachers use a social group checklists based on Tier 2 interventions and counselor support</li> </ul>
<ul style="list-style-type: none"> <li>● Clarify the responsibilities and use of the Learning Assistant Program (LAP) instructional assistant</li> </ul>	Administrators	October 2019	<ul style="list-style-type: none"> <li>□ Monthly Culture and Climate meeting with discuss the responsibilities and present to the Leadership Team for approval</li> <li>□ Administrators will present the LAP responsibilities to school staff at a weekly faculty meeting</li> </ul>

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<ul style="list-style-type: none"> <li>• Develop a flexible schedule for the LAP instructional assistant that provides in-class and individualized supportive services</li> </ul>	Assistant Principal	October 2019	<input type="checkbox"/> LAP instructional assistant documents services for both individual and groups of students which provides additional data
<ul style="list-style-type: none"> <li>• Partner with PTO to purchase student recognition materials</li> </ul>	Principal	September - November 2019	<input type="checkbox"/> PTO purchases charms and a Treasure Tower (cougar coins) as a student positive recognition system for PBIS
<ul style="list-style-type: none"> <li>• Meet with Health Department counselor for updates on student services</li> </ul>	Principal	September 2019 - May 2020	<input type="checkbox"/> Weekly discussions to review positive interventions and a connection with families
<b>SUSTAINING SCHOOL-WIDE IMPLEMENTATION</b>			
<ul style="list-style-type: none"> <li>• Analyze discipline data to determine areas of success and concerns</li> </ul>	Climate and Culture Team, PST Team, Tier 2 Team, Administrators	September 2019 - May 2020	<input type="checkbox"/> Data analysis is conducted by weekly/monthly by various teams to determine best practices for supportive interventions that are individualized for the student and partnered with families for restorative and positive outcomes
<ul style="list-style-type: none"> <li>• Identify behavioral successes and areas of concern</li> </ul>	Climate and Culture Team, PST Team, Tier 2 Team, Administrators	September 2019 - May 2020	<input type="checkbox"/> Current implementation of PBIS is reviewed weekly/monthly to maintain consistency and staff understanding

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<ul style="list-style-type: none"> <li>Periodically review school-wide expectations to remind students of procedures</li> <li>Celebrate classroom and school-wide success based on established behavioral expectations</li> </ul>	Students, School Staff, Administrators	September 2019 - May 2020	<ul style="list-style-type: none"> <li>Students are recognized daily in the classroom based on Dojo points</li> <li>Students are recognized at school-wide assemblies during the end of each marking period</li> </ul>
<ul style="list-style-type: none"> <li>Continue professional development to support consistent use of the PBIS flipbook</li> </ul>	Climate and Culture Team, Administrators	February 2020, August 2020	<ul style="list-style-type: none"> <li>Professional development will be continuous to support new personnel and to implement PBIS with fidelity</li> </ul>
<p><b>NOTES:</b> Although PBIS has been implemented for 12 years at the school, the procedures were unclear due to various personnel changes and limited professional development. An integration of current practices with new school leadership required a revision of protocols that reflect a proactive approach to behavioral situations through positive relationships and restorative practices. This is a component to establishing a family culture and climate where everyone will strive to perform at their best, whether it be students, staff, administration, or visitors to the building.</p>			

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

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

Aspen Referral Data	2016-2017	2017-2018	2018-2019
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Total Number of Referrals	68	43	42
Physical Aggression	62%	44%	67%
Disruption	21%	23%	17%
Disrespect	7%	12%	8%
Theft	4%	12%	0%
Property Destruction	3%	7%	5%
Other	3%	2%	3%

Cash Valley Elementary School has been implementing PBIS for 12 years and has been awarded gold and silver banners for recognition of implementing tiered behavior supports and interventions. Although there was a decrease in referrals, through the examination of the 2018-2019 discipline data the focus areas are the following:

- The most common types of referrals were disrespect (8%), disruption (17%), and physical aggression (67%) therefore, teachers will model and review the expectations of being respectful, responsible, and an expert learner.
- The majority of referral incidents occurred mid-day (12:00-12:30); therefore, consistent expectations and break options have been established during this transition period.
- The common locations of the referral incidents were in the classroom and at recess; therefore, teachers will create classroom expectations that are reflective of the school-wide expectations and will monitor specific recess areas to determine which procedures may need improved.
- Primary students had the most referral incidents; therefore, the administration and Learning Assistance Personnel (LAP) will visit these classrooms daily to observe student behavior and teacher strategies, providing additional support as needed.
- Other Level 1-2 behavior incidents were sent to the office as referrals; therefore, a flipbook was created for teachers to reference when evaluating discipline situations to determine appropriate interventions.
- Expectation posters are displayed throughout the school and referenced by all personnel in all areas of the school community.
- Staff training will be provided in tiered strategies (CICO, mentoring, restorative practices, social circles, etc.).
- Quarterly student-centered booster/incentive activities that recognize PBIS school-wide expectations will be created, along with a growth mindset and mindfulness practices.



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- Class Dojo is used in all classrooms and resources to validate positive behavior inside and outside the classroom; providing a visual reinforcement that is understandable to all age groups and is also a communication tool with families.
- Mindfulness classroom lessons facilitated by the school psychologist will continue at the primary grade levels.
- The school resource officer is available to provide safety support, guidance to administration, and conferences with students.
- Anti-Bullying Awareness Month is promoted by the school counselor through classroom grade-level lessons, along with weekly lessons on similar topics.
- The Cash Valley Character Pledge is recited during daily announcements and the guidance counselor conducts lessons about being mindful, peaceful, positive, and behavioral choices supporting the expectations.
- Restorative practices will be implemented to peacefully problem-solve between those that display harmful actions and those that are harmed by the actions in order to resolve the situation by repairing relationships. To strengthen this concept in each classroom, hula-hoops will be used as a hands-on strategy for students to lead discussions towards independent social problem-solving.
- The PBIS program is a district and school-level approach to improving discipline; therefore, the program will be implemented consistently by all staff and in all areas of the school community with weekly Tier 2 and monthly Culture and Climate meetings to review discipline data (SRSS, referrals), make recommendations for interventions, and monitor student progress.

**Describe any research-based strategies/interventions for students needing Tier 2 behavior support in addition to Tier 1 behavioral supports.**

The main goal is for students to be present during instruction and achieve academically; therefore, specific discipline procedures are in place to support learning and provide consistent outcomes. PBIS is being implemented and behavior is observed using a three-tiered model, with specific consequences relating to misconduct. Level 1 behavior categories are initial observations of a persistent behavior and are classroom managed. Level 2 behavior categories are chronic occurrences from Level 1 that can either be classroom or office managed. Level 3 behavior categories are chronic occurrences from Level 2 that are administrative managed. Each incident is recorded on a discipline log which results in consequences of verbal warnings, privileges removed, counseling intervention, parent contact, or referrals. With each level, strategies are used to provide support to change behavior and always begin with a student conference to reflect on choices and identify expected behavior for the future. Research-based strategies and interventions that are implemented for Tier 2, in addition to Tier 1 behavioral supports, include the following:

- Restorative practices will be implemented to peacefully problem-solve between those that display harmful actions and those that are harmed by the actions in order to resolve the situation by repairing relationships.
- A Check In/Check Out point system program is used to provide daily monitoring of expected behaviors and mentoring for identified students.
- Social groups are formed based on screening data, teacher input, and Tier 2 team recommendations.
- Buddy systems are provided to certain students to build relationships and form a positive connection at school.
- Identified students meet with the LAP IA before school to participate in calming and mindfulness activities.

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- Students have opportunities to visit the Mindful Moments Room for relaxation and coping skills.
- A mental health counselor, under the direction of the Health Department, weekly consults students at the school site.
- Structured breaks are scheduled to assist with engagement of students.
- Non-verbal visual cues, hand signals, and prompts are used as reminders for students to remain on task.
- Classroom and school-wide incentives provide recognition for students.
- Sensory tools (desk textures, fidgets, puddy) are available.

**V. TITLE I SCHOOLS**

**TITLE I PARENT/FAMILY ENGAGEMENT**

**Parent/Community Engagement Needs**

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

Cash Valley celebrates family, and our school motto is "Every Connection Counts." That includes our parents, family members, and community members.

- Parental/Family engagement school initiatives in 2018-2019 included the following:
  - Back to School Splash at the LaVale Swim Club on Thursday, August 23, 2018, 52 adults attended
  - Parent conferences on Tuesday, October 2, 2018, 140 families attended, and Monday, March 4, 2019, 80 families attended
  - Problem Solving with Parents/Annual Title I Meeting was held on October 19, 2018, 79 adults attended
  - Grandparents "Drive Your Brain" Day on Friday, September 28, 2018, 209 adults attended
  - "Rev It Up With Robots" on Friday, March 8, 2019, 65 adults attended

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- Other family events held: Fall Dress Up Day (142 adults), Grades PK-3 Gingerbread House Activity (13 parents), Grades K-2 Holiday Music performance (28 parents), Grades 3-5 Patriotic Music Program, Grade 5 Wax Museum, and Veteran's Day ceremony.
- Parent/Family programs will continue to be offered to meet the needs of our students and families. In 2019-2020, each academic action team will hold a family event such as Math Problem Solving with Families (held earlier in the school year as requested on the Parent Interest Survey), ELA Day, and a Technology/STEM event. Special grade level events will also continue to be held. We will work to more effectively reach out to parents of English Learners to invite them to these events.
- Weekly workshops are scheduled each Tuesday and are facilitated by the family engagement coordinator, Laura Biser. It is a school goal to increase the number of volunteers at weekly workshops. We will also implement a guest reader program and coordinate volunteers for Super Science Week and Mobile Science Lab visit which support agricultural lessons.
- Masonic Potomac Lodge partnership continues to support attendance initiatives, and partnerships with Potomac State College (Super Science Week) and AES Warrior Run will be explored.
- Cash Valley welcomes parents, families, and community members because we believe "Every Connection Counts!"

**Parent Advisory/Title I Parent Committee 2019-2020**

<b>Name</b>	<b>Grade Level Representation</b>	<b>Position</b>
Lisa Stevenson	All	Principal
Derek Horne	All	Assistant Principal
Shawn Golden-Llewellyn	All	PAC Representative
Jana McCumber	All	Alternate PAC Representative
Amanda Wiseman	PreK	Parent
Corrine Wills	Kindergarten	Parent
Jill Fradiska	Grade 1	Parent
Melissa Savage	Grade 2	Parent
Jessica Wagoner	Grade 3	Parent

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Jennifer Rinker	Grade 4	Parent
Shea Bonarigo/Jana McCumber	Grade 5	Parent
Laura Biser	Title I	Family Engagement Coordinator
Laura Michael	Central Office	Title I School Support Specialist

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.

**CASH VALLEY PARENT / FAMILY ENGAGEMENT PLAN**

**Expectations**

As a schoolwide Title I school, Cash Valley Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Section 1116 Every Student Succeeds Act of 2005.

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/family engagement, the staff at Cash Valley welcomes and encourages parents and community members to join them in activities identified in the Action Plan as follows:

- I – Shared decision-making opportunities
- II – Annual meeting to explain the schoolwide Title I program
- III – Opportunities to build and increase understanding, communication, and support between home and school
- IV - Formal and informal evaluation of the effectiveness of parent/family engagement activities

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V – Activities that promote a positive environment of high expectations shared by home and school

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

**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 goals on MCAP 2020.

**Action Plan**

Title I Requirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
<p><b>I. Shared Decision Making</b></p> <p>➤ The School Improvement Plan (SIP) is developed with input from parents.</p> <p>➤ The SIP is available for parent review and input at any time.</p> <p>➤ The Parent/Family Engagement Plan is developed with input from</p>	<p>Parent representatives on Leadership/SIT and other decision -making teams collaborate with school staff on the development of the plan. Parents are invited in a variety of ways to provide input into the plan.</p> <p>A synopsis of the SIP is shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.</p> <p>A committee that includes at least one parent representative from each grade level will meet in</p>	<p>Spring Meeting, Annual Meeting, September 10, 2019, Ongoing</p> <p>December Newsletter</p> <p>Spring Meeting,</p>	<p>Lisa Stevenson ,Principal Derek Horne, Assistant Principal</p> <p>Lisa Stevenson, Principal</p> <p>Lisa Stevenson, Principal Derek Horne, Assistant</p>

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<p>parents.</p> <p>➤ The Parent/Family Engagement Plan is distributed to all parents.</p> <p>➤ With parents, develop a written School Parent Compact(s) supporting instruction that is signed by teachers, parents, and students.</p>	<p>April to review the current year's plan and make revisions. The Leadership/School Improvement Team (SIT) will review the proposed plan. In September, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the Leadership/SIT for approval.</p> <p>A summary of the Parent/Family Engagement Plan is distributed to all families in the <i>Cash Valley Connection</i> after the Central Office has approved the SIP.</p> <p>A committee that includes at least one parent representative from each grade level will meet in April to review the current year's School Parent Compact(s) and make revisions. The proposed compact(s) will be reviewed by the Leadership/SIT. In September, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the Leadership/SIT for approval.</p>	<p>Annual Meeting, September 10, 2019, Ongoing</p> <p>December 2019</p> <p>Spring Meeting, Annual Meeting, September 10, 2019</p>	<p>Principal</p> <p>Lisa Stevenson, Principal</p> <p>Lisa Stevenson, Principal Derek Horne, Assistant Principal</p>
<p><b>II. Annual Meeting</b></p> <p>➤ School holds parent meetings at least annually to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental/family engagement.</p>	<p>Information is shared by a PowerPoint presentation.</p>	<p>September 10, 2019</p>	<p>Lisa Stevenson, Principal Derek Horne, Assistant Principal</p>
<p><b>III. Building Parental Capacity</b></p> <p>➤ Provide assistance to parents in</p>	<p>Grade level expectations are distributed to parents</p>	<p>September 10,</p>	<p>Lisa Stevenson, Principal</p>

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<p>understanding the state's academic content standards and student academic achievement standards, along with state and local academic assessments.</p>	<p>in the fall. Teachers discuss expectations with parents during conferences, Back to School/Meet the Families Night, and/or during classroom visitation activities. Information about testing is also distributed to parents at appropriate times.</p>	<p>2019, October 7, 2019, Ongoing, TBD</p>	<p>Derek Horne, Assistant Principal, Classroom Teachers</p>
<p>➤ Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.</p>	<p>The following events are planned for this school year:</p> <ul style="list-style-type: none"> <li>● Problem Solving with Families</li> <li>● ELA Day</li> <li>● Technology/STEM Event</li> </ul>	<p>TBD</p>	<p>Lisa Stevenson, Principal Derek Horne, Assistant Principal, Math/Science Team, ELA/Social Studies Team, STEM/Technology Team</p>
<p>➤ Educate school personnel on how to work with parents as equal partners in their child's education.</p>	<p>Input from parents is gathered at parent events by activity evaluations and parent surveys. The results are shared to improve future events. Parent members of school teams attend meetings and provide input.</p>	<p>Ongoing</p>	<p>Lisa Stevenson, Principal Derek Horne, Assistant Principal, Math/Science Team, ELA/Social Studies Team, STEM/Technology Team</p>
<p>➤ Coordinate and integrate programs to increase parent involvement, such as the Judy Center and other community resources, along with the Health Department, Library, Head Start, Striving Readers Grant, Local After School Program, MD Extension, YMCA, etc.</p>	<p>The following programs provide opportunities to increase parent/family engagement:</p> <ul style="list-style-type: none"> <li>● Kids Korner Day Care coordinates special programs with the school community.</li> <li>● Allegany County Health Department provides dental and flu vaccine clinics.</li> <li>● Family Support services provided information and sessions for families with students with disabilities.</li> </ul>	<p>TBD TBD</p>	<p>Lisa Stevenson, Principal Derek Horne, Assistant Principal</p>
<p>➤ Ensure information is presented in a format and/or language parents can understand.</p>	<p>Communications with parents are designed to be parent-friendly. <i>Cash Valley Connection</i>, Blackboard Connect mass notification phone calls, texts, emails, Dojo classroom, communicator folders, assignment</p>	<p>Ongoing</p>	<p>Lisa Stevenson, Principal Derek Horne, Assistant Principal, Laura Biser, Family Engagement Coordinator</p>

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<p>➤ Ensure accessibility for parents with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.</p>	<p>books, and outdoor sign enhance communication with parents. Family engagement coordinator reaches the community by phone.</p> <p>Translated documents are provided on an as needed basis. Language interpreters are used for school conferences. Reasonable requests for transportation and childcare may be provided.</p>	<p>Ongoing</p>	<p>Lisa Stevenson, Principal Derek Horne, Assistant Principal, Laura Biser, Family Engagement Coordinator</p>
<p><b>IV. Review the Effectiveness</b></p> <p>➤ The effectiveness of the school's parental/family engagement activities will be reviewed.</p>	<p>Evaluations from parent activities are reviewed and are the basis for changes in subsequent activities. The Leadership and Content Teams review the effectiveness of the parental/family engagement activities.</p>	<p>Spring Meeting, Annual Meeting, September 10, 2019, Ongoing</p>	<p>Lisa Stevenson, Principal Derek Horne, Assistant Principal, Laura Biser, Family Engagement Coordinator, Laura Michael, Title I Specialist</p>
<p><b>V. Joyce Epstein's Third Type of Parent Involvement</b></p> <p>➤ Volunteering</p>	<p>Parents are given the opportunity to volunteer in a variety of ways:</p> <ul style="list-style-type: none"> <li>● Weekly Volunteer Workshops (Family Engagement Coordinator)</li> <li>● School Leadership/SIT and Action Teams</li> <li>● Outdoor School</li> <li>● Super Science Week</li> <li>● Guest Readers</li> <li>● Classroom Activities</li> <li>● Lego League</li> </ul>	<p>Wednesdays, Ongoing</p>	<p>Laura Biser, Family Engagement Coordinator, Lisa Stevenson, Principal Derek Horne, Assistant Principal</p>



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**VI. Professional Community for Teachers and Staff- Standard 7**

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

1. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
MSDE: FAME/FALT <u>Learning Targets:</u> <u>Helping Students Aim for Understanding in Today's Lesson</u> PLC/Modules	October 2019 - May 2020 (Monthly, 1st Wednesday), 8:00-8:45am, Cash Valley	Classroom Teachers, Administration	<ul style="list-style-type: none"> <li>● Build teacher capacity on the formative assessment process to include learning targets, success criteria, and feedback</li> <li>● Consistent collaboration with colleagues to improve</li> </ul>	<ul style="list-style-type: none"> <li>● Understand and develop learning targets</li> <li>● Use learning targets and success criteria in lessons</li> <li>● Use feedback to empower students</li> </ul>	<input type="checkbox"/> Advancing Formative Assessment in Every Classroom Reflection Tool (establish goals, revisit throughout school year) <input type="checkbox"/> Documentation between

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(optional 2 credits)	Media Center		<p>instruction through formative assessment practices with consistency and fidelity</p> <ul style="list-style-type: none"> <li>● Build a culture of evidence and a school-wide plan for sustainability</li> <li>● Provide reflection, goal-setting, and use of metacognitive strategies</li> <li>● Integration of FAME/FALT with GRRUDL resulting in students driving their own learning goals</li> </ul>	<ul style="list-style-type: none"> <li>● Customize learning targets and success criteria in order to differentiate instruction</li> <li>● Recognize how learning targets connect reportable goals</li> </ul>	<p>mentor and novice teachers during conferences, observations, daily planning and resources (October, January, and April)</p> <ul style="list-style-type: none"> <li>□ Peer evaluations of daily lesson plans identifying the FAME/GRRUDL components</li> <li>□ Classroom assessment results indicating students met success criteria (various assessments to determine student growth)</li> </ul>
2. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Positive Behavior and Intervention Extension: Restorative Practices	<p>October 29-30 2019, 8:00-3:30, ACM</p> <p>November 1, 2019 8:00-11:00, Cash Valley</p>	<p>Counselor, Administration</p> <p>All School Staff</p>	<ul style="list-style-type: none"> <li>● Develop a family school structure based on positive relationships, acceptance, and common expectations</li> <li>● Recognize that students learn from failure and forgiveness, not punishment, resulting in interpersonal accountability</li> <li>● Conduct restorative practice lessons with classrooms, providing a talking circle (hula hoop) with guidance question cards created by counselor</li> </ul>	<ul style="list-style-type: none"> <li>● Model the mindset that positive relationships are the driving force behind real learning and student growth</li> <li>● Understand that removing students from the school removes all interpersonal accountability from the student that harms others</li> <li>● Identify three school shifts and types of restorative practices</li> <li>● Responses to challenging behavior</li> </ul>	<ul style="list-style-type: none"> <li>□ Discipline log documentation by the teacher indicating use of talking circles (intermediate classes independently; primary classes guided)</li> <li>□ Counselor social group documentation and conferences with students</li> <li>□ Tier 2 and Tier 3 PBIS documentation with decrease of students in social groups (SRSS) resulting in students remaining in the classroom for instruction</li> </ul>

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3. Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Positive Behavior and Intervention Extension: Mind-Body Skills	March 2020, 4:00-6:00, ACM (8 sessions)	All School Staff	<ul style="list-style-type: none"> <li>• Maintain the emotional and mental well-being of the school community by implementing wellness and mindfulness activities</li> <li>• Create mindful calm down stations in classrooms</li> <li>• Incorporate mindful breathing and stress reduction techniques based on the Center for Mind Body Medicine model</li> <li>• Reduce trauma, stress, and anxiety and increase focus</li> </ul>	<ul style="list-style-type: none"> <li>• Techniques for breathing and meditation, guided imagery, bio-feedback, writing, drawing, and movement</li> <li>• Skills related to stress-relief and resilience-building through self-care and supportive groups</li> </ul>	<ul style="list-style-type: none"> <li>□ Documentation on student use of the school mindfulness room and classroom calming stations</li> <li>□ Walkthrough and observation documentation on classroom management and brain breaks</li> <li>□ Tier 2 and Tier 3 PBIS documentation with decrease of student behavioral documentation (discipline behavior logs, counselor visits, Aspen referral data) resulting in students remaining in the classroom for instruction</li> </ul>

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**VII. MANAGEMENT PLAN**

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

By identifying areas of celebration and improvement, the staff has recommended the proposed activities to continue towards the vision and mission of the school. The planned activities were discussed during scheduled meetings (grade-level, action teams, faculty) and professional development days (8/26/19, 11/1/19, 2/3/19). Prior to the submission of the document the final draft of the plan was shared electronically on Google Drive with all staff to gather feedback and reflection regarding data, activities, and established goals. Once the Central Office approval is received, the final document and a plan overview will be provided to the staff during scheduled meetings, Google Drive, and also available through the school and district websites. The SIP will continuously be reviewed by the Leadership Team to revisit goals and make necessary revisions, then shared at weekly and monthly meetings. Meetings dates are listed below.

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Meeting Schedule 2019-2020								
*alternate date due to school closure/conflict      +changes or additional meetings can be determined by teams as needed								
ACTION TEAMS (once a month at 8:00am)								
<b>Leadership Team Meetings (1st Tuesday)</b>								
September	October	November	December	January	February	March	April	May
3	1	5	3	7	4	3	7	5
<b>ELA/Social Studies Team Meetings (2nd Tuesday)</b>								
September	October	November	December	January	February	March	April	May
10	8	12	10	14	11	10	14	12
<b>Culture/Climate Team Meetings (3rd Wednesday)</b>								
September	October	November	December	January	February	March	April	May
18	16	20	18	15	19	18	15	20
<b>Technology/STEM Team Meetings (4th Thursday)</b>								
September	October	November	December	January	February	March	April	May
26	24	7*	5*	23	27	26	23	28
<b>Math/Science Team Meetings (1st Friday)</b>								
September	October	November	December	January	February	March	April	May
6	4	15*	6	3	7	6	3	1

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SUPPORT TEAMS								
FAME/FALT Team Meetings (once a month, 3rd Thursday, 8am)								
September	October	November	December	January	February	March	April	May
19	17	21	19	16	20	19	16	21
Professional Learning Communities (PLC) Team Meetings (1st Wednesday *8:00-8:45AM)								
September	October	November	December	January	February	March	April	May
4	2	6	12*	9*	5	4	1	6
Emergency Team Meetings (quarterly, 1st Thursday, 8am)								
September	November	February	April					
5	8*	6	2					
Instructional Consultation Team (ICT) (twice a month, 2nd and 4th Wednesday, 8:00am)								
September	October	November	December	January	February	March	April	May
11, 25	9, 23	13, 27	4*, 11	8, 22	12, 26	11, 25	8, 22	13, 27
Instructinal Assistants (IAs) (once a month, 4th Friday, 8:00-8:15am)								
September	October	November	December	January	February	March	April	May
27	25	22	20*	24	28	27	24	22
Pupil Service Team (PST) (each Wednesday)					Faculty Meeting (each Monday)			
Individulized Education Planning Team (IEP) (each Wednesday, Thursday, Friday)					Grade Level Meeting (1st F/Math; 2nd T/ELA; 3rd/4th T/School)			
Acceleration and Enrichment Team (AEP) (Fall/Spring)					Crisis Prevention and Intervention Team (CPI) (TBD)			
Special Education Meetings (1st Thursday, 8am/Rader)					Assessments Team (TBD)			

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

Once approval is received, the final document will be shared with families and the school community through the school and district websites. A hard copy of the entire plan will be available in the office and an overview of the plan will be provided to families through the communicator folder. References to the plan will be included in monthly school newsletters, presented at PTO meetings, and each semester at Parent Title I meetings.

Each school action team coordinates a family engagement activity and a community partnership. A connection is made with the families attending by sharing information about student achievement in relation to the SIP focus areas and resources that are accessible to increase student achievement. Through family engagement activities, parents can be participants in content lessons to understand learning standards and goal expectations connected to the SIP focus areas. Details and dates are listed below:

- Math Day (11/7/19) - Classroom teachers and math specialist will share the SIP math focus with families and provide information on

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accessing the available math videos and digital resources to support content learning support at home.

- ELA Day (1/31/20) - Classroom teachers and reading specialist will share the SIP ELA focus with families and review digital resources to access at home to support reading and writing skills.
- Technology/STEM Day (4/23/20) - Classroom teachers and media specialist will share the SIP science focus with families and provide information on computer science standards and resources, along with robotics activities in partnership with area organizations and colleges.

Meeting Schedule 2019-2020								
Parent Teacher Organization (PTO) Meetings (once a month, 3rd Thursday, 5:30pm)								
September	October	November	December	January	February	March	April	May
19	17	21	19	16	20	19	16	21
Family Engagement Activities (coordinated by Action Teams)					Parent Title I Meetings (twice a year)			
Meet the Families Night	Grandparents' Day	Math Day	ELA Day	Technology/STEM Day		Fall	Spring	
September 10th	October 4th	November 7th	January 31st	April 24th		September 10th	April 17th	
Monthly Newsletters (once a month, 1st Tuesday)								
September	October	November	December	January	February	March	April	May
3	1	5	3	7	4	3	7	5
School Improvement Plan Overview: December 3rd								

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

Classroom teachers will be responsible for implementing curriculum strategies and be familiar with the content focus areas for improvement. Through collaborative horizontal and vertical grade level meetings with specialists and administration, additional strategies will be identified, resources will be reviewed, and professional learning sessions will occur. Methods for monitoring progress will be continuous through data diving, five whys root cause analysis, formative assessment practices, and reflection.

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

The SIP is a reference guide that is a school-wide document revisited by the faculty and staff to remain focused on the school's vision and mission. The school structure is established to build interpersonal connections that allow horizontal and vertical communication to flow in order to reflect and revise approaches to meet the needs in the school environment. This process allows for individual student performance to be collected, analyzed, and actions to be taken while involving various perspectives in the decision-making process. The Leadership (SIT) Team is responsible for the overall implementation of the SIP components and data analysis, making necessary changes to continue learning progressions. Members serve as chairs of the action and support teams, collecting data and sharing results for monitoring purposes. This leveled approach allows for all staff to share input and remain aware of attainment of goals or changes that may be necessary.

The Culture and Climate team monitors discipline and the implementation of the PBIS program. School-wide expectations are reviewed and evaluated to facilitate a safe and orderly environment. The focus is on restorative practices promoting “time on task.” To increase academic achievement, discipline data (referrals, SRSS, logs, Sensory Room, Mindfulness Room, etc.) is monitored and analyzed by the Tier 2 Team, with the priority on positive interventions and supports for students to be present during instruction in order to increase achievement.

The Math/Science and ELA/Social Studies Action Teams analyze data of specific content assessments to identify areas of celebrations and improvements needed. A continuation of using the Five Whys and Root Cause Analysis approach is implemented to determine revisions of instruction to support learning advancement. The Technology/STEM Action Team evaluates resources for student usage and progressions, providing feedback on availability, professional development, student modeling, and if continuance of the resource should occur.

ACTION TEAMS 2019-2020				
Leadership Team (1st T)	English Language Arts/Social Studies Team (2nd T)	Culture/Climate Team (3rd W)	Technology/STEM Team (4th TH)	Math/Science Team (1st F)
1. School Improvement Plan	1. Family Engagement Activity	1. Discipline/PBIS Celebrations	1. Family Engagement Activity	1. Family Engagement Activity
2. Title I/Family Engagement Plan	2. Community Partnership	2. Wellness/Social Activities	2. Community Partnership	2. Community Partnership
3. Awards and Recognitions	3. PLC	3. PLC	3. PLC	3. PLC
4. FAME/FALT	4. FAME/FALT	4. FAME/FALT	4. FAME/FALT	4. FAME/FALT
5. Academic/Behavior Data Analysis	5. Academic Data Analysis	5. Behavior Data Analysis	5. Technology/Database Analysis	5. Academic Data Analysis



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**5. How will administration monitor the plan?**

The administration serves as facilitating members on each team supporting safety, instruction, and relationships in alignment with security expectations, state standards and assessments, and a culture where everyone is valued and respected. Administrators participate in open discussions during action, support, and grade level teams to review assessments, identify barriers, and reflect with staff on SIP goals. SIP initiatives are observed during classroom observations for documented evidence.

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

Elementary supervisors, math and reading specialists, behavioral specialists, and Title I personnel are educational experts used as a resource to assist the school with data analysis, instructional practices, and professional development. Central office staff attend grade level and leadership meetings and conferences with administration to provide guidance on focus areas, along with family engagement support. The SIP is annually evaluated by a district committee and the administration, sharing celebration areas and improvement suggestions that are presented to the various school action teams.

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

Name (Print and Sign)	Affiliation/Title
Dr. Lisa Stevenson <i>Lisa Stevenson</i>	Principal
Jana McCumber <i>Jana McCumber</i>	Parent Representative, PTO President
John Robinson <i>John Robinson</i>	Community Representative, Owner J-Rs Custom Screen Printing and Embroidery
Tiffanie Hardman <i>Tiffanie Hardman</i>	Pre-Kindergarten Teacher, Professional Learning Community Chair
Christina Sibley <i>Christina Sibley</i>	Kindergarten Teacher, Math/Science Team Co-Chair
Cresta Kowalski <i>Cresta Kowalski</i>	Special Education Teacher (SLE Grade 1), Leadership Team Co-Chair
Rebecca Murphy <i>Rebecca Murphy</i>	Grades 1 and 2 ELA/Title I Teacher, ELA/Social Studies Team Chair
Amy Rice <i>Amy S. Rice</i>	Grade 2 Teacher, Leadership Team Co-Chair
Sonja Belcher <i>Sonja Belcher</i>	Grade 3 Teacher, Leadership Team Co-Chair
Amy Eber <i>Amy Eber</i>	Grade 4 Teacher, Culture and Climate Team Chair
James O'Neal <i>James O'Neal</i>	Grade 5 Teacher, Math/Science Team Chair
Jill Robertson <i>Jill Robertson</i>	Library Media Specialist, Technology/STEM Team Chair
Melissa Krukowsky <i>Melissa Krukowsky</i>	Reading Intervention Teacher
Kate Taylor <i>Kate Taylor</i>	Special Education Instructional Assistant
Derek Horne <i>Derek Horne</i>	Assistant Principal
Laura Bliser <i>Laura Bliser</i>	Title I Parent Involvement Coordinator
Laura Michael <i>Laura S. Michael</i>	Title I Specialist, Central Office Staff