

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

School: Cash Valley Elementary

Principal: Dr. Lisa Stevenson

Section	Table of Contents	Page
	Title Page	
I	Integrated Educational Framework	1
II	School Demographics	5
III	Attendance	6
IV	Graduation Rates (high school only)	-
V	School Safety/ Suspensions	11
VI	Early Learning (elementary only)	12
VII	Academic Progress	21
VIII	MD School Survey Results (student and staff)	47
IX	Multi-tiered System of Support	51
X	Positive Behavioral Intervention & Supports or Behavior Management Systems	59
XI	Family and Community Engagement & Federal, State and Local Programs	62
XII	Professional Community for Teachers and Staff	68
XIII	Management Plan	71

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, AND CORE VALUE

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

- All children can learn.
- High expectations need to be fostered in all children.
- Structures are provided for students to become prepared for lifetime learning: collaboration, critical thinking, and independence.
- Feelings of security and positivity enhance student success; therefore, students learn their brain functions, utilize strategies that create a growth mindset, and develop executive functioning skills.
- Students have diverse needs; instruction is adapted to meet those needs.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

B. SCHOOL CLIMATE AND CULTURE

Climate

Cash Valley is referred to as a “family” and is addressed as such through communications, decisions, and actions. Within this family, school community members are provided with equitable opportunities to succeed, encouraged to lend a voice, treated fairly, and assisted with proper support and resources. The principal’s leadership priorities are safety, relationships, and academics. A safe environment creates opportunities for relationships to be built resulting in learning engagement. The school’s climate is described as a “home away from home” feeling, with an environment creating engagement and developing a love towards the school.

- Safety – There are clear, consistent, and fair expectations that follow the district disciplinary policies, providing a safe academic, physical, and emotional environment. Teachers daily review the school expectations of being respectful, responsible, and expert learners, intentionally connecting with students to set the focus of the day. Students are recognized for displaying the school-wide expectations by the process of stating their name, stating their action, and stating the school-wide expectation met. 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. These processes are supported by social-emotional learning lessons from the Toolbox curriculum to teach students resilience in emotional and behavioral regulation skills.
- Relationships – The Cash Valley family values cohesive relationships in the school community, facilitating open conversations to meet students’ needs. Students are greeted by staff each morning as they arrive at school, making personal connections to start the day positively or identify students that may need support prior to classroom instruction. Mindset is a focus, emphasizing that a positive attitude determines a successful direction, building connections among students and staff.
- Instruction – Collaboration is required to successfully build an inclusive community that is adaptive to making everyone welcomed and accepted. The Cash Valley family focuses on providing positive inclusive and blended experiences. Students of all abilities and backgrounds are engaged with each other during instructional and non-instructional activities. To achieve academic success, teachers first build relationships with their students, identify individual strengths and improvement areas, and reflect on data utilized to make instructional decisions. There is continuous professional development on best practices to understand, appreciate, and support differences in academic learning, physical and mental health, along with respect for diversity to develop social acceptance. Instructional delivery follows the Gradual Release of Responsibility and Universal Design for Learning (GRRUDL) approaches to develop independent learners that enhance their performances with various resources.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

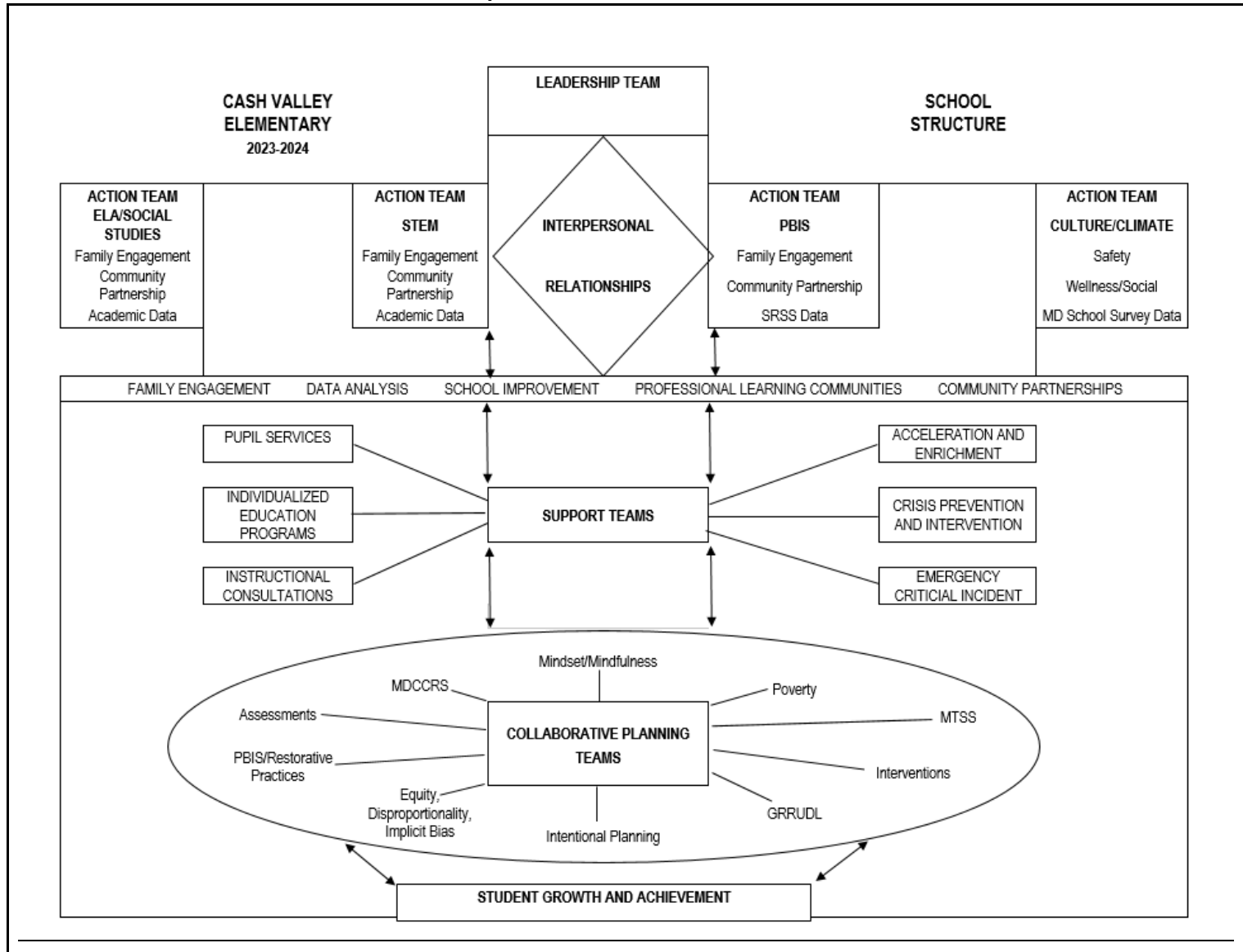
Culture

The culture of Cash Valley is described in the school's motto "Every Connection Counts." Interactions in the school community model the overall expectations of behaviors, attitudes, and beliefs, influencing all decisions and actions that impact learning. Each positive contact between students, families, and staff enhances the partnership, developing an integrated unit that has common expectations for success.

- Behavior – 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 implements the Positive Behavior Interventions and Supports (PBIS) approach to discipline in which the faculty and staff have established the social culture, behavior levels, and consistent methods toward 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, always beginning with a student conference to reflect on choice and identify expected behavior for the future. Extensive intervention strategies target 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 interests. There is a Sensory Room and a Mindful Moments Room (calm area with sensory activities) that students can visit to refocus and reflect. The Cougar Code is recited during the morning announcements as a reminder to approach situations with positive intentions.
- Celebrations – Each marking period students are acknowledged for their academics, effort, character, and attendance during a recognition ceremony with achievement presentations earning a prize jar, charms, and cougar coins. Hallway bulletin boards and displays throughout the school show samples of student work and positive mindset phrases. There are visual posters throughout the school as reminders of the school-wide expectations. Morning announcements begin each day encouraging positive thoughts and actions, and students look forward to High Five Fridays when the principal celebrates weekly successes by wearing hand decorations. Staff members are acknowledged and recognized at meetings for various achievements.
- Structure – Cash Valley is a Title I school meaning federal funding is provided to support students and their access to a high quality education. Action teams include family and community members and 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. A Critical Incident Plan is developed and families are notified about the standard response protocols for safety. Multiple opportunities are provided for families to attend school-based events and volunteer weekly with the Family Engagement Coordinator.

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.

Allegany County Public Schools 2023-2024 School Improvement Plan for Title I Schools



Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

II. SCHOOL DEMOGRAPHICS

Number of years the principal has been in the building? 4 years

A. Staff Demographic

B. Student Demographics

Table 2	
SUBGROUP DATA	2023-2024 COUNT
American Indian/Alaskan Native	<10
Hawaiian/Pacific Islander	<10
Hispanic	<10
African American	17
White	225
Asian	<10
Two or More Races	17
Special Education	84
LEP	<10
Males	165

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators	0	2	2
Teachers	5	24	29
Itinerant staff	10	1	11
Paraprofessionals	6	17	23
Support Staff	0	4	4
Other	11	12	23
Total Staff	32	60	92

Females	109
Gender X	N/A
Total Enrollment	274
FARMS Rate (2022-2023)	100%

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

Special Education Data 2023-2024 School Year (The total of this chart should match the number entered in Table 2.)

Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	4	06 Emotional Disturbance	0	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	1
03 Deaf	0	08 Other Health Impaired	6	14 Autism	22
04 Speech/Language Impaired	21	09 Specific Learning Disability	6	15 Developmental Delay	22
05 Visual Impairment	0	10 Multiple Disabilities	2	TOTAL COUNT	84

III. ATTENDANCE

Table 4a	2022-2023
Grade Level – School Level	Attendance Rate
All (Excluding PreK & K)	90.1%
<u>Grade 1</u> , 6, or 9	92%

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

<u>Grade 2</u> , 7, or 10	89.5%
<u>Grade 3</u> , 8, or 11	89.7%
<u>Grade 4</u> or 12	89.8%
<u>Grade 5</u>	89.1%

Table 4b: Subgroup Attendance Rate	2022-2023
All Students	88.9%
Hispanic/Latino of any race	93.2%
American Indian or Alaska Native	92.8%
Asian	78%
Black or African American	87.1%
Native Hawaiian or Other Pacific Islander	95.3%
White	88.9%
Two or more races	90.6%
Male	89.3%
Female	88.5%
EL	91.6%
Special Education	87.2%
Free/Reduced Meals (FARMS)	87.5%

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

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.
 - The state's proficient standard for attendance rate is 94%; therefore, no grade level met the attendance target.
 - Native Hawaiian or Other Pacific Islander (95.3%) is the only subgroup that met the attendance standard.
 - Both male (89.3%) and female (88.5%) subgroups are below the attendance standard.
 - Special education subgroup (87.2%) is below the attendance standard.
 - FARMS subgroup (87.5%) is below the attendance standard.
 - ELL subgroup (91.6%) is below the attendance standard.
 - Grade 5 (89.1%) has the lowest grade level attendance rate.
 - Asian (78%) subgroup has the lowest subgroup attendance rate.
2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.
 - The Pupil Service team conducts weekly meetings that include the expertise of the school administration, psychologist, counselor, pupil personnel worker, behavior specialist, mental health specialist, social worker, and special education facilitator to identify attendance issues and review evidence of absentee documentation.
 - Through Caring Conversations professional development, administration created a problem-solving tool to use with families as a guide for discussions to improve attendance by following the process: learn, share, inform, discuss, and make a plan. This is collaboratively created between the school and home.
 - 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), targeting the 94% expectation of the state attendance standard.

Allegany County Public Schools

2023-2024



School Improvement Plan for Title I Schools

- During the daily opening routine/breakfast, teachers will conduct conversations regarding the importance of being present at school. Each class has an attendance banner that is displayed in the classroom when perfect attendance is achieved.
- Key messages from the *Attendance Works* resource will be shared with parents in monthly newsletters and on the school website.

Chronically Absent

Chronically absent is defined as missing 10% or more of days enrolled in a school year.

MD Report Card reports students NOT chronically absent.

Table 5	2018-2019	2021-2022	2022-2023
Not Chronically Absent (percentage)	85.7%	66.1%	61.9%
Not Chronically Absent (student count)			172
Report Card Points Earned	5	5	4

Habitually Truant

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.

Table 6	2022	2023
Habitually Truant (percentage)	3.36%	6.14%

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

Habitually Truant (student count)	8	14
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Describe reasons and specific changes/adjustments in place to reduce the number of habitually truant students.

Habitual truant reasons that impact school attendance occur due to chronic health, transportation issues, challenging behaviors, and individual home situations. The school adheres to the health protocol established by the Allegany County Health Department. The following addresses changes to reduce habitual truancy:

- Pupil Service team meets weekly to monitor attendance and behavior that may impact students being present at school, along with establishing individualized approaches to meet students' needs.
- Through Caring Conversations professional development, administration created a problem-solving tool to use with families to create discussions to lead to attendance improvement by following the process: learn, share, inform, discuss, and make a plan. This is collaboratively created between the school and home.
- Family notes are requested to document absences.
- Quarterly incentives are promoted and provided to students.
- School and district personnel assist families with student transitions to school by visiting homes and riding the school bus when student support is needed.
- Attendance information and district policies are shared with families to clarify the long-range effects of missing school, along with Maryland attendance legislation and consequences.

IV. GRADUATION RATE – High Schools Only - N/A

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS		
Subgroup	All Students	
	2021-2022	2022-2023
Total Referrals	36	63
All Suspensions	2	0
In School	0	0
Out of School	2	0
Sexual Harassment Offenses	0	0
Harassment/Bullying Offenses	0	2

*2022-2023 referrals were distributed among 26 students.

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

**Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools**

The number of referrals has increased and will be reduced based on the following:

- PBIS will be implemented with fidelity.
- Quarterly awards celebrations to recognize the school-wide PBIS goals are met (Cougar Paw charm).
- Individual interest recognitions for students using Tier 2 and Tier 3 behavioral intervention plans (ex. - Check In/Check Out goals met result in a sunshine call, choice of activity, and/or a specific item).
- Intentionally promote the school-wide expectations throughout the culture and climate of the school and community (visuals such as bulletin boards and posters).

- Weekly meetings scheduled with the Pupil Service team will include teachers, along with parents, to be proactive in building a partnership to identify and problem-solve behavior issues while providing a support system.
- Monthly meetings scheduled with the PBIS team will be proactive in identifying areas of concern, monitoring students with behavioral issues, and developing systems of support.
- Partnerships with outside agencies (Health Department, Local Care Team, etc.) will be developed to support the whole family.
- A growth mindset will continue as an approach in the school vision and it is adapted to research-based intervention strategies.
- The school counselor and mental health specialist will review the purpose of the mindfulness and restorative practices approaches that will be applied to continue behavioral improvements.
- The PBIS World website will be used to generate discussion and determine other strategies to use based on individual behaviors and interests.

VI. EARLY LEARNING (Elementary Only)

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

Table 9
Kindergarten Readiness Assessment

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

	2021-2022	2022-2023	2023-2024
	Percent Demonstrated	Percent Demonstrated	Percent Demonstrated
Language & Literature	37.14%	42.86%	26%
Mathematics	45.71%	35.71%	29%
Social Foundations	57.14%	28.57%	33%
Physical Development	42.86%	30.95%	36%

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

**Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools**

Language and Literacy



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

 Whole population

Lowest Rating: **202**

Highest Rating: **298**

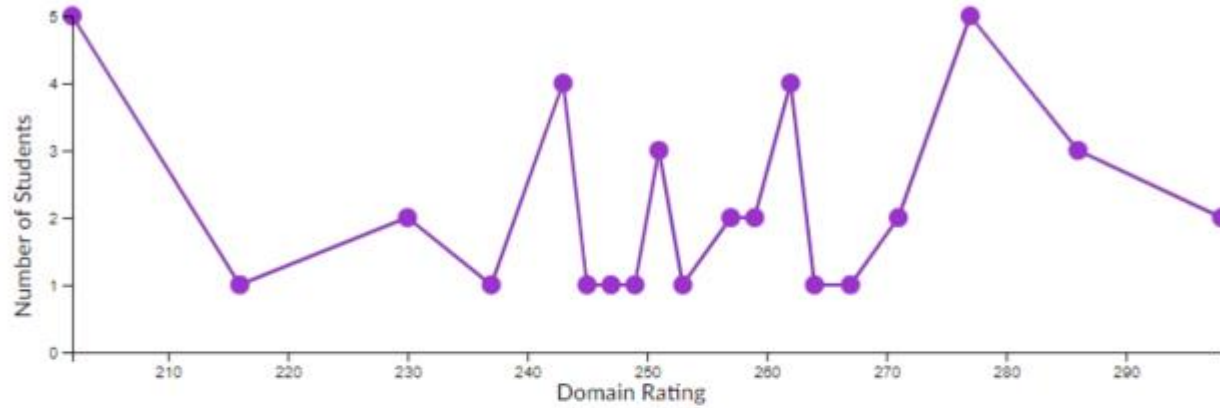
Mean Rating: **253.6**

Median Rating: **258**

Standard Deviation: **25.1**

**Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools**

Mathematics



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

 Whole population

Lowest Rating: **202**

Highest Rating: **298**

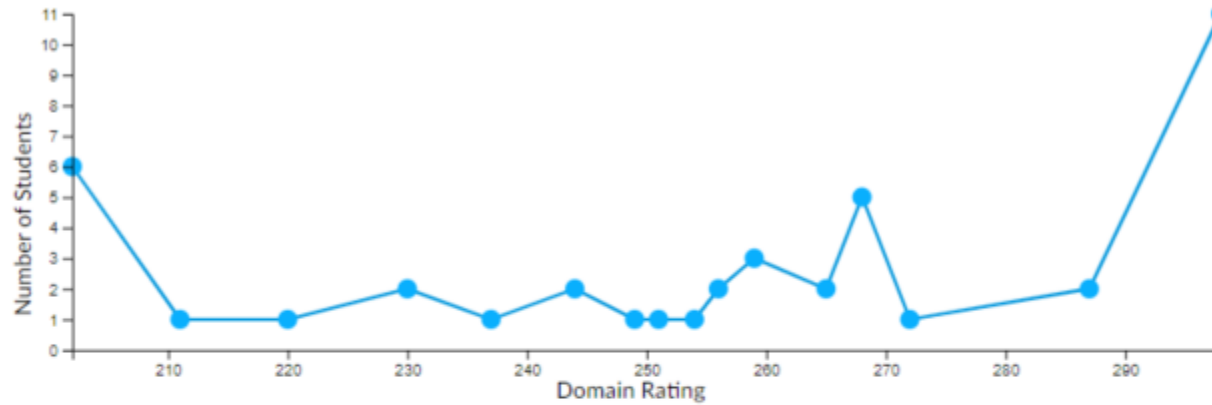
Mean Rating: **253.2**

Median Rating: **257**


Standard Deviation: **26.0**

**Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools**

Social Foundations



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

 Whole population

Lowest Rating: **202**

Highest Rating: **298**

Mean Rating: **258.7**

Median Rating: **262**


Standard Deviation: **33.2**

**Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools**

Physical Development



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

 **Whole population**

Lowest Rating: **202**

Highest Rating: **293**

Mean Rating: **256.5**

Median Rating: **260.5**

Standard Deviation: **27.5**

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”.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

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 (-17%) and mathematics (-6.71%), and an increase in physical development (+5.05%) and social foundations (+4.43%). 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 and weekly co-planning.
- 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).
- Share attendance protocol and information from *Attendance Works*.
- Offer to early childhood students with IEPs appropriate attendance opportunities at 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 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, MD SnapEd, etc.).
- Encourage participation in school-based family engagement activities.
- Invite students with special needs to attend the extended school year (ESY) based on learning progressions.

4. Describe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

begin kindergarten with deficits in specific domain areas. Discuss the evidence based practices your school is implementing 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/focus groups delivered by the reading specialist during monthly grade-level meetings with staff, and weekly availability of support for classroom teachers to curriculum map.
- Incorporate daily oral language development exercises to build vocabulary.
- Use resources, manipulatives, and strategies from a variety of resources (Heggerty, Superkids, Foundations).
- Plan strategically for small group interventions, including groupings based on data dives with the reading intervention teacher and the Title I intervention teacher.
- 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/focus groups delivered by the math specialist during monthly grade-level meetings with staff, and weekly small group student lessons.
- Use resources, manipulatives, and strategies from a variety of resources (Edcite, Number Talks, Data Chats, iReady, 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.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

- Follow a personalized individual pathway through the iReady diagnostics (BOY, MOY, EOY).

Physical Development:

- Integrate physical movement breaks throughout the day.
- Implement movement activities into core content.
- Use a research-based curriculum handwriting program (Superkids) to increase fine motor abilities.
- 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/Sensory room visitations, along with digital resources.
- Implement social circles and restorative practices.
- Share growth mindset and social lessons facilitated by school counselor.
- Provide weekly school-based counseling services delivered through the Health Department or mental health counselor.
- Establish a consistent structure with classroom routines and schoolwide expectations through the PBIS program.
- Use visuals for students to communicate 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 school/district initiated topics (poverty, visible learning).
- Flexible learning groups for differentiated and equitable instruction.
- ELA specific district improvement practices:
 - Provide direct, explicit, and systematic instruction aligned with the current research base within the science of reading, using a gradual release of responsibility from teacher to student.
 - Utilize core program materials and routines as the basis for instruction.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

- Provide consistent, systematic instruction for phonemic awareness and phonics with multiple opportunities throughout the day for distributed practice of decoding and encoding.
- Ensure that all reading and writing activities are intentional - activities should include specific focus on meeting the demand of identified standards, leading to mastery.
- Utilize modeling and close reading strategies to ask and answer questions that are text dependent and inference based.
- Incorporate structures/practices for student accountability to go back into the text for evidence that supports responses.
- Provide instructional activities that are aligned to state standards, with a focus on early foundational reading skill instruction.
- Incorporate daily systematic, sequential phonemic awareness and beginning phonics instruction, with hands-on distributed practice opportunities occurring throughout the day.
- Math specific district improvement practices:
 - Provide direct, explicit, and systematic math instruction using a gradual release of responsibility from teacher to student.
 - Use the iReady Classroom math program with fidelity, with the core program materials and routines as the basis for instruction.
 - Utilize two of the intervention/enrichment periods for individual pathway or small group Tier 2 instruction each week.
 - Provide a minimum of 20 minutes for student pathways and flex group Tier 2 instruction on the other three days.
 - Implement Number Talks at least three days a week.
- Delivery of 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.).

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

- 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, Read Naturally, 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).
- Formative learning approach (I do/independent) that provides evidence that learning is achieved through conferencing and feedback (student performance artifacts, conference/feedback notes, data chats).
- Phonemic awareness screener assessments given periodically throughout the school year (November, January, April).
- Utilize a system of universal screening, data analysis, and collaborative planning to provide targeted Tier 2 and Tier 3 reading and math interventions for identified students, incorporating progress monitoring to measure growth.

VII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

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

Short Term Goal: to increase proficiency rates and to close or reduce achievement gaps between subgroups and their counterparts

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

1. Complete data charts using 2022 and 2023 data results.

TABLE 10a ELA Grade 3	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	62,843	12	43	45	63,702	9	43	48	+3
ACPS Results	563	13	46	41	597	5	46	49	+8
All school students	31	16	42	42	43	9	54	37	-5
American Indian or Alaska Native	0	0	0	0	<10	*	*	*	*
Asian	0	0	0	0	<10	*	*	*	*
Black or African American	<10	*	*	*	<10	*	*	*	*
Hispanic/Latino of any race	<10	*	*	*	<10	*	*	*	*
Native Hawaiian or Other Pacific Islander	<10	*	*	*	<10	*	*	*	*
White	25	20	40	40	39	10	51	39	-1
Two or more races	<10	*	*	*	<10	*	*	*	*
Special Education	<10	*	*	*	11	27	64	9	*
Limited English Proficient (LEP)	<10	*	*	*	<10	*	*	*	*
Free/Reduced Meals (FARMS)	22	18.2	45.5	36.4	43	9	54	37	+5
Female	19	5.3	52.6	42.1	18	6	56	38	-4
Male	12	33.3	25	41.7	25	12	52	36	-5

* indicates no students or fewer than 10 students in category

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

TABLE 10b ELA Grade 4	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	63,284	13	41	46	63,938	11	40	49	+3
ACPS Results	603	9	41	50	567	10	41	49	-1
All school students	28	0	25	75	28	14	32	54	-21
American Indian or Alaska Native	0	0	0	0	<10	*	*	*	*
Asian	0	0	0	0	<10	*	*	*	*
Black or African American	<10	*	*	*	<10	*	*	*	*
Hispanic/Latino of any race	0	0	0	0	<10	*	*	*	*
Native Hawaiian or Other Pacific Islander	<10	*	*	*	<10	*	*	*	*
White	24	0	16.7	83.4	26	15	35	50	-33.4
Two or more races	<10	*	*	*	<10	*	*	*	*
Special Education	<10	*	*	*	<10	*	*	*	*
Limited English Proficient (LEP)	0	0	0	0	<10	*	*	*	*
Free/Reduced Meals (FARMS)	15	0	46.7	53.3	28	14	32	54	-0.7
Female	13	0	30.8	69.2	18	6	36	55	-12.2

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

Male	12	0	20	73.3	10	30	20	50	-23.3
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* indicates no students or fewer than 10 students in category

TABLE 10c ELA Grade 5	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	64,583	15	44	41	64,144	14	44	42	+1
ACPS Results	592	10	37	53	611	8	49	43	-10
All school students	33	9.1	15.2	75.8	28	0	21	79	+3.2
American Indian or Alaska Native	0	0	0	0	<10	*	*	*	*
Asian	0	0	0	0	<10	*	*	*	*
Black or African American	<10	*	*	*	<10	*	*	*	*
Hispanic/Latino of any race	<10	*	*	*	<10	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	0	0	0	<10	*	*	*	*
White	25	12	12	76	25	0	16	84	+18
Two or more races	<10	*	*	*	<10	*	*	*	*
Special Education	<10	*	*	*	<10	*	*	*	*

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

Limited English Proficient (LEP)	<10	*	*	*	<10	*	*	*	*
Free/Reduced Meals (FARMS)	20	15	15	70	28	0	21	79	+9
Female	14	0	0	100	11	0	36	64	+46
Male	19	15.8	26.3	57.9	17	0	12	88	+30.1

* indicates no students or fewer than 10 students in category

Table 11a: Cohort Growth (Elementary Cohort 2031)			
ELA Percent Proficient	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
All Students	41.9	54	+12
Economically Disadvantaged	70	54	-16
Special Education	<10	<10	*
Male	41.7	50	+8.3
Female	42.1	55	+12.9
Other subgroup	40	50	+10

Table 11b: Cohort Growth (Elementary Cohort 2030)	
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Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

ELA Percent Proficient	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
All Students	75	79	+4
Economically Disadvantaged	58.8	79	+20.2
Special Education	<10	<10	*
Male	80	88	+8
Female	69.2	64	-5.2
Other subgroup	83.3	84	+0.7

2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	Grades 3-4-5 Male Students
Focus Area Goal:	The ELA goal is to increase MCAP performance of male students at Levels 3 and 4 by 5% (from 50% to 52.5%) through the use of targeted literacy strategies.
Root Cause(s):	<ul style="list-style-type: none"> Students struggle with sustained and extended reading and writing. Students lack exposure to a variety of texts. Students do not have enough opportunities for daily writing. Students lack high quality vocabulary (Tiers 2/3) and background knowledge required to engage with the CKLA content.
Focus Content Standard(s):	<p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range</p> <p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and</p>

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

	<p>technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>
Barriers:	<ul style="list-style-type: none"> ● According to BOY county assessments, the following percentages of students are reading below grade level: <ul style="list-style-type: none"> ○ 3rd: 37% ○ 4th: 28% ○ 5th: 31% ● CKLA consists predominantly of informational text, however, most topics are not of high interest for elementary students. ● CKLA does not provide ample exposure to multiple texts on the same topic. ● The lack of consistency in reading programs (Superkids K-2/CKLA 3-5) causes challenges to instruction.
Needed Resources:	<ul style="list-style-type: none"> ● Online resources will include: Boost, Superkids Online Fun, Discovery Ed/Mystery Science, Scholastic News, Readworks, and Newsela. ● A Title I teacher and an IA will support instruction in Grades K-2. ● Materials for differentiation, such as those provided by Title I, will be incorporated into instruction. ● The Literacy Coach will be used for instructional support and professional development. ● LETRs Training (Science of Reading) should be made available to teachers who have not been trained.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> ● LETRs strategies and activities will be incorporated into daily instruction. ● During daily Literacy Lab, Reading Intervention will be provided based on DIBELS screener results: Orton Gillingham, Foundations, Read Live, and EdMark. ● Small group instruction will be provided to increase the content interest level of male students. Groups will be based on students' progression, differentiated learning and multiple means of instructional delivery. ● Formative assessment practices (MD Formative Assessment PLC Series- FAME/FALT) will be implemented. ● Weekly co-planning will occur with grade level teams, Title I teachers, and special educators. ● The GRRUDL model will be implemented. ● Teachers will continue to analyze and reflect on the curriculum (lesson internalization). ● The October Parent Meeting will provide strategies to encourage reading at home.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

How will it be funded?	<ul style="list-style-type: none"> • Title-I Funding (Scholastic school-level subscriptions, additional core ELA materials for K-5, additional supplies to create materials of instruction during weekly workshops, laminating machine, web-based subscriptions) • School based, District, and/or Special Education funding • Specific grant funding (LETRs)
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Quarterly data meetings will occur between the Literacy Coach, Interventionist, administration, and classroom teachers. • Monthly meetings will be held with the Literacy Coach and classroom teachers. • Weekly co-planning will occur with grade level teams, Title I teachers, and special educators.
Monitoring Procedure:	<ul style="list-style-type: none"> • Adjustments to Literacy Lab placements will occur during intercycle data meetings and monthly literacy team meetings. • Student progress and needs will be monitored during weekly team planning between classroom teachers and special education staff.

ELA FOCUS AREA 2:	Grades 3-4 Written Expression and Conventions
Focus Area Goal:	The ELA goal is to increase student performance in the area of Written Expression and Conventions in grades 3 and 4 from below 40% proficiency to above 40%.
Root Cause(s):	<ul style="list-style-type: none"> • Texting and other technologies have hindered proper writing mechanics, conventions, and spelling. • MCAP does not provide spell check that students can access when using Google Docs and Word. • Superkids does not focus on the quality of writing. • CKLA provides minimal opportunities for writing on demand.
Focus Content Standard(s):	<p>W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening</p>
Barriers:	<ul style="list-style-type: none"> • Superkids and CKLA do not focus on the traits of writing. • Time for writing is a challenge and providing meaningful feedback from the teacher and peers is not always

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

	<p>feasible.</p> <ul style="list-style-type: none"> • Students lack stamina when writing and/or typing. • Students lack typing skills needed to craft written responses online. • Interdisciplinary writing has decreased due to limited time for science and social studies instruction.
Needed Resources:	<ul style="list-style-type: none"> • Students require consistent access to an online typing program . • A Title I teacher and an IA will provide additional support in Grades K-2. • Materials for differentiation, such as those provided by Title I, will be incorporated into instruction. • The Literacy Coach will provide instructional support and professional development.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Students will enhance their keyboarding skills through use of online typing programs during weekly Media and Computer Science classes. • Writing instruction will be provided in small groups to help with differentiation and feedback. • Students will be taught how to access and provided time to practice using spell check on MCAP. • Independent writing time will be provided during CKLA instruction. • Pacing has been adjusted to provide additional time for writing during Superkids instruction. • Writing samples will be scored using Superkids rubrics and the MCAP rubric for CKLA. • Teachers will continue to analyze and reflect on the curriculum (lesson internalization).
How will it be funded?	<ul style="list-style-type: none"> • Title I Funding (Scholastic school-level subscriptions, additional core ELA materials for K-5, additional supplies to create materials of instruction during weekly workshops, laminating machine, web-based subscriptions) • School based, District, and/or Special Education funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Quarterly meetings will be held with the Literacy Coach to apply consistent scoring of writing using the appropriate rubrics. • Identified writing samples from Instructional Guides will be shared with the Literacy Coach and/or placed in writing folders.
Monitoring Procedure:	<ul style="list-style-type: none"> • Quarterly meetings will be held with grade level teams and the Literacy Coach to ensure consistent scoring of writing samples.

FOCUS AREA 3:	Grade 3 Word Meaning
Focus Area Goal:	The ELA goal is to increase grade 3 student performance on questions relating to L3.4 , L3.5 and RL3.4 from significantly below county and state average, to on par with county and state average.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

Root Cause(s):	<ul style="list-style-type: none"> Students have a lack of exposure to adages, metaphors, and similes in natural conversation. According to “A Framework for Understanding Poverty: A Cognitive Approach,” by Ruby Payne, the number of words students are exposed to varies greatly from ages 1-4 depending on home income: <ul style="list-style-type: none"> 13 million – poverty 26 million – working class 45 million – professionals CKLA provides minimal instruction on similes and metaphors. Students are not provided with ample opportunities to interact with literature texts due to the amount of informational content that is delivered in the CKLA program.
Focus Content Standard(s):	<p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
Barriers:	<ul style="list-style-type: none"> According to BOY county assessments, the following percentages of students are reading below grade level: <ul style="list-style-type: none"> 3rd: 37% 4th: 28% 5th: 31% The lack of consistency in reading programs (Superkids K-2/CKLA 3-5) causes challenges to instruction. The vocabulary in CKLA (Tiers 2/ 3) requires explicit instruction and word meanings cannot simply be inferred. The lack of read alouds in Superkids and CKLA challenges the acquisition of vocabulary.
Needed Resources:	<ul style="list-style-type: none"> Online resources include Boost and ReadWorks. Teachers and the Media Specialist need time for collaboration. Title I funds will be allocated to purchase materials for “One Book, One School.” The Literacy Coach will provide instructional support and professional development. Materials for differentiation, such as those provided by Title I, will be incorporated into instruction.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Vocabulary activities will be provided using the online program, Boost. All classrooms will participate in the One Book, One School for a school-wide literacy initiative using the book, <u>A Boy Called Bat</u>. Classroom teachers will collaborate with the Media Specialist to incorporate needed ELA skills within her lessons. All staff will participate in county-sponsored professional development focusing on <u>Ruby Payne: Teaching with Poverty in Mind</u>.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

	<ul style="list-style-type: none"> Teachers will continue to analyze and reflect on the curriculum (lesson internalization).
How will it be funded?	<ul style="list-style-type: none"> Title I funding (Scholastic school-level subscriptions, additional core ELA materials for K-5, additional supplies to create materials of instruction during weekly workshops, laminating machine, web-based subscriptions) School based, District, and/or Special Education funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> The One Book, One School reading initiative will begin school-wide in February 2024. Teachers will read, discuss and participate in a county-wide book study - <u>Teaching with Poverty</u>. Students in Grades 3-5 will use the Boost program 3 times per week for 10-15 minutes at a time.
Monitoring Procedure:	<ul style="list-style-type: none"> The Boost online program will be monitored to ensure students in Grades 3-5 are progressing. Teachers will deliver direct vocabulary instruction to provide exposure and engagement with vocabulary that is explicit and inferential. Teachers and the Literacy coach will meet monthly to discuss how students are progressing with the vocabulary instruction.

Universal Design for Learning for ELA

Table 12	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> Teachers will share the content, language, and social purposes orally and in written form. Students will have exposure to visual and audio representations of text. A variety of software programs that provide exposure to information. Graphic organizers for writing pieces will be used throughout instruction. Use of multi-sensory approaches to differentiate reading and writing instruction.
	Expression/Action- This is how the student will demonstrate their knowledge.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<ul style="list-style-type: none"> Students will have the opportunity to use different technology/software programs to express their comprehension and learning. Use of various methods (kinesthetic, auditory, and visual) to support reading and intervention. Students will have numerous options to demonstrate their learning.
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<div style="background-color: #d8c7e6; padding: 5px;">Multiple Options for Engagement</div> <ul style="list-style-type: none"> Use of flexible groups, partner work, and peer collaboration during reading and writing instruction. Literacy Lab time will be differentiated and can utilize higher interest topics. Provide the content, language, and social purposes of learning for students so they know why they are completing the lesson.

B. MATHEMATICS

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

Short Term Goal: to increase proficiency rates and to close or reduce achievement gaps between subgroups and their counterparts

1. Complete data charts using 2022 and 2023 data results.

TABLE 13a Math Grade 3	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	63,262	28	35	37	64,274	26	34	40	+3
ACPS Results	563	26	41	33	596	20	39	41	+8
All school students	30	20	53.3	26.7	43	30	30	40	+13.3

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

American Indian or Alaska Native	<10	*	*	*	<10	*	*	*	*
Asian	<10	*	*	*	<10	*	*	*	*
Black or African American	<10	*	*	*	<10	*	*	*	*
Hispanic/Latino of any race	<10	*	*	*	<10	*	*	*	*
Native Hawaiian or Other Pacific Islander	<10	*	*	*	<10	*	*	*	*
White	24	20.8	54.2	25	39	33	31	36	+11
Two or more races	<10	*	*	*	<10	*	*	*	*
Special Education	<10	*	*	*	<10	*	*	*	*
Limited English Proficient (LEP)	<10	*	*	*	<10	*	*	*	*
Free/Reduced Meals (FARMS)	21	19	57.1	23.8	43	30	30	39	+15.2
Female	19	5.3	68.4	26.3	18	22	45	33	+6.7
Male	11	45.5	27.3	27.3	25	36	20	44	+16.7

* indicates no students or fewer than 10 students in category

TABLE 13b Math Grade 4	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	63,749	27	45	28	64,520	25	43	32	+4

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

ACPS Results	602	18	47	35	566	17	47	36	+1
All school students	28	10.7	28.6	60.7	23	11	43	46	-14.7
American Indian or Alaska Native	>10	*	*	*	>10	*	*	*	*
Asian	>10	*	*	*	>10	*	*	*	*
Black or African American	>10	*	*	*	>10	*	*	*	*
Hispanic/Latino of any race	>10	*	*	*	>10	*	*	*	*
Native Hawaiian or Other Pacific Islander	>10	*	*	*	>10	*	*	*	*
White	24	4.2	29.2	66.7	26	12	42	46	-20.7
Two or more races	>10	*	*	*	>10	*	*	*	*
Special Education	>10	*	*	*	>10	*	*	*	*
Limited English Proficient (LEP)	>10	*	*	*	>10	*	*	*	*
Free/Reduced Meals (FARMS)	17	11.8	41.2	47	28	11	43	46	-1
Female	13	23.1	15.4	61.5	18	5	36	56	-5.5
Male	15	0	40	60	10	20	50	30	-30

* indicates no students or fewer than 10 students in category

TABLE 13c	2022	2023	2022 to 2023
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Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

Math Grade 5	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	64,989	26	49	25	64,666	22	51	27	+2
ACPS Results	590	19	49	32	611	14	54	32	0
All school students	33	9.1	30.3	60.6	28	0	21	79	+18.4
American Indian or Alaska Native	>10	*	*	*	>10	*	*	*	*
Asian	>10	*	*	*	>10	*	*	*	*
Black or African American	>10	*	*	*	>10	*	*	*	*
Hispanic/Latino of any race	>10	*	*	*	>10	*	*	*	*
Native Hawaiian or Other Pacific Islander	>10	*	*	*	>10	*	*	*	*
White	25	12	24	64	25	0	16	84	+20
Two or more races	>10	*	*	*	>10	*	*	*	*
Special Education	>10	*	*	*	>10	*	*	*	*
Limited English Proficient (LEP)	>10	*	*	*	>10	*	*	*	*
Free/Reduced Meals (FARMS)	20	15	35	50	28	0	21	79	+29
Female	14	7.1	14.3	78.5	11	0	36	64	-14.5
Male	19	10.5	42.1	47.4	17	0	12	88	+40.6

* indicates no students or fewer than 10 students in category

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

Table 14a: Cohort Growth (Elementary Cohort 2027)			
MATH Percent Proficient	Grade 3 2021-2022	Grade 4 2022-2023	Growth from Grade 3 to Grade 4
All Students	26.7	46	+19.3
Economically Disadvantaged	23.8	46	+22
Special Education	<10	<10	*
Male	27.3	30	+2.7
Female	26.3	56	+29.7
Other subgroup	25	46	+21

Table 14b: Cohort Growth (Elementary Cohort 2030)			
MATH Percent Proficient	Grade 4 2021-2022	Grade 5 2022-2023	Growth from Grade 4 to Grade 5
All Students	60	79	+19
Economically Disadvantaged	23.8	79	+55.2
Special Education	<10	<10	*
Male	60	88	+28
Female	61.5	64	+2.5

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

Other subgroup	66.7	84	+17.3
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2. MATH FOCUS AREAS

MATH FOCUS AREA 1:	Grade 3 Modeling and Reasoning
Focus Area Goal	The math goal is to increase Grade 3 MCAP average performance from 739 to 750 through the use of strategies that focus on problem solving and modeling and reasoning.
Root Cause(s):	<ul style="list-style-type: none"> There is a lack of Tier 2 math interventions. Students are not accustomed to navigating through the complex tasks and technology required by the MCAP assessment. The i-Ready core curriculum does not provide online assessments that closely mirror MCAP assessments.
Focus Content Standard(s):	<p>3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction</p> <p>3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range of 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>
Barriers:	<ul style="list-style-type: none"> Time and resources for implementing research-based Tier 2 interventions are inadequate. No research-based math interventions are available at the school or district levels. The severity of some students' behavioral and academic needs preclude their access to the general curriculum without levels of modification and support.
Needed Resources:	<ul style="list-style-type: none"> Beginning teachers have not received training in formative assessment strategies. Time is needed for strategic planning in order for teachers to implement GRRUDL and formative assessment practices. Consistent visits, support, and follow-up are needed by county specialists to address behavioral issues that are interfering with safety and instruction. A research-based math intervention program is needed to address weaknesses in the area of problem solving and modeling and reasoning. Materials for differentiation, such as those provided by Title I, will be incorporated into instruction.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Teachers will provide opportunities for students to engage in problem solving and modeling and reasoning tasks throughout the year. Teachers will implement formative assessment strategies/practices during daily instruction.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

	<ul style="list-style-type: none"> • i-Ready pathways and i-Ready Fluency Flights will be consistently implemented during daily math instruction. • Additional support for targeted students will be provided by the Math Specialist.
How will it be funded?	<ul style="list-style-type: none"> • Title I Funding (Scholastic school-level subscriptions, additional core math materials for K-5, additional supplies to create materials of instruction during weekly workshops, laminating machine, web-based subscriptions) • School-based, district, and/or special education funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Monthly Team/Data meetings with the Math Specialist will be held to determine student progress. • Students will participate in daily spiral reviews that include problem solving and modeling and reasoning. • Students will complete i-Ready Benchmark Assessments (BOY, MOY, EOY) to identify strengths and challenges. • School-wide SLOs will be based on problem solving and modeling and reasoning.
Monitoring Procedure:	<ul style="list-style-type: none"> • The Math Specialist will meet with classroom teachers to analyze data gathered through i-Ready benchmarks, pathways, and comprehension checks.

MATH FOCUS AREA 2:	Grades 3-4-5 Distinguished Learners
Focus Area Goal	The math goal is to increase the percentage of students scoring within the Level 4 range (Distinguished Learners) from 2% to 10% through the use of strategies that focus on problem solving and modeling and reasoning.
Root Cause(s):	<ul style="list-style-type: none"> • The rigor of MCAP performance tasks/word problems exceeds the weekly expectations provided in the core curriculum. • More small-group time is devoted to students performing at Levels 1-2 than Levels 3 and above. • Students lack perseverance needed to solve a problem through to fruition.
Focus Content Standard(s):	<p>3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem.</p>
Barriers:	<ul style="list-style-type: none"> • Time spent on enrichment activities is limited. • The core curriculum does not provide enough rigor for this targeted group of students.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

	<ul style="list-style-type: none"> The rigor of the reading component of MCAP math tasks prohibits some Level 3 students from reaching a Level 4.
Needed Resources:	<ul style="list-style-type: none"> Additional performance tasks that mirror the rigor of MCAP tasks are needed. Additional time is required for students to practice written responses pertaining to justification of problem solving strategies. Clarification of MCAP scoring rubrics is needed. Materials for differentiation, such as those provided by Title I, will be incorporated into instruction.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Opportunities will be provided to practice persevering to complete timed MCAP tasks. Targeted students will be instructed on how to use a rubric to analyze their own responses. Implementation of formative assessment practices will be used to strategically build sustainability with this targeted group.
How will it be funded?	<ul style="list-style-type: none"> Title I Funding (Scholastic school-level subscriptions, additional core ELA materials for K-5, additional supplies to create materials of instruction during weekly workshops, laminating machine, web-based subscriptions) School-based, district, and/or special education funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> Monthly Team/Data meetings with the Math Specialist will be held to determine student progress and determine next steps. Teachers will ensure that small group time is allotted each week for the targeted group to practice written responses pertaining to justification of problem solving strategies and using rubrics to analyze their own responses. Weekly timed tasks will be provided to increase students' abilities to complete work accurately within the allotted time.
Monitoring Procedure:	<ul style="list-style-type: none"> The Math Specialist will meet with classroom teachers to analyze data gathered through i-Ready benchmarks, pathways, and comprehension checks.

MATH FOCUS AREA 3:	Grades 4-5 Measurement and Data
Focus Area Goal	The math goal is to increase student scores in Grades 4-5 in the domain of Measurement and Data (conversions) from on par with county and state averages to exceeding county and state averages by at least 5%, through the use of strategies that focus on problem solving and modeling and reasoning.
Root Cause(s):	<ul style="list-style-type: none"> The pacing of the core curriculum limits time to review these standards prior to MCAP testing. Students have limited prior knowledge and exposure to units of measurement.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

	<ul style="list-style-type: none"> There is a lack of real-world application for students in their daily lives.
Focus Content Standard(s):	<p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm, kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</p> <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions in solving multi-step problems.</p>
Barriers:	<ul style="list-style-type: none"> Our society utilizes a dual system of measurement, which is confusing for students. Due to lack of exposure, students are learning unfamiliar vocabulary and math processes simultaneously. Students lack hands-on experience with the math tools used in this domain (rulers, scales, clocks, etc.) Students also need to understand online versions of these tools.
Needed Resources:	<ul style="list-style-type: none"> Students need access to consistent measuring tools across the grade levels. Extended time is needed to review and reteach Measurement and Data standards from the previous grade level. Additional online Measurement and Data tasks that mirror MCAP assessments would allow students to become skilled in using online measurement tools. Materials for differentiation, such as those provided by Title I, will be incorporated into instruction.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Measurement and Data standards from previous grade levels will be incorporated in daily spiral reviews. Small group instruction, including targeted students working with the Math Specialist, will focus on the domain of Measurement and Data. Web-based programs such as Zearn, i-Ready, Freckle, and Khan Academy will be used to provide additional exposure to the Measurement and Data domain.
How will it be funded?	<ul style="list-style-type: none"> Title I Funding (Scholastic school-level subscriptions, additional core ELA materials for K-5, additional supplies to create materials of instruction during weekly workshops, laminating machine, web-based subscriptions) School-based, district, and/or special education funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> Monthly Team/Data meetings with the Math Specialist will be held to determine student progress. Students will participate in daily spiral reviews that include a focus on Measurement and Data. Web-based program monitoring reports will be analyzed by teachers and used to determine next steps for instruction.
Monitoring Procedure:	<ul style="list-style-type: none"> The Math Specialist will meet with classroom teachers to analyze data gathered through i-Ready benchmarks, pathways, and comprehension checks.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

Universal Design for Learning for MATH

Table 15	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Smart Board instruction to engage learners ● Use of manipulatives to work from concrete to abstract thinking ● Incorporation of games to practice math concepts (i-Ready/Box Cars and One-Eyed Jacks) ● Teacher modeling to develop metacognition (Number Talks)
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge. <ul style="list-style-type: none"> ● Use of technology to help explain math modeling and reasoning (Google Classroom, Smart Notebook, Nearpod, MCAP Equation Editor, whiteboards, etc.) ● Use of one-to-one devices to engage in math practices ● Use of models to scaffold conceptual understanding ● Student choice of strategies and products to demonstrate understanding ● Use of Number Talks and problem sets to allow opportunities for students to show their thinking and problem solving process
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement <ul style="list-style-type: none"> ● Use of technology for practice and assessment (i-Ready, Zearn, Freckle, Khan Academy) ● Modification of student pathways to meet the needs of all learners ● Use of real-world problem solving tasks to ensure authentic learning ● Use of formative practices for goal setting, clarifying targets, success criteria, collaborative groups, peer feedback, and self-assessment

C. SCIENCE

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

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

Short Term Goal: to increase proficiency rates and to close or reduce achievement gaps between subgroups and their counterparts

1. Complete data charts using 2022 and 2023 data results.

TABLE 16 MISA (SCIENCE)	2022				2023				2022 to 2023
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%	+ or - %
Maryland Results	64,716	20	50	30	64,543	18	48	34	+4
ACPS Results	589	14	55	31	611	13	53	34	+3
All school students	31	16	26	58	28	0	46	54	-4
American Indian or Alaska Native	0	0	0	0	<10	*	*	*	*
Asian	0	0	0	0	0	0	0	0	0
Black or African American	<10	*	*	*	<10	*	*	*	*
Hispanic/Latino of any race	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
White	28	14	25	61	25	0	44	56	-5
Two or more races	<10	*	*	*	<10	*	*	*	*
Special Education	<10	*	*	*	<10	*	*	*	*
Limited English Proficient (LEP)	0	0	0	0	0	0	0	0	0

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

Free/Reduced Meals (FARMS)	17	29	18	53	28	0	46	54	+1
Female	13	0	0	100	11	0	64	36	-64
Male	18	28	33	39	17	0	35	65	+26

* indicates no students or fewer than 10 students in category

2. Focus Areas

FOCUS AREA 1:	FARMS/All Students Science and Engineering
Focus Area Goal:	The goal is to increase the Disciplinary and Core Ideas focusing on Science and Engineering Practices by 10% (39% to 49%) through the use of strategies that focus on hands-on labs, problem solving and modeling and reasoning scientifically.
Root Cause(s):	<ul style="list-style-type: none"> Not all students are reading on grade level and lack perseverance in applying the science skills and content to labs and science problems.
Focus Content Standard(s):	Science and Engineering Practices 8 -Obtaining, evaluating, and communicating information in 3-5 builds on K-2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.
Barriers:	<ul style="list-style-type: none"> Reading levels of standardized tests do not correspond to students' reading levels. Testing is mid-year, which limits time for direct instruction in reading and science. Science is not taught daily due to limited time allotted for science/social studies. Teachers do not have adequate planning time to prepare for daily, hand-on activities. Students participating in specialized therapeutic services and elective fine arts are often out of the classroom during science instruction. Changes in daily schedule (delays, early dismissals, assemblies) result in loss of instructional time for science. CKLA does not lend itself to the integration of science topics during reading instruction.
Needed Resources:	<ul style="list-style-type: none"> Students will access online resources including Mystery Science, Discovery Ed, Pebble Go, Scholastic, Super STEM, and Freckle. Resources for Super Science Week will include Ag in the Classroom-Mobile Science Lab, Potomac State Science lessons, and the Elementary Edibles Program from Evergreen Heritage Center.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

	<ul style="list-style-type: none"> Materials for differentiation, such as those provided by Title I, will be incorporated into instruction.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Teachers will devote time to implementation of online science resources. Instruction will include more application and analysis of the content and skills taught during hands-on lab activities. Grades 3-5 teachers will incorporate the MISA released items for modeling and practice.
How will it be funded?	<ul style="list-style-type: none"> Title I Funding (Scholastic school-level subscriptions, additional core ELA materials for K-5, additional supplies to create materials of instruction during weekly workshops, laminating machine, web-based subscriptions/Scholastic STEM subscription for 4th grade) School-based, district, and/or special education funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> Additional online science resources will be included weekly during instruction. Teachers will include application and analysis of weekly labs. Grades 3-5 teachers will complete MISA released items quarterly.
Monitoring Procedure:	<ul style="list-style-type: none"> Grade level teachers will use formative assessment practices/strategies to make noted observations of students' scientific reasoning and thinking.

FOCUS AREA 2:	FARMS/All Students Physical Science
Focus Area Goal:	43% of the science standards on MISA that fall below the county and state averages are in the area of Physical Science. The goal is to decrease the number of below average standards by 10% (43% to 33%) through the use of strategies that focus on hands-on labs, problem solving and modeling and reasoning scientifically.
Root Cause(s):	<ul style="list-style-type: none"> The majority of instruction across grade levels is focused on Life Science and Earth Science.
Focus Content Standard(s):	Science and Engineering Practices 3 -Planning and carrying out investigations to answer questions or test solutions to problems in 3 - 5 builds on K - 2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.
Barriers:	<ul style="list-style-type: none"> Reading levels and the ability to analyze data required for standardized tests do not correspond to students' current levels. Testing is mid-year, which limits time for direct instruction in reading and science. Science is not taught daily due to limited time allotted for science/social studies. Teachers do not have adequate planning time to prepare for daily, hand-on activities. Students participating in specialized therapeutic services and elective fine arts are often out of the classroom

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

	<p>during science instruction.</p> <ul style="list-style-type: none"> • Changes in daily schedule (delays, early dismissals, assemblies) result in loss of instructional time for science. • Physical Science instruction across grade levels does not consist of overlapping concepts such as those covered in Life Science and Earth Science.
Needed Resources:	<ul style="list-style-type: none"> • Students will access online resources including Mystery Science, Discovery Ed, Pebble Go, Scholastic, Super STEM, and Freckle. • Resources for Super Science Week will include Ag in the Classroom-Mobile Science Lab, Potomac State Science lessons, and the Elementary Edibles Program from Evergreen Heritage Center. • Materials for differentiation, such as those provided by Title I, will be incorporated into instruction.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Teachers will devote time to implementation of online science resources. • The GRRUDL process will be utilized to move students toward independence when applying and analyzing the content and skills taught during hands-on lab activities. • Grades 3-5 teachers will incorporate the MISA released items for modeling and practice.
How will it be funded?	<ul style="list-style-type: none"> • Title I Funding (Scholastic school-level subscriptions, additional core ELA materials for K-5, additional supplies to create materials of instruction during weekly workshops, laminating machine, web-based subscriptions/Scholastic STEM subscription for 4th grade) • School-based, district, and/or special education funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Additional online science resources will be included weekly during instruction. • Teachers will include application and analysis of weekly labs. • Grades 3-5 teachers will complete MISA released items quarterly. • Science concepts need to be taught consistently across grade levels.
Monitoring Procedure:	<ul style="list-style-type: none"> • Grade level teachers will use formative assessment practices/strategies to make noted observations of students' scientific reasoning and thinking.

FOCUS AREA 3:	Developing Learners
Focus Area Goal:	The science goal is to decrease the percentage of students scoring within the Level 2 range (Moving from Developing Learners to Proficient Learners) from 46% to 36% through the use of strategies that focus on hands-on labs, problem solving and modeling and reasoning scientifically.
Root Cause(s):	<ul style="list-style-type: none"> • There is insufficient time for targeted small group instruction in science.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

Focus Content Standard(s):	Science and Engineering Practices 2-Modeling in grades 3-5 builds on grades K-2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.
Barriers:	<ul style="list-style-type: none"> • There is insufficient time for targeted small group instruction in science. • Reading levels and the ability to analyze data required for standardized tests do not correspond to students' current levels. • Testing is mid-year, which limits time for direct instruction in reading and science. • Science is not taught daily due to limited time allotted for science/social studies. • Students participating in specialized therapeutic services and elective fine arts are often out of the classroom during science instruction. • Changes in daily schedule (delays, early dismissals, assemblies) result in loss of instructional time for science.
Needed Resources:	<ul style="list-style-type: none"> • A research-based math intervention program is needed to address weaknesses in the area of problem solving and modeling and reasoning. • Materials for differentiation, such as those provided by Title I, will be incorporated into instruction.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • Teachers will devote time to implementation of online resources. • The GRRUDL process will be utilized to move students toward independence when applying and analyzing the content and skills taught during hands-on lab activities. • Grades 3-5 teachers will incorporate the MISA released items for modeling and practice
How will it be funded?	<ul style="list-style-type: none"> • Title I Funding (Scholastic school-level subscriptions, additional core ELA materials for K-5, additional supplies to create materials of instruction during weekly workshops, laminating machine, web-based subscriptions/Scholastic STEM subscription for 4th grade) • School-based, district, and/or special education funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Additional online science resources will be included weekly during instruction. • Teachers will include application and analysis of weekly labs. • Grades 3-5 teachers will complete MISA released items quarterly. • Science concepts need to be taught consistently across grade levels.
Monitoring Procedure:	<ul style="list-style-type: none"> • Grade level teachers will use formative assessment practices/strategies to make noted observations of students' scientific reasoning and thinking.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

Universal Design for Learning for SCIENCE.

Table 17	
UDL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Use of one-to-one devices to provide interactive experiences for visual learners ● Use of web-based reading programs and multimedia resources ● Use of various graphic organizers ● Use of hands-on approaches to differentiate science instruction
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge.
	<ul style="list-style-type: none"> ● Use of the three learning styles (visual, auditory, kinesthetic) to support science instruction ● Use of structured goal-setting activities to aid students in monitoring their progress ● Options provided for students to demonstrate what they have learned
	Multiple Options for Engagement

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

<p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<ul style="list-style-type: none"> ● Use of technology for practice and assessment ● Use of real-world problem solving tasks and hands-on science investigations to ensure authentic learning ● Use of formative practices for goal-setting, clarifying targets, success criteria, collaborative groups, peer feedback, and self-assessment
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VIII. MD School Survey Results and Plan

<p style="text-align: center;">Staff Engagement Action Plan: 2023 MD Report Card Score out of 3 = 2.3 Projected MD Report Card Score (2024) = 2.347</p>	
<p>Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.</p>	<p>Domain: Safety Topic: Substance Abuse Average Score: 4.48/10</p>
<p>Topic Description:</p>	<p>Substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use</p>
<p>Strategies: What steps will be taken in order to obtain the desired outcome?</p>	<ul style="list-style-type: none"> ● Red Ribbon Week instruction ● Mandated Safe Schools modules ● Back to School Night–portion for health education (food/drugs/online safety) ● Narcan training
<p>Initiative leader and team: Who is responsible and involved in the work?</p>	<ul style="list-style-type: none"> ● Red Ribbon Week instruction–Karina Paton and classroom teachers ● Mandated Safe Schools modules–ACPS/All staff ● Back to School Night–Karina Paton, Kathy Miller, Sara Olson ● Narcan training–Kathy Miller

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> Red Ribbon Week instruction-Allegany County Health Department, online resources Mandated Safe Schools modules–provided by ACPS, staff completion prior to student return Back to School Night–resources from Health Department Narcan training-provided by Kathy Miller
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"> Event surveys Participation/attendance
Timeline: Include dates for implementation of action steps	<ul style="list-style-type: none"> Red Ribbon Week instruction-October 2024 TBD Mandated Safe Schools modules-August 2024 Back to School Night–August/September 2024 TBD Narcan training BOY August 2024 Professional Development Days
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain: Instructional Support Topic: Instructional Feedback Average Score: 5.96/10
Topic Description:	Quality of instructional feedback topic for instructional staff describes the degree to which they receive useful, actionable, adequate feedback from school leadership to improve their teaching
Strategies: What steps will be taken in order to obtain the desired outcome?	<ul style="list-style-type: none"> Mentors provided for new teachers (years 1-3) Teacher collaboration upon teacher request
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> Mentorship–Administration, designated mentors/mentees Collaboration–Administration, teachers
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> Mentorship–required monthly meetings between mentor/mentee, quarterly meeting between mentors/supervisors Collaboration– iReady Math, CKLA, Superkids, ReadWorks, Commonlit, Khan Academy that can be used during reflection and informal observations by peers PLC/Vertical Team meetings

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

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"> • Mentorship–Mentor Journal/Notebook including mentee self-reflections and required monthly activities • Collaboration–informal discussions, reflections, and peer review
Timeline: Include dates for implementation of action steps	<ul style="list-style-type: none"> • Mentorship–required monthly meetings between mentor/mentee, quarterly meeting between mentors/supervisors (following ACPS guidelines) • Collaboration– TBD by teacher teams and based upon teacher request

<p style="text-align: center;"><i>Student Engagement Action Plan:</i> <i>2023 MD Report Card Score out of 7 = 5</i> <i>Projected MD Report Card Score (2024) out of 7= 5.04</i></p>	
Primary Area of Need State the Domain, Topic, and Score	Domain: Community Topic: Participation and Engagement Average Score: 5.09/10
Topic Description:	Participation and engagement topic describes the degree to which students feel there are chances to participate in class discussion and activities, school-sponsored events, extracurricular activities, and school rule-making.
Strategies: What steps will be taken in order to obtain an improved outcome(s)?	<ul style="list-style-type: none"> • Incorporation of class discussions and project based learning: Grade 3 Multiplication Family Board Games, 4th Grade Family Project Roller Coasters, and 5th Grade Family Wax Museum and Native American Shelters • Implementation of school-sponsored events and extra curricular activities: Book Fair, Movie Nights, Science Mobile Lab, LEGO League, 3rd Grade Robotics, SNAP Ed Health Lessons, FSU Roundabout Theater, field trips (3rd grade train ride, 4th grade FSU STEM Day, middle school theater productions) Arts in the Classroom, Minute to Win It Games, One Book-One School, Field Day, and Color Run

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> • Class discussions and project based learning–Administration, Classroom Teachers • School-Sponsored events and extra curricular activities– Administration, PBIS Team, SNAP Ed Maryland Extension, Evergreen Heritage Center, Maryland Department of Agriculture, PTO
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	<ul style="list-style-type: none"> • Title I support • PTO • Math/ELA Specialists • Media Specialist • FSU/PSC Departments of Science • Evergreen Heritage Center Staff • Maryland Extension Office
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"> • Event surveys • Participation/attendance
Timeline: Include dates for implementation of action steps	<ul style="list-style-type: none"> • Event dates TBD by the person or teams responsible
Secondary Area of Need State the Domain, Topic, and Score	Domain: Environment Topic: Physical Environment Average Score: 5.35/10
Topic Description:	Physical environment topic describes the degree to which students feel the school is kept clean, comfortable, and in good repair
Strategies: What steps will be taken in order to obtain an improved outcome(s)?	<ul style="list-style-type: none"> • Sustained, effective cleaning procedures will be implemented with guidance from administration • BOY and EOY evaluation of resources needed for next school year, with removal of items no longer in use
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> • All staff
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to	<ul style="list-style-type: none"> • ACPS Maintenance will store unused furniture in the county warehouse • Out-dated texts will be organized and boxed for resale per BOE

**Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools**

achieve the desired outcome(s)?	
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"> • Maryland School Survey results 2023-2024
Timeline: Include dates for implementation of action steps	<ul style="list-style-type: none"> • Summer Custodial Cleanup-June 2024 to August 2024 • EOY classroom checkout procedures/BOY classroom preparations-May 2024 and August 2024 • Maryland School Student Survey May 2024

IX. MULTI-TIERED SYSTEM OF SUPPORT

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

PRIORITY: #1: Increase effectiveness of tiered instruction through collaborative planning opportunities.			
PRACTICE: Implement the curricular programs by incorporating strategies and best practices, along with progress monitoring, consistently across grade levels			
Action Step	Who	By When	Status Update / Next Steps

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

LAYING THE FOUNDATION

• Create a schedule that offers co-planning between the general and special education teachers	Administrators	Weekly (W) September 2023 - May 2024	<input type="checkbox"/> Administrators schedule weekly co-planning periods between general and special education staff.
• Develop a schedule for primary and intermediate Vertical Teams/PLC monthly meetings	Administrators	Monthly (T) September 2023 - May 2024	<input type="checkbox"/> Administrators schedule monthly primary and intermediate Vertical Team/PLC meetings.
• Construct a schedule for teachers, ELA/math specialists, and administration monthly focus meetings	Administrators	Monthly (T) September 2023 - May 2024	<input type="checkbox"/> Administrators schedule monthly focus meetings between teachers and the district ELA/math specialists.

INSTALLING

• Establish guidelines to follow during co-planning periods	Classroom Teachers, Inclusion Teachers, Administrators	Weekly (W) September 2023 - May 2024	<input type="checkbox"/> Teachers will understand the purpose of co-planning and use time to prepare for instruction (inclusive best practices). <input type="checkbox"/> Administration and staff develop a common co-planning tool to document student support and weekly instructional focus.
• Create rotations among grade level teacher presenters and determine identified PLC and Vertical Team topics for shared responsibility	Teachers, Administrators	Monthly (T) September 2023 - May 2024	<input type="checkbox"/> Grade level teachers will rotate leading the Vertical Teams/PLC monthly meetings. <input type="checkbox"/> Vertical Team topics will relate to the curriculum concepts. <input type="checkbox"/> PLC topics will follow book studies on district selected topics.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

Plan and prepare for monthly curricular updates during administrators, teachers, and ELA/Math specialists focus meetings	Classroom Teachers, District ELA/Math Specialists, Administrators	Monthly (T) September 2023 - May 2024	<input type="checkbox"/> Teachers will receive information from the ELA/Math specialists regarding the curriculum implementation and diagnostics; along with administrators discussions related to school and district initiatives.
IMPLEMENTING			
Reflect and collaborate on student performance to determine differentiated groupings and specific areas of support	Classroom Teachers, Inclusion Teachers, Administrators	Weekly (W) September 2023 - May 2024	<input type="checkbox"/> Classroom teachers and inclusion teachers will determine student groupings and instructional skills/practices to implement to accelerate and support students. <input type="checkbox"/> Data dive of students' performance on diagnostics and progress monitoring will be on-going to reflect on students' needs.
Reflect and collaborate teacher identified topics and book study discussions	Teachers, Administrators	Monthly (T) September 2023 - May 2024	<input type="checkbox"/> Vertical team topics discussed relate to curriculum implementation and strategies (GRRUDL, Learning Intentions, poverty awareness, visible learning, etc.). <input type="checkbox"/> Book study topics include district initiated topics: 1st Semester (September-January): <i>A Framework for Understanding Poverty: A Cognitive Approach</i> and 2nd Semester (January-May): <i>10 Mindframes for Visible Learning: Teaching for Success</i> (Title I).
Reflect and collaborate on curricular topics identified by administrators, teachers and/or ELA/Math specialists	Classroom Teachers, District ELA/Math Specialists, Administrators	Monthly (T) September 2023 - May 2024	<input type="checkbox"/> Teachers will identify areas of support needed for instructional delivery from the ELA/Math specialists. <input type="checkbox"/> ELA/Math specialists will model/mentor, instruct small groups, analyze data, and provide updates on curriculum implementation.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

			<input type="checkbox"/> Data dive of student performance on diagnostics and progress monitoring will be ongoing to reflect on students' needs.
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> Share honest dialogue about the co-planning process and identify areas of success and improvement 	Classroom Teachers, Inclusion Teachers, Administrators	Weekly (W) September 2023 - May 2024	<input type="checkbox"/> Weekly Co-Planning Meetings Documentation (SAN/Title I) <input type="checkbox"/> Monthly Leadership Meeting feedback (SAN/Title I)
<ul style="list-style-type: none"> Share honest dialogue about the Vertical Team/PLCs process and identify areas of success and improvement 	Teachers, Administrators	Monthly (T) September 2023 - May 2024	<input type="checkbox"/> Monthly Vertical Team/PLCs Meetings Documentation (SAN/Title I) <input type="checkbox"/> Monthly Leadership Meeting feedback (SAN/Title I)
<ul style="list-style-type: none"> Share honest dialogue about the ELA/math specialists and administrators focus group meetings process and identify areas of success and improvement 	Classroom Teachers, District ELA/Math Specialists, Administrators	Monthly (T) September 2023 - May 2024	<input type="checkbox"/> Monthly ELA/Math Specialists Focus Meetings Documentation (SAN/Title I) <input type="checkbox"/> Monthly Leadership Meeting feedback (SAN/Title I)
NOTES: The purpose of using collaborative planning opportunities is to determine instructional approaches that are evidenced-based in closing the performance gap. The three areas that were identified for collaborative planning were between classroom teachers and inclusion teachers, primary and intermediate vertical teams, and classroom teachers, administrators, and ELA/Math specialists. These periods allow for honest discussions to occur and to identify areas of support needed to improve instructional delivery. The outcome is for students to show growth in learning and experience academic success.			

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

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

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

Action Step	Who	By When	Status Update / Next Steps
LAYING THE FOUNDATION			
<ul style="list-style-type: none"> Review the implementation of consistent approaches to discipline through research-based strategies and group interventions due to new teachers, support staff, counselor, and administrators Debrief on current knowledge and practices of PBIS 	School Staff, PBIS Team Administrators	August 2023	<ul style="list-style-type: none"> <input type="checkbox"/> Administrators will conduct discussions regarding prior PBIS practices, consistency and clarity of leveled tiers, and previous data (SRSS/referrals). <input type="checkbox"/> Staff will revisit the purpose of the PBIS program and school-wide PBIS implementation practices (pbis.com).
INSTALLING			
<ul style="list-style-type: none"> Update the PBIS tiers for consistency and clarity 	Administrators	August 2023	<ul style="list-style-type: none"> <input type="checkbox"/> Administrators revise the PBIS tiers for staff to reference during behavioral situations for guidance and consistency.
<ul style="list-style-type: none"> PBIS Action Team is created with various school personnel representation 	Administrators	September 2023 - May 2024	<ul style="list-style-type: none"> <input type="checkbox"/> PBIS Action Team meets monthly to address successes and concerns that focuses on the organizational structure and approaches to behavioral supports.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

Revisit, reflect, and revise current PBIS procedures	School Staff, Administrators	September 2023 - May 2024	<input type="checkbox"/> PBIS Action Team chair serves as a representative on the Leadership Team reporting monthly updates regarding PBIS.
IMPLEMENTING			
Use virtual (Schoology, Class Dojo, Class Equity) or visual (jar/marbles, butterflies, etc.) resources in classrooms for positive point systems and/or parental communication tool	Families, Classroom Teachers	September 2023- May 2024	<input type="checkbox"/> Classroom teachers establish online or visual resources to use as a student recognition point system. <input type="checkbox"/> Classroom teachers share the classroom rewards system with resource and intervention teachers to transition expectations between classes.
Develop classroom expectations reflective of school-wide expectations and an activities menu for student behavioral recognition	Students, Classroom Teachers	August – September 2023	<input type="checkbox"/> Classroom teachers, in collaboration with students, create classroom expectations and a class point menu with interest choices.
Document behavioral occurrences, strategies, and parental communication using the discipline log	Classroom Teachers	August 2023 - May 2024	<input type="checkbox"/> Discipline logs are documents that list students, behaviors, strategies, and outcomes, along with providing individualized student data to use for decision-making.
Complete the Student Risk Screening Scale (SRSS) with the description resource	Classroom Teachers	October 2023, January 2024, May 2024	<input type="checkbox"/> Classroom teachers complete the SRSS three times a year, data is analyzed by the PST/PBIS Teams, and tiered intervention supports are established as needed.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

Use the hard copy of the district form to submit referrals	Classroom Teachers	August 2023 - May 2024	<input type="checkbox"/> Classroom teachers complete the district referral form and submit the form to administrators related to Tier 2 and 3 behaviors.
Review restorative practices and PBIS interventions (pbisworld.com)	Counselor, Administrators	Weekly Faculty Meetings (TH) and PST Meetings (F) September 2023 - May 2024 Monthly PBIS Meetings September 2023 - May 2024	<input type="checkbox"/> Based on referrals, SRSS data, and/or staff requests, review of restorative practices and/or PBIS interventions are placed on meeting agendas. <input type="checkbox"/> Tabletop discussions on examples of behavioral situations and steps towards intervention are conducted with staff to reflect best practices.
Develop social groups based on SRSS data and teacher observation	Pupil Service Team, Administrators	October 2023, January 2024 *As needed	<input type="checkbox"/> SRSS data analysis and classroom teachers identify students that would benefit from Tier 2 and 3 interventions and counselor support in social groups. <input type="checkbox"/> Additional resources are identified to support students at Tier 2 and 3 (mental health counselor, health department, behavioral specialist, etc.).
Clarify the responsibilities and use of the Learning Assistant Program (LAP) instructional assistant	Administrators	August 2023	<input type="checkbox"/> Administrators will present the LAP responsibilities to school staff at a weekly faculty meeting. <input type="checkbox"/> LAP information is located in the Cash Valley Faculty and Staff shared Google folder to reference.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

Develop a flexible schedule for the LAP instructional assistant that provides in-class and individualized supportive services	Administrators	August 2023	<input type="checkbox"/> LAP instructional assistant documents services for both individual and groups of students which provides additional data to analyze at PST meetings. <input type="checkbox"/> LAP instructional assistant follows a daily schedule to provide in-classroom support for identified students.
Partner with PTO to purchase student recognition materials	Administrators	August 2023 - May 2024	<input type="checkbox"/> PTO purchases charms and treasure tower cougar coins as a student positive recognition system for PBIS. <input type="checkbox"/> Awards celebrations are conducted quarterly to provide student recognition for positive behavior (charms, prize jar, treasure tower).
Meet with mental health specialist and Health Department counselor for updates on student services	Administrators	September 2023 - May 2024	<input type="checkbox"/> Administrators have weekly discussions with the mental health specialist and Health Department counselor to review positive interventions and a connection with families.
SUSTAINING SCHOOL-WIDE IMPLEMENTATION			
Analyze discipline data (referrals, SRSS, LAP documentation) to determine areas of success and concerns	PBIS Team, Pupil Service Team, Administrators	September 2023 - May 2024	<input type="checkbox"/> Data analysis is conducted weekly/monthly by various teams (PBIS, Leadership, PST) to determine best practices for supportive interventions that are individualized for the student and partner with families for restorative and positive outcomes.
Identify behavioral successes and areas of concern	PBIS Team, Pupil Service Team, Administrators	September 2023 - May 2024	<input type="checkbox"/> Current implementation of PBIS is reviewed weekly/monthly by various teams (PBIS, Leadership, PST) to maintain consistency and staff support.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

<ul style="list-style-type: none"> Periodically review school-wide expectations to remind students of procedures Celebrate classroom and school-wide success based on established behavioral expectations 	<p>Students, School Staff, Administrators</p>	<p>September 2023 - May 2024</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students are recognized daily in the classroom based on a student/teacher determined recognition system. <input type="checkbox"/> Students are recognized at school-wide celebrations during the end of each marking period. <input type="checkbox"/> Daily announcements review the school expectations and the school-wide pledge.
<ul style="list-style-type: none"> Continue professional development to support consistent use of the PBIS 	<p>PBIS Team, Pupil Service Team, Administrators</p>	<p>August 2023 - May 2024</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development will be continuous as needed (individually/group) to support new personnel, to implement PBIS with fidelity, and reflect on best practices.
<p>NOTES: Although PBIS has been implemented for 16 years at the school, the procedures need to be reviewed for consistency and clarity due to various personnel changes, an increase in behaviors, and limited professional development. An integration of current practices 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>			

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

- PBIS Tier 1 - Initial Observation of Persistent Behaviors:
 - Occur sporadically over a short time period
 - Infrequently disrupt or risk safety of self and others
 - Corrected with a brief intervention in classroom setting by the teacher
 - Managed without administrative intervention
- PBIS Tier 2 - Chronic Occurrence of Level 1 Behaviors:
 - Repetitive incidences lasting over a period of time
 - Significantly disrupt or risk safety of self and others
 - Generally managed with a brief intervention in classroom setting by teacher
 - After teacher intervention, may require administrative in-class support
- PBIS Tier 3 - Chronic Occurrence of LEVEL 2 Behaviors:
 - Violation of county and/or state policies
 - Instantly disrupt and risk safety of self and others
 - Referral is immediate
 - Requires administrative involvement

Aspen Referral Data	2021-2022	2022-2023
Total Number of Referrals	36	63
Physical Aggression	8%	25%
Disruption	48%	52%
Disrespect	36%	13%
Other	8%	10%

*2022-2023 referrals were distributed among 26 students.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

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

Cash Valley Elementary has been a PBIS school for 16 years and has been recognized for implementing tiered behavior supports and interventions. With the increase in referrals, and upon examination of the discipline data, the following are focus areas for the 2023-2024 school year:

- The most common types of referrals were disruption (52%), physical aggression (25%), and disrespect (13%). For this reason teachers will model and review the school-wide behavior expectations of being respectful, responsible, and an expert learner.
- The majority of referral incidents occurred during dismissal and the bus ride (3:00-3:30). In response, consistent expectations have been established during this transition period and bus leaders will review safety expectations after students board buses for the ride home.
- Intermediate students had the most referral incidents; therefore, administrators will visit classrooms during dismissal to observe student behavior and teacher practices, providing additional support as needed.
- School-wide behavior expectations will be posted throughout the school and referenced by all personnel in all areas.
- Staff will be provided information for tiered strategies (CICO, mentoring, restorative practices, social circles, etc.).
- Quarterly student-centered booster/incentive activities will recognize students for displaying PBIS school-wide expectations, along with a growth mindset and mindfulness practices.
- Programs such as Class Dojo and Class Equity will be used in classrooms to validate positive behaviors, providing a visual reinforcement that is understandable to all age groups and may also be used as a communication tool with families.
- Bus charms will be awarded monthly to students on buses earning the most tally marks for adhering to school-wide bus expectations.
- The school security employee (SSE) will be available to provide safety support, guidance to administration, and conferences with students.
- Anti-Bullying Awareness Month (October) will be promoted by the school counselor through classroom lessons, along with requested lessons on similar topics. The counselor will also incorporate techniques from the Toolbox curriculum into classroom lessons.
- The Cash Valley Character Pledge is recited during the daily announcements. The guidance counselor will also conduct lessons about being mindful, peaceful, positive, and making positive behavioral choices.
- Restorative practices will be implemented to peacefully problem-solve situations and repair relationships between those displaying harmful actions and those harmed by the actions.
- PBIS procedures will be implemented consistently by all staff and in all areas of the school community. Weekly PST meetings will be held to review discipline data (SRSS, referrals, Check In/Check Out), make recommendations for interventions, and monitor student progress.
- PBISworld.com will be available to all staff as a resource for interventions and strategies of tiered behavior.
- Regular monthly communication between staff and parents, in addition to immediate communication when needed, is mandated.
- The sensory hallway will be available for all students during transitions or as a brain break to promote regulation and readiness to learn.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

Describe any research-based strategies/ interventions for students needing Tier II behavior support in addition to Tier I 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 in the classroom and to provide consistent outcomes. PBIS is being implemented and behavior is monitored using a three-tiered model, with specific consequences relating to misconduct. Level 1 behavior categories are initial observations of persistent behavior and are managed within the classroom. Level 2 behavior categories are chronic occurrences from Level 1 that can either be classroom or administratively managed. Level 3 behavior categories are chronic occurrences from Level 2 that are administratively managed. Each incident is recorded on a discipline log which results in consequences of verbal warnings, privileges removed, counseling intervention, parent contact, and/or referrals. With each level, strategies are used to provide support to change behavior and begin with a student conference to reflect on students' choices and to identify expected behaviors 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 are implemented to peacefully problem-solve between students who display harmful actions and those who were harmed by the actions in order to repair relationships.
- A Check In/Check Out (CICO) 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 (SRSS), teacher input, and PST team recommendations.
- Buddy systems are provided for identified students to build relationships and form a positive connection at school.
- The LAP IA will make contact with identified students before school to determine if calming and mindfulness activities are needed prior to joining classroom instruction.
- Students have opportunities to visit the Mindful Moments Room to redirect behaviors and improve relaxation and coping skills.
- A counselor, under the direction of the Allegany County Health Department, consults weekly with identified students at the school site.
- A mental health specialist, with parent permission, meets with identified students weekly. Recommendations for service may come from school staff or families.
- Structured breaks are scheduled to assist with student engagement.
- 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, putty) are available for student use.
- The PST meets with classroom teachers to discuss and implement specific behavior interventions and strategies.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

XI. Parent and Family Engagement & Federal, State and Local Programs

TITLE I PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT

The Title I School Improvement Plan includes the Title I Four Components requirements. This plan was developed with the engagement of parents and other members of the community to be served and individuals who will carry out the plan including teachers, principals and other school leaders or paraprofessionals in the school, the LEA and to the extent feasible, tribes and tribal organizations present in the community and if appropriate, specialized instructional support personnel, technical assistance providers, and school staff. *(Reference the sign-off sheet at the end of this plan.)*

- How were parents, families, and community members involved in developing the School Improvement Plan?
 - Information was gathered to develop the schoolwide plan through the Title I Spring Meeting (April 2023), the Meet the Faculty and Families/Annual Title I meeting (August 2023), and during monthly meetings of the Leadership Team, in which parents and community representatives serve as participants.
 - The plan was shared electronically with the parents and community members to gather feedback and reflection regarding family engagement activities, support programs, data results, and established goals.
 - Once approval is received from the Board of Education, the final document and a plan overview will be provided electronically to all families and the school community with access through the school and district websites, along with the Schoology online learning platform.
 - There will also be hard copies displayed in the office and parent resource center, along with hard copies provided to families upon request.
 - The document will continuously be reviewed by the Leadership Team to revisit goals and make necessary revisions, which will then be revised and available to all families and the community.

- How were teachers, principals, and other school staff involved in developing the School Improvement Plan?
 - Information was gathered to develop the schoolwide plan through monthly meetings of the Leadership and Action Teams, weekly faculty meetings, and school/district professional development days scheduled on the school calendar.
 - Representatives from the action teams analyzed data to determine targeted areas of improvement and completed various sections of the improvement plan.
 - The plan was shared electronically with team members to gather feedback and reflection regarding family engagement activities, support programs, data results, and established goals.

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

- Once approval is received from the Board of Education, the final document and a plan overview will be provided electronically to all families and the school community with access through the school and district websites, along with the Schoology online learning platform.
- The document will continuously be reviewed by the Leadership Team to revisit goals and make necessary revisions, which will then be revised and available to all families and the community.

TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Title I Funded Strategies to Increase Parent and Family Engagement	Date
Stipends to pay teachers to plan, present, and cover fixed charges for the Meet the Faculty and Families Night/Annual Title I Meeting	8/28/23
Title I Mid-Year Parent Monitoring Meeting	1/8/24
School Parent Compacts reviewed during parent teacher conferences.	10/2/23 and 3/4/24
Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families and works with the classroom teachers to translate key Title I documents and invitations based on school events and activities.	Ongoing 2023-2024
Parent Training MP1 - ELA/Math Strategies and Instructional Games	10/24/23
Parent Training MP2 - Monitoring Progress & State Assessments	12/11/23
Parent Training MP3 - Behavior (PBIS) & Health Awareness	2/12/24
Parent Training MP4 - Title I Overview & Evaluation (Title I Spring Meeting)	4/8/24
Materials are purchased for parents and families for events to build parental capacity.	Ongoing 2023-2024
Title I Family Engagement Coordinator trains parent and family volunteers.	Ongoing 2023-2024

**Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools**

Parent & Family Book Fair/Read Aloud Training Session (stipends for teacher planning and presenting and books for parents)	March 15, 2024
STEM Event for Parents and Families (planting project materials for parents and families)	May1, 2024

COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL SERVICES AND PROGRAMS

If appropriate and applicable, this School Improvement Plan has been developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and CSI and/or TSI activities.

The school and the community provide many additional services for students who are experiencing difficulties. These may include Head Start, nutrition programs, housing programs, violence prevention, adult education programs, career and technical education programs and schools implementing comprehensive support and improvement activities or targeted support and improvement activities as well as other safety nets for students as listed in the chart below. 111(d), 1114(b)(5).

Service	Provider	Explanation of Services
Raising a Reader	ACPS (Early Childhood)	Raising a Reader program supports families to build, practice, and grow reading routines with children.
ACPS Summer School Program	ACPS (Elementary/Special Education)	A three-week period offered to all students to reduce summer learning gaps, focusing on ELA and mathematics content.
Weekend Backpack Program	Western Maryland Food Bank	Families are provided food for the weekend through the backpack program.
Outdoor School	ACPS (Elementary)	Fifth grade students attend a five day residential outdoor school at the 4-H Center in Garrett County, MD to learn environmental science through hands-on activities.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

School Health Care	ACPS (Special Education)	The school nurse and nurse aide provide health support to students and their families.
Head Start Program	Head Start	Head Start provides educational programs to support student achievement for preschool students.
Counseling Services	School Counselor, Mental Health Specialist, Health Department Counselor	Counselors and specialists provide lessons to support character development, coping/calming strategies, therapeutic approaches, and resources for families.
Tutoring program	ACPS (Elementary/Special Education)	Tutoring is provided by school staff, funded through the district, focusing on math and ELA.
Blended Learning	Special and General Education Teachers, Instructional Assistants	General and special education teachers collaborate to meet the needs of all learners in the regular classroom setting.
Extended School Year (ESY/Special Education)	Special Education Staff	Extended School Year (ESY/summer) is offered to identified IEP students at various school locations who require services and support to remain consistent and continuous across typical school breaks due to the nature and severity of their disability, work on critical life skills, and breakthrough opportunities.
Family and Student Support Services	Pupil Service Team	The Pupil Service Team meets weekly to identify students and families in need of resources.
Dental Screening	Allegany County Health Department	Students are provided with dental screenings and sealants.
Vision Screening	Lions Club	Lions Club provides vision screening and access to glasses.
Learning Assistance Program (LAP)	LAP Instructional Assistant	The Learning Assistance Program provides students interventions and problem solving approaches to support behaviors.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

Positive Behavioral Interventions and Supports (PBIS)	PBIS Team, School Staff	Positive Behavioral Interventions and Supports strategies are implemented schoolwide to assist students in the area of behavior.
Breakfast in the Classroom, Community Eligibility Provisions (CEP), Fresh Fruits and Vegetables (FFV)	ACPS Food Services	Free breakfast (daily), lunch (daily), and snacks (twice a week) are provided to all students.
Safe and Snug Program	Social Services	The Safe and Snug Program provides coats to identified students.
Stuff the Bus	Community Organizations/Businesses	Stuff the Bus Program provides school supplies and backpacks to schools to support classrooms and students.
Classroom Supplies	ACPS (Finance)	Local school funding provides basic school supplies to students.
Allegany County Library	Community Libraries	The Allegany County libraries provide library cards to all students to access free resources.
Parent Conferences	ACPS (Elementary)	Parent conferences are held twice during the school year.
Reading Intervention Programs	Reading Intervention Specialist, Instructional Assistant, Teachers	Various reading intervention programs are offered based on identified student needs (Foundations, Heggerty, Read Live, System 44).
Data Dives (Five Whys) Process	Teachers, Specialists, Administration	Data dives of ELA/Math diagnostics to determine interventions, enrichments, and student groupings.
Career Day	School Counselor	Guest speakers from various vocations visit classrooms providing information about careers.
MTSS	School Staff	MTSS and data analysis meetings are held to identify student needs and plan instruction.
Drug Awareness	Cumberland City Police, Allegany County Sheriff Department	D.A.R.E. Program is offered to Grade 5 students to increase drug awareness and safety, along with Red Ribbon Week activities.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

Math Intervention	Math Specialist, Teachers	The math specialist collaborates with teachers to support small group instruction and determine best practices.
ELA Intervention	ELA Specialist, Teachers	The ELA specialist collaborates with teachers to support small group instruction and determine best practices.
Infants/Toddlers Program, Judy Center	Judy Center, ACPS (Elementary/Special Education)	Judy Center and the Infants and Toddlers Programs provide early interventions to families, community resources, and home/school connections.
Homeless and Foster Care	ACPS (Title I)	Title I funding provides homeless and foster care students with assistance to remain in the home school, educational programs, acceptable “social-school” activities, as well as Title I-like academic services.
Adult Education	Allegany College of Maryland (ACM)	A GED program is offered to adults.
English Language Learners (ELL) Interpreters	ACPS (Special Education)	Interpreters are provided to families, as needed (parent conferences, family events, etc.).
Critical Incident Plan (CIP)	ACPS (Security)	CIP identifies safety protocol (Standard Response Protocol/SRP) and emergency drills that are practiced.
School Security Employee	ACPS (Security)	The school has a full-time employee that monitors school safety and is daily on-site.

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

Additionally, supervisors hold monthly council meetings. The supervisor of federal programs attends these meetings. During these meetings, principals are given an opportunity to express concerns, clarify questions, and are provided with program and budget updates as well as professional development activities.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

All Title I schools receive a per pupil allocation of local funds to be utilized for instructional materials and equipment to support their SIP. In addition, Titles I, II, and IV, and Raising a Reader funding is utilized to supplement the local funding.

XII. Professional Community for Teachers and Staff- Standard 7

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

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
1-LETRS	August 2023 through May 2024 ELA Specialist Video-on-Demand, Lexia LETRS (appr. 16hrs.)	Teachers (Grades PK-3rd), Reading Intervention Teacher, ELA Specialist	-Implement best practices for foundational and fundamentals of reading/writing instruction -Develop staff to become literacy and language experts in the science of reading -Document plans of implementation during primary vertical team meetings	-Increase teachers' confident addressing literacy and language supports -In-depth knowledge and tools used with any reading program -Understand student perspectives as beginning ELA learners	-ELA/Reading Intervention progress monitoring meetings -ELA specialist meeting documentation (SAN/Title I) -BOY to EOY ELA diagnostics -Student decrease requiring intervention services -Primary Vertical Teams meeting documentation (SAN/Title I)
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

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

2-Understanding Poverty/Ruby Payne	9/25/23 & 10/27/23 Principal PD 8-11AM Cash Valley Video-on-Demand, aha! Process, Inc. (appr. 3.5 hrs)	Faculty, Staff	-Use concrete strategies that impact the achievement of students from poverty -Develop stronger relationships between school and students/families to impact behavior and achievement -Implement instructional strategies that meet the needs of the under-resourced learner -Apply the hidden rules of economic classes in the classroom environment -Implement discipline best practices related to hidden rules	-Identify the systems/policies that contribute to environments of chronic instability, scarcity, and stress -Understand economic class and its impact on lives and institutions due to behaviors and mindsets -Reflect on systemic inequality as a significant barrier -Knowledgeable about strategies and actions that impact achievement	-Resources provided and used by families -Families attendance increase at school events -Pupil Service Team weekly reports/outcomes -Students daily attendance increase -Reduction in discipline referrals
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
3-Bullying Prevention	October through December 2023 MSDE Online Module (appr. 1hr.)	Teachers (optional), Administrators	-Preventive strategies related to bullying/harassment -Proactive approaches by staff and students to stop bullying -Implement changes/additions to the school-level PBIS tiers -Understanding of legal documents and policies	-Awareness of students affected by bullying, harassment, or intimidation -Preparedness with approaches and interventions to address these situations -Familiarity with the protocol to follow regarding a bullying situation	-Pupil Service Team weekly reports/outcomes -Referral decrease in area of bullying/harassment -Counseling documentation of successful interventions/tools

**Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools**

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
4. K-5 Articulation meetings are held beyond the regular duty day (Title I stipends to pay teachers and fixed charges)	April 2024	Classroom Teachers, Inclusion Teachers, Reading Intervention Teacher, Administrators	-Discussions of student performance, supports, behavioral, and family supports will be shared -Development of classroom lists, reading intervention groups, math small groups, and individual student plans	-Student groupings, individual academical/behavioral supports, and instructional levels will be reviewed and adjusted in preparation for the following school year -Teachers will become familiar with in-coming students and prepare as needed for the start of the school year	-Class rosters, group lists, health needs, intervention groups will be created for the start of the upcoming school year -Teachers plan for the start of the school year based on students' individualized needs

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

XIII. Management Plan

1. How will the plan be shared with the faculty and staff? Please include approximate dates.
 - By identifying areas of celebrations and improvements, 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 (8/17/23, 8/18/23, 9/25/23, 10/27/23).
 - Prior to the submission of the document, the final draft of the plan was shared electronically on Google Drive with 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 and Action teams will revisit goals and make necessary revisions, then shared at weekly and monthly meetings. Meetings dates are listed below.

ACTION TEAMS (8:00AM)								
Leadership Team Meetings (2nd Monday)								
September	October	November	December	January	February	March	April	May
11	9	13	11	8	12	11	8	13
All Action Team Meetings (1st Tuesday) - ELA/SS, STEM, PBIS, C/C								
September	October	November	December	January	February	March	April	May
5	3	7	5	*5	6	5	2	7
VERTICAL/PLC Teams (8:00AM)								
Primary & Intermediate Vertical/PLCs Team Meetings (1st Wednesday)								
- Grades PK-2 (Hill, Henry, Mizak, Reynard, Jefferys)				- Grades 3-5 (Lewis, Blake, Krukowsky, Whiteman)				
September	October	November	December	January	February	March	April	May
6	4	1	6	3	7	6	3	1

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

2. How will the plan be shared with parents and community members? Please include approximate dates.
- The final document will be shared with families and the school community through the school and district websites (January 2024).
 - A hard copy of the entire plan will be available in the office and the parent resource center (January 2024)
 - An overview of the plan will be provided to families through the communicator folder and a copy will be posted on the school's Title I bulletin board (January 2024).
 - References to the plan will be included in quarterly school newsletters (January 2024, March 2024, May 2024), presented at PTO meetings (monthly), and at Parent Title I meetings (January 2024, April 2024).

Each action team coordinates a family engagement activity and a community partnership. Through family engagement activities, parents can be participants in content lessons to understand learning standards and goal expectations connected to the SIP focus areas, receiving materials and information to implement the learning concepts at home. Details and dates are listed below:

- Leadership (8/28/23) - Meet the Faculty and Families Night welcomed families back to school with a Title I meeting, a visit to classrooms to meet the teacher and gather information, and then celebrating with outdoor family interactive games.
- STEM (4/2024) - Classroom teachers and the math specialist will share the SIP math/science focus with families through an in-person school activity, providing resources to access at home to support math and science skills.
- ELA/SS (2/2024) - Classroom teachers and the reading specialist will share the SIP ELA focus with families through an in-person school activity, providing resources to access at home to support reading and writing skills.
- PBIS (12/2023) - Classroom teachers and the school counselor will share the SIP PBIS focus with families and provide information on mindfulness, Toolbox strategies, and restorative practices.

Based on the previous year's Title I Parent Evaluation, parents identified topics in which they would like more information and training in order to support their children at home. Presenters were arranged and training was scheduled. Details and dates are listed below:

- ELA/Math Curriculum & Family Support (10/24/23) - The math and reading specialists presented different activities and learning games to assist with reading and math skills.
- Monitoring Progress & State Assessments (11/20/23) - Teacher representatives (grades 3-5) will present how parents can use the online Aspen system to monitor their child's performance, review areas of the Schoology platform for parent communication, and provide activities to prepare for MCAP at home.
- MP3-Behavior & Health (2/12/24) - The school and mental health counselors will present to parents behavior and mindfulness techniques, along with coping and calming skills, they can use at home.
- MP4-Title I Annual Meeting (4/8/24) - The Title I specialist will discuss with parents the family engagement budget and plan, along with the home-school compact, reviewing and gathering feedback to implement for next school year.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

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 vertical and 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.

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 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 PBIS 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 PST Team, with the priority on positive interventions and supports for students to be present during instruction in order to increase achievement.
 - The STEM and ELA/Social Studies 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. These teams evaluate resources for student usage and progressions, providing feedback on availability, professional development, student modeling, and if continuance of the resources should occur.
 - The Culture and Climate team coordinates staff activities, supporting wellness and health, while building the cohesiveness of a “family” faculty. This team also analyzes the student and staff state survey, determining areas of concern and an approach to improvement.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

Leadership Team (2nd M/8AM)	English Language Arts/Social Studies Team (1st T/8AM)
1. School Improvement Plan	1. Family Engagement Activity (MP3)
2. Title I/Family Engagement Plan	2. Community Partnership (MP2) - Veteran's Day
3. Data Analysis	3. Academic Data Analysis

STEM (Science/Tech/Engineer/Math) (1st T/8AM)	PBIS (RP/SEL/CPI) (1st T/8AM)	Climate/Culture Team (1st T/8AM)
1. Family Engagement Activity (MP4)	1. Family Engagement Activity (MP2)	1. Wellness/Social Activities (Each MP)
2. Community Partnership (MP3) - Elem Edibles	2. Community Partnership (MP4)	2. Safety Protocol (Monthly/Quarterly)
3. Academic Data Analysis	3. SRSS Data Analysis	3. MD School Surveys Data Analysis

5. How will the 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.




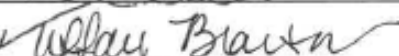
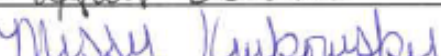
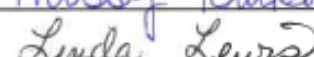
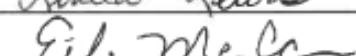
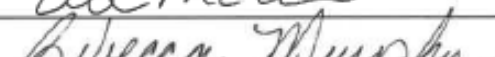

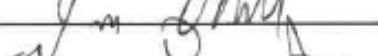


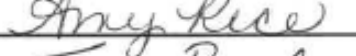
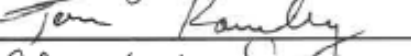
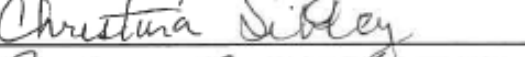



6. What assistance does the Central Office need to provide in developing, monitoring, assessing, and implementing the plan?

- 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.

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

School Improvement Plan for Title I School - SIGN OFF SHEET

Allegany County Public Schools
2023-2024
School Improvement Plan for Title I Schools

Name	Signature	Role
Dr. Lisa Stevenson		Principal
William Dwyer		Assistant principal
Sonja Belcher, Grade 3		Teacher, Culture/Climate Team Co-Chair
Tiffany Brantner, Resource		Library Media Specialist
Missy Krukrowsky, Reading Intervention		Teacher, ELA/Social Studies Co-Chair
Linda Lewis, Special Education		Teacher
Eileen McCann, Grade 4		Teacher, STEM Team Co-Chair
Rebecca Murphy, Grade 2		Teacher, ELA/Social Studies Team Co-Chair
James O'Neal, Grade 5		Teacher, STEM Team Co-Chair
Shannon Pennington, Grade PK3		Teacher, PBIS Team Co-Chair
Stephany Reynard, Grades K-2		Primary Intervention Support (Title I)
Amy Rice, Grade 2		Teacher, Leadership Team Co-Chair
Tara Rowley, Grade 5		Teacher, Culture/Climate Team Co-Chair
Chris Sibley, Grade K		Teacher, Leadership Team Co-Chair
Zachary Steckman, Grade 1		Teacher
Shelly Stouffer, Grade 3		Teacher, PBIS Team Co-Chair
Chantelle DiNicola		Instructional Assistant
Rachel Hager		ACPS/School Reading Specialist

Allegany County Public Schools

2023-2024

School Improvement Plan for Title I Schools

Leslie Roser	<i>Leslie Roser</i>	ACPS/School Math Specialist
Laura Michael	<i>Laura Michael</i>	Title I School Support Specialist
Laura Biser	<i>Laura Biser</i>	Title I Family Engagement Coordinator
Kera Jefcoat	<i>Kera Jefcoat</i>	Parent/Family Member
Greg Hare, Document Solutions	<i>Greg Hare</i>	Community Member