

Allegany County Public Schools
2024-2025 School Improvement Plan for Title I Schools

School: Cash Valley Elementary

Principal: Scott Sisler

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I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, AND CORE VALUE

Mission Statement

The Cash Valley school community's priority is to effectively support the diverse health, safety, cultural, and learning needs of the whole child. The inclusive school community structure allows students to experience a comprehensive education in a safe environment that will prepare students to contribute to a changing society.

Vision

Cash Valley Elementary will establish an inclusive school community structure with the mindset that all children will reach their full potential, achieve success, and become productive citizens.

Realigned and Adopted Core Values

1. High Expectations for students, staff and parents
2. Opportunities to learn and student time on task - Learning for All
3. Safe and orderly environment
4. Frequent monitoring of student progress to improve instruction and student performance
5. Positive home-school relationships
6. Strong instructional leadership
7. Clear and focused mission

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B. SCHOOL CLIMATE AND CULTURE

Climate

Cash Valley Elementary School provides a safe environment where everyone feels valued and accepted, creates opportunities for stronger relationships to be built resulting in a higher level of student engagement and learning. Decisions and actions taken are based on a shared leadership approach between administration, instructional staff and the support staff. Strong communication, collaboration and consistency are the keys to success for all teachers/staff, students and parents/families.

- 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 safe, intentionally connecting with students to set the focus of the day. Students are recognized for displaying the school-wide expectations through the use of the school-wide PBIS process of receiving a “paw-print coupon” and the adult stating the expectation met. Students are recognized for their behavioral and academic accomplishments on a weekly basis. 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 and developing emotional and behavioral regulation skills. Through weekly guidance lessons following the Toolbox curriculum and small group social emotional learning opportunities, students are supported by all adults and feel safe from bullying, violence and harassment.
- 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. Growth 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. 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

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Learning (GRRUDL) approaches to develop independent learners that enhance their performances with various resources.

- Family Engagement – collaboration and communication between school and home are essential to each student's success. Daily parent teacher communication through class dojo, the assignment notebook and phone calls help to support each student's individual needs, socially, emotionally and academically. Purposeful and meaningful family engagement opportunities are developed and carried out through-out the school year to support stronger positive home school relationships, parent understanding of behavioral and academic expectations and to create a valued, shared school experience.

Culture

- 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 safe. 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, a Senory Hallways, and a Mindful Moments Room (calm area with sensory activities) that students can visit to refocus and reflect.
- Celebrations – Each marking period students are acknowledged for their academics, effort, character, and attendance during a recognition ceremony with achievement presentations earning certificates, local restaurant award cards and brag tags. There are visual posters throughout the school as reminders of the school-wide expectations. Morning announcements begin each day encouraging positive thoughts and actions. 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

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a high quality education. Action teams include a family engagement leadership team and a PBIS/Behavior leadership team. Academic based ELA and Math teams are embedded into teacher planning and collaboration times with specialists and administration.

Cash Valley is a concentration of poverty school. A community school is a whole school model designed to promote positive, equitable outcomes by providing students and families with the physical and mental health, academic, and extracurricular supports needed to thrive. Community schools serve as hubs that bring families, communities, and partners together to remove barriers to learning. Using an asset-based approach, community schools strive to strengthen connections to generate improved student outcomes.

Key ideas of community schools:

- An assets-based approach to leverage the strengths of the school and the broader community
- It is a partnership-based education strategy
- There is a focus on holistic development
- An intentional integration of academic, social, and health services

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.

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II. SCHOOL DEMOGRAPHICS

Number of years the principal has been in the building? 1

A. Staff Demographic

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers	5	27	32
Itinerant staff	6	3	9
Paraprofessionals	10	15	25
Support Staff	2	5	7
Other	11	5	16
Total Staff	34	57	91

B. Student Demographics

Table 2	
SUBGROUP DATA	2024-2025 COUNT
American Indian/Alaskan Native	<10
Hawaiian/Pacific Islander	<10
African American	18
White	231
Asian	<10
Two or More Races	15
Special Education	100
LEP	<10
Males	163
Females	104
Gender X	n/a
Total Enrollment	267
FARMS Rate (2022-2023)	91.14%

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Special Education Data 2024-2025 School Year (Sept 30 data)

Table 3					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	3	06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	
03 Deaf		08 Other Health Impaired	6	14 Autism	21
04 Speech/Language Impaired	27	09 Specific Learning Disability	7	15 Developmental Delay	34
05 Visual Impairment		10 Multiple Disabilities	2	TOTAL COUNT	100

III. ATTENDANCE

Table 4a	2022-2023	2023-2024
Grade Level – School Level	Attendance Rate	Attendance Rate
All (Excluding PreK & K)	90.1%	91%
Grade 1, 6, or 9	92%	88.8%
Grade 2, 7, or 10	89.5%	93.4%
Grade 3, 8, or 11	89.7%	90%
Grade 4 or 12	89.8%	91.5%

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Grade 5	89.1%	91%
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Table 4b: Subgroup Attendance Rate	2022-2023	2023-2024
All Students	88.9%	89.9%
Hispanic/Latino of any race	<10	<10
American Indian or Alaska Native	<10	<10
Asian	<10	<10
Black or African American	87.1%	87.6%
Native Hawaiian or Other Pacific Islander	<10	<10
White	88.9%	90.2%
Two or more races	90.6%	88.7%
Male	89.3%	89.7%
Female	88.5%	90.2%
EL	<10	<10
Special Education	87.2%	87.9%
Free/Reduced Meals (FARMS)	87.5%	88.7%

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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.
 - Both male (89.7%) and female (90.2%) subgroups are below the attendance standard.
 - Special education subgroup (87.9%) is below the attendance standard.
 - FARMS subgroup (88.7%) is below the attendance standard.
 - Grade 1 (88.8%) has the lowest grade level 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.
 - 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 brag tag for perfect attendance (100%).
 - *Attendance Works* fliers and posters will be used to share important statistics with parents.
 - Homerooms with perfect attendance will be recognized on the daily announcements.
 - Homerooms will work towards attendance goals to earn rewards.

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	2022	2023	2024
Not Chronically Absent (percentage)	66.1%	61.9%	63.1
Not Chronically Absent (student count)		172	155

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Report Card Points Earned	7.5	2	2.5
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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	2024
Habitually Truant (percentage)	3.36%	6.14%	3.02%
Habitually Truant (student count)	8	14	7

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.
- 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.

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

V. SCHOOL SAFETY/ SUSPENSIONS

1. Complete the table.

Table 8: SUSPENSIONS			
Subgroup	All Students		
	2021-2022	2022-2023	2023-2024
Total Referrals	36	63	103
All Suspensions	2	0	1
In School	0	0	0
Out of School	2	0	0
Sexual Harassment Offenses	0	0	0
Harassment/Bullying Offenses	0	2	2

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.

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

- PBIS will be a focus in which teachers will implement the 3 core school rules in class daily and provide positive recognition of desired behaviors.
- Teachers will select a student from their classroom each week that shows exemplary behavior in being safe, respectful and responsible.

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- 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).
- 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.
- 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.
- Use adaptive traverse climbing wall and sensory hallways to support social and emotional learning.
- The school counselors will provide lessons within the classroom that provide students with a toolbox of strategies to use when behaviors need regulated.
- Paw Picks of the Week and Citizens of the Month will be recognized for exhibiting positive behaviors and character traits.
- Quarterly awards celebrations to recognize the school-wide PBIS goals are met (Brag Tags).
- Students will earn classroom rewards through recognizing positive behavior with pawsitive paws.

VI. EARLY LEARNING (Elementary Only)

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

2024-2025 - N/A

Table 9			
Kindergarten Readiness Assessment			
	2021-2022	2022-2023	2023-2024
	Percent Demonstrated	Percent Demonstrated	Percent Demonstrated

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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*)

NOTE: CHARTS ABOVE REPRESENT 2023-2024 DATA

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

Although for the past three years scores have been fluctuating, the current composite scores on the KRA show a decrease in the areas of language and literacy (-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.

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- Collaborate with Head Start regarding individual students (progression, behavior, etc.), school-based joint registration, articulation meetings/IFSP development, and dual enrollment (Head Start/PK).
 - 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 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:

- 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.

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- 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:

- 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.
- 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.
- Use adaptive traverse climbing wall and sensory hallway to support gross motor development, to develop balance, body awareness, muscle strength, motor planning and more. Climbing also provides proprioceptive input to improve sensory integration. The Adaptive Climbing Wall is also well suited for special education classes where learning and movement can be integrated and problem solving, visual attention and concentration are required.

Social Foundations:

- Provide options with calming stations, sensory interventions, self-identified breaks, and Mindful Moments/Sensory room visitations, along with digital resources.
- Share growth mindset and social lessons facilitated by school counselor.

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- 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.
 - 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.

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- 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.
- 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.).
- 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).
- 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 ART

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

Short Term Goal: to increase proficiency rates of MCAP, to have all students show growth on MCAP, and to close or reduce achievement gaps between subgroups and their counterparts

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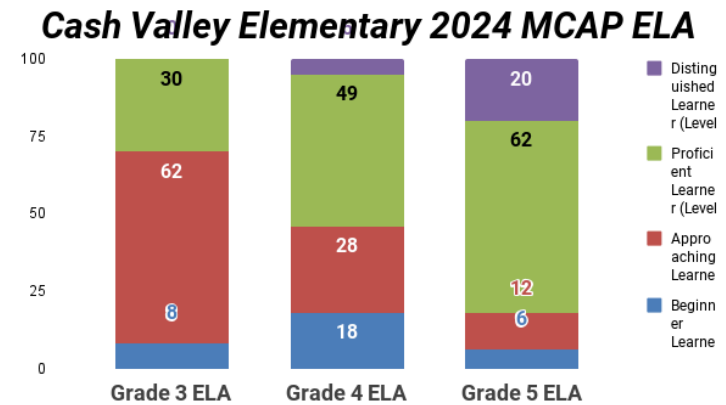
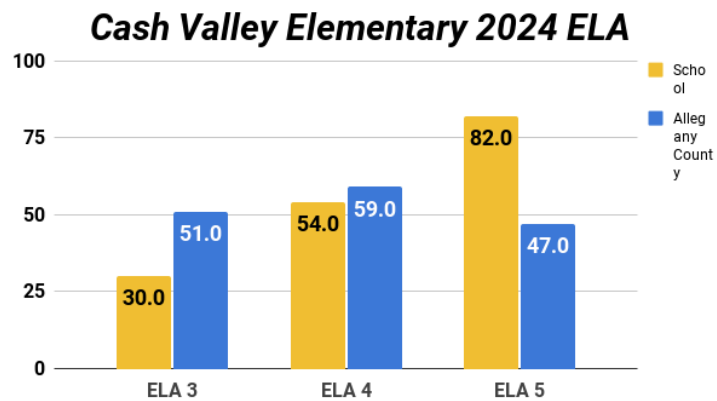
MD Report Card Data (to be filled in after the release of 2024 Report card in December)

Points for ELA Proficiency out of 5 = 2.6

Points for ELA average levels out of 5 =3.0

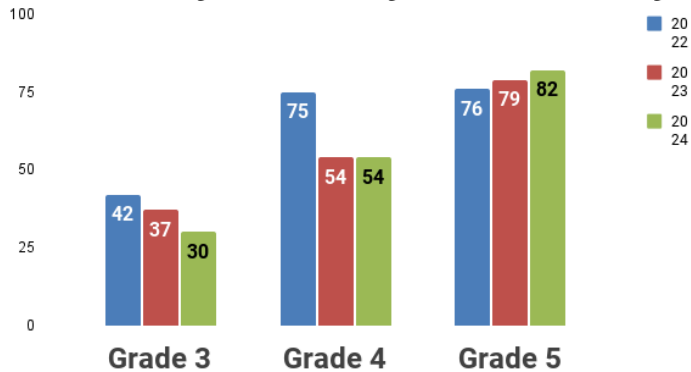
Points for ELA Growth out of 12.5 = 12.5

1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

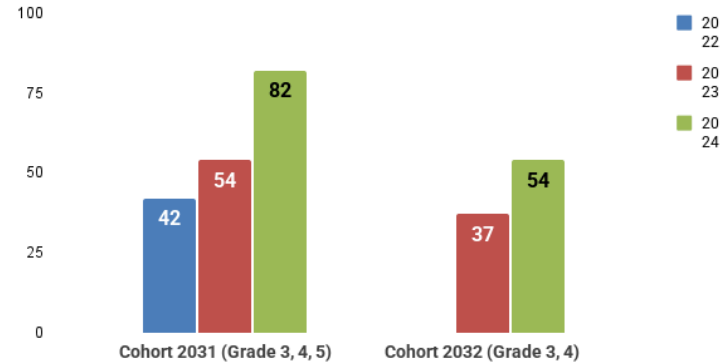


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Cash Valley Elementary ELA Proficiency



Cash Valley Elementary ELA Cohort



2. ELA FOCUS AREAS

ELA FOCUS AREA 1:	ELA K-3 Reading Proficiency
Focus Area Goal	The ACPS literacy plan has set a goal that 67% of the students in grade K-5 will be at or above benchmark on the DIBELS assessment by the end of the 2024-2025 school year. Cash Valley Elementary School would like for 67% of students in K-3 to be scoring at or above benchmark by the end of the 2024-2025 school year.
Root Cause(s):	<ul style="list-style-type: none"> Students struggle to keep up with the rigor required proceeding through first grade: In 2021-2022, at the end of kindergarten 73% of students were scoring at or above grade level. In 2022-2023, at the end of first grade, 55% of this cohort of students were at or above grade level. In 2023-2024, at the end of second grade, 68% of this cohort of students were at or above grade level. At the beginning of the 2023-2024 school year: <ul style="list-style-type: none"> Kindergarten 23% of students were at or above benchmark Grade 1 56% of students were at or above benchmark Grade 2 55% of students were at or above benchmark Grade 3 54% of students were at or above benchmark <p>The above data demonstrates the need to focus on K-3 students in cementing the learning to read skills so that higher level comprehending and learning can be applied in the intermediate grades.</p>
Focus Content Standard(s):	RF 2.4 Read with sufficient accuracy and fluency to support comprehension. RF 3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
Barriers:	<ul style="list-style-type: none"> Students opportunities to apply skills learned are limited.

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	<ul style="list-style-type: none"> • Students in the primary grades are often not provided with the independent release of responsibility. • Foundational skills have not been cemented in students. • Students struggle to persevere through the rigor of learning expectations in subsequent grade levels.
Needed Resources:	<ul style="list-style-type: none"> • Online resources will include: Boost, Superkids Online Fun, Scholastic News and Readworks • Title I teachers will be used to allow for smaller class sizes in grade 3. • The literacy coach will be used for instructional support and professional development. • The intervention teacher and title I instructional assistant will be used for the literacy lab, providing students with more focused instruction on skill deficits. • Foundational Readers and Geodes will be used with students in small groups and during the literacy lab to apply learned skills and support fluency.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • LETRS strategies and activities will be incorporated into daily instruction • During Literacy Lab, Tier II and Tier III interventions will be provided based on DIBELS screener results. • Weekly co-planning will occur between grade level teams and special education inclusion teachers to support struggling learners and identified students with an IEP. • The GRRUDL model will be implemented. • Teachers will establish blending and fluency practice routines with students during small groups. • Teachers in grade K-3 will implement multi-sensory activities. • Teachers will meet with the Literacy Coach to internalize and reflect on instructional practices and processes.
How will it be funded?	Title I, Part A: Annual Subscription to Freckle @ \$3,500.00.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> • Quarterly data meetings will occur between the literacy coach, interventionist, administration, special education and classroom teachers. • Monthly meetings will be held with the literacy coach and classroom teachers. • Weekly co-planning will occur with grade level teams and special education inclusion teachers.
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:	Grade 3 ELA MCAP Proficiency

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Focus Area Goal	Cash Valley would like to increase the level of proficient ELA learners from 30% to 55% in grade 3.
Root Cause(s):	In 2024, only 30% of grade 3 students were proficient on the MCAP ELA, compared to 51% of Allegany County grade 3 students. No students at Cash Valley Elementary, in grade 3, were distinguished.
Focus Content Standard(s):	RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL 3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
Barriers:	<ul style="list-style-type: none"> • The K-2 Superkids program does not provide adequate opportunities of knowledge based learning needed to understand texts presented on the MCAP. • Students lack the stamina to persevere through assessments that require them to access higher level thinking processes. • Students in the primary grades have limited application of skills. • Students in the primary grades struggle with sustained and extended reading and writing. • Students lack the schema to comprehend the knowledge based texts presented on MCAP like exams. • Students' ability to comprehend high level texts in a broad sense is hindered by skills being taught in isolation. • Students need more instruction to target areas of gap where they have fallen behind. • Students are unable to close the gap with the challenging rigor increase from grade 2 to grade 3.
Needed Resources:	<ul style="list-style-type: none"> • Online resources include: Boost, Freckle, Readworks, Discovery Education, Mystery Science, Scholastic News, BrainPop - utilized to support students in focused skill areas • Knowledge based literature to enhance vocabulary and background knowledge • Title I teachers will be used to allow for smaller class sizes in grade 3. • The literacy coach will be used for instructional support and professional development. • The intervention teacher and title I instructional assistant will be used for the literacy lab, providing students with more focused instruction on skill deficits. • Foundational Readers and Geodes will be used with students in small groups and during the literacy lab to apply learned skills and support fluency.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> • LETRS strategies and activities will be incorporated into daily instruction • During Literacy Lab, Tier II and Tier III interventions will be provided based on DIBELS screener results. • Weekly co-planning will occur between grade level teams and special education inclusion teachers to support struggling learners and identified students with an IEP. • The GRRUDL model will be implemented.

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	<ul style="list-style-type: none"> Teachers will meet with the Literacy Coach to internalize and reflect on instructional practices and processes. CKLA materials will be used with consistency and fidelity. Students will practice similar questioning prompts and multiple tiered questioning, similar to MCAP, to build stamina and familiarity with texts that require more perseverance, high level and critical thinking skills to demonstrate proficiency. Teachers will utilize digital programs such as Freckle, ReadWorks, Boost and Superkids Online Fun. Teachers will identify students with skills deficit and target small group instruction to meet their needs.
How will it be funded?	Title I, Part A: Annual Subscription to Freckle @ \$3,500.00.
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> Monthly meetings will be held with the literacy coach and classroom teachers. Weekly co-planning will occur with grade level teams and special education inclusion teachers. Administration learning walks
Monitoring Procedure:	<ul style="list-style-type: none"> Student progress and needs will be monitored during weekly team planning between classroom teachers and special education staff. Feedback and reflection on administration learning walks

FOCUS AREA 3:	Grade 3 MCAP Conventions
Focus Area Goal	Cash Valley would like to increase student proficiency from 20% to 40% in the area of conventions, thus carrying over into writing expression.
Root Cause(s):	Grade 3, Cash Valley students scored below the county and state averages for written conventions, with less than 20% of students scoring proficient.
Focus Content Standard(s):	L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L 2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L 2.3 Use knowledge of language and its convention when writing, speaking, reading or listening.
Barriers:	<ul style="list-style-type: none"> Students lack the stamina and focus to support their personal and peer editing practices. Students' time on the computer does not refine their typing skills. Quality time for writing is a challenge in all grade levels. Students are completing minimal writing pieces in class.

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	<ul style="list-style-type: none"> • Efficient feedback for writing pieces is a challenge. • Students rely heavily on teacher editing during writing assignments. • Students lack the ability to independently formulate a clear and coherent sentence without teacher support. • Students lack writing opportunities. • Student instruction in the primary grades is focused on learning to read, rather than developing writing skills.
Needed Resources:	<ul style="list-style-type: none"> • 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 on online typing programs during technology lessons with the Media Specialist. • Writing instruction will be intentional with feedback provided to students by peers and teachers. • Students will be taught how to access Pearson typing tools and be provided time to practice using appropriate tools. • Writing will be scored with students using the MCAP Writing rubrics. • CKLA Edicte assessment essay questions will be scored and used with students as a teaching tool after assessments are taken. • Teachers will utilize literacy lab to meet student instructional needs in writing and conventions. • Teachers will continue to analyze and reflect on the curriculum with the literacy coach.
How will it be funded?	Title I, Part A: Annual Subscription to Freckle @ \$3,500.00.
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.
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.

Universal Design for Learning for ELA.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
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<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<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.
<p>Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p>
	<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.
<p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p>
	<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, to reduce the 2017 non-pass rate by 50% by the year 2030.

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

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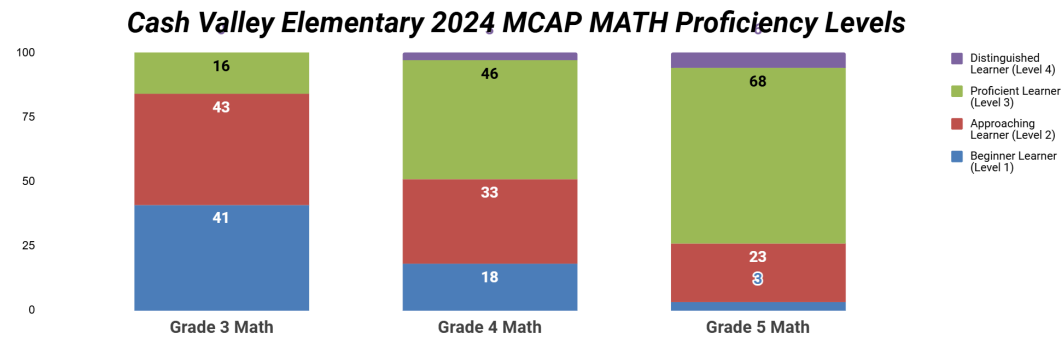
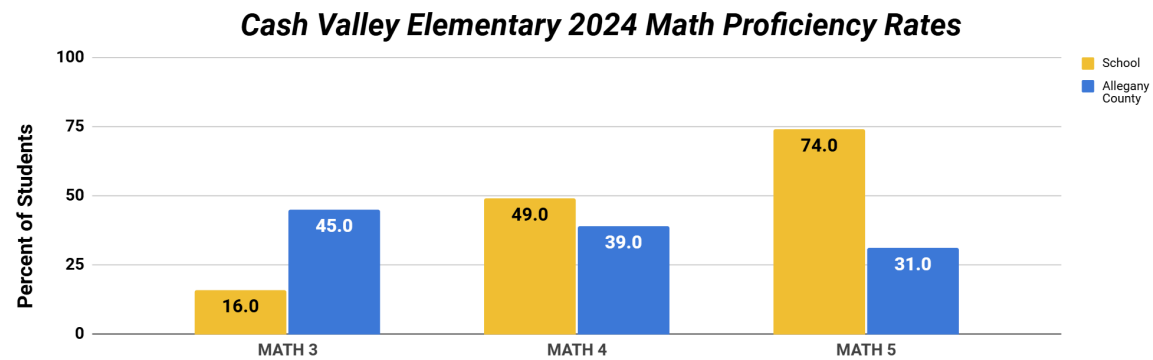
MD Report Card Data (to be filled in after the release of 2024 Report card in December)

Points for Math Proficiency out of 5 =2.2

Points for Math average levels out of 5 =2.8

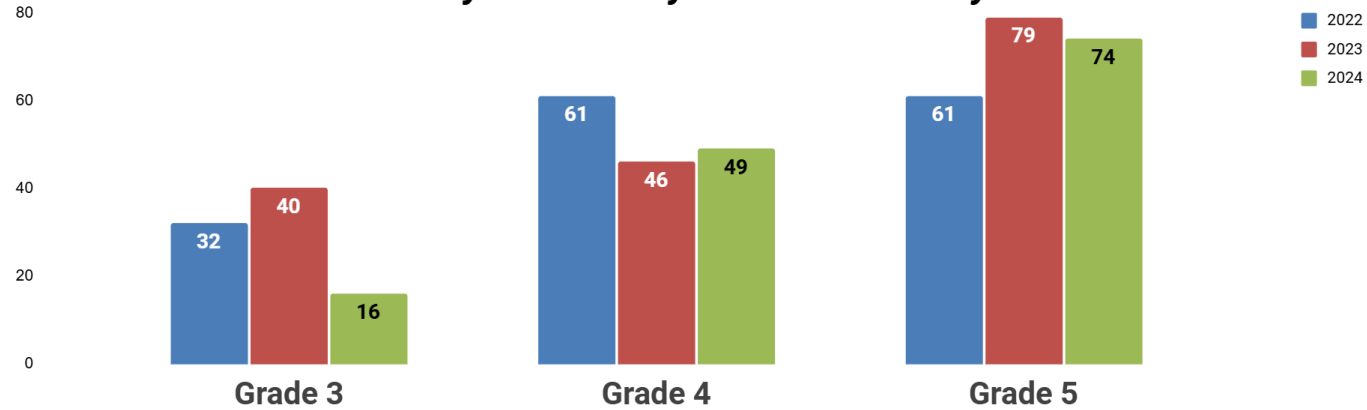
Points for Math Growth out of 12.5 = 12.5

1. Data charts: Insert school/county graph, Proficiency levels graph, trend graph and cohort graph

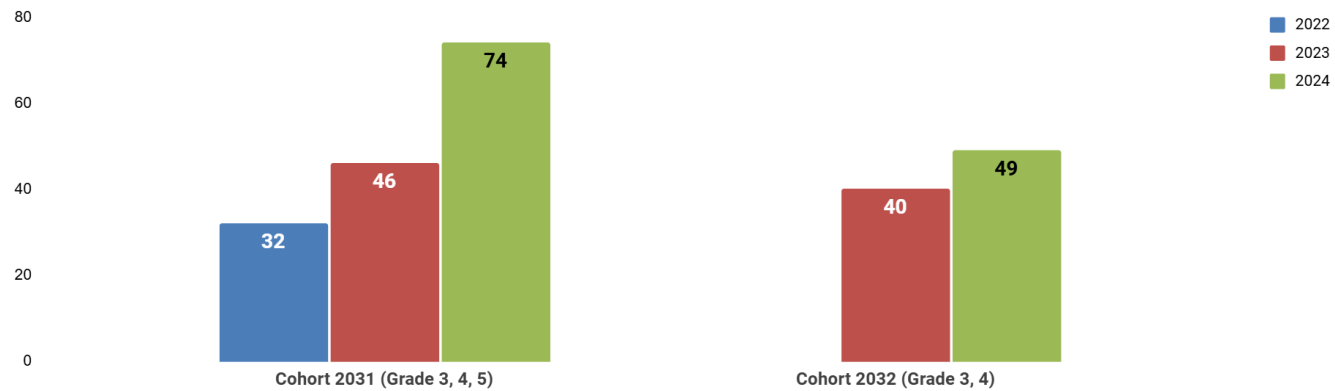


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Cash Valley Elementary Math Proficiency Trend



Cash Valley Elementary Math Cohort Proficiency Growth



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MATH FOCUS AREA 1:	Grade 3 MCAP Math Proficiency
Focus Area Goal	Cash Valley would like to increase the level of proficient Math learners from 16% to 50% in grade 3.
Root Cause(s):	In 2024, only 16% of grade 3 students were proficient on the MCAP Math, compared to 45% of the county grade 3 students.
Focus Content Standard(s):	3.OA Operations and Algebraic Thinking 3.NBT Number and Operations in Base Ten 3.NF Numbers and Operation - Fractions 3.MD Measurement and Data 3.G Geometry
Barriers:	The rigor of MCAP performance tasks exceeds the weekly expectation provided in the core curriculum
Needed Resources:	<ul style="list-style-type: none"> Additional performance tasks that mirror the rigor of MCAP tasks are needed.
Strategies and/or evidence-based interventions:	<ul style="list-style-type: none"> Additional support for targets students will be provided via small groups with the Math Specialist iReady pathways and iReady Fluency Flights will be consistently implemented during daily math instruction. Teachers will use formative assessment strategies/practices to guide daily instruction and small groups Teachers will utilize small group time to focus on foundational math skills.
How will it be funded?	Title I, Part A: Annual Subscription to Freckle @ \$3,500.00.
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 complete iReady Benchmark Assessments (BY, MOY, EOY) to identify strengths and challenges.
Monitoring Procedure:	<ul style="list-style-type: none"> Administrative walk-throughs Administrative/teacher collaborative planning

MATH FOCUS AREA 2:	Grade 3-4-5 Measurement and Data
Focus Area Goal	The math goal is to increase student scores in Grades 3-5 in the domain of Measurement and Data

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	(conversions). We would like to increase students' scores from below county and state averages to on par with exceeding county and state averages through the use of strategies that focus on problem solving and modeling reasoning.
Root Cause(s):	Grade 3 and 5 specifically score below the county average in several standards.
Focus Content Standard(s):	<p>3.M.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how may less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p> <p>3.MD. D.8 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>4.M.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. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), etc.</p> <p>5.M.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> <p>5.M.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</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 conversions of these tools. • 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. • There is a lack of real-world application for students in their daily lives. • The core curriculum does not allow for students to practice multi-step word problems that promote higher level problem solving.
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

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	<p>grade level.</p> <ul style="list-style-type: none"> • 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, iReady, Freckle, Khan Academy and Prodigy will be used to provide additional exposure to the Measurement and Data domain. • Teachers will use common language in vocabulary and measurement tools across grade levels. • Teachers will support student learning with manipulatives.
How will it be funded?	Title I, Part A: Annual Subscription to Freckle @ \$3,500.00.
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 the classroom teachers to analyze data gathered through iReady benchmarks, pathways and comprehension checks.

Universal Design for Learning for MATH.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
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<p><i>Means of Representation:</i> <i>providing the learner various ways of acquiring information and knowledge.</i></p>	<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)
<p>Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p>
	<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
<p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p>
	<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

MD Report Card Data (to be filled in after the release of 2024 Report card in December)

Points for Science Proficiency out of 5 =

1. Update data charts using 2024 data results.

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* indicates no students or fewer than 10 students in category

	2022				2023				2024				2022 to 2024
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	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 - %
MISA (SCIENCE)													
Maryland Results	64716	20	50	30	64543	18	48	34	65006	29	47	24	-6%
ACPS Results	589	14	55	31	611	13	53	34	569	20	57	23	-8%
All school students	31	16	26	58	28	0	46	54	34	6%	53%	41%	-17%

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. Additional planning and prep time would be beneficial for teachers to plan hands-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.
Needed Resources:	<ul style="list-style-type: none"> Students will access online resources including Mystery Science/Discovery Ed, Scholastic, Super Stem, and Freckle. Students will participate in the Elementary Edibles Program and Evergreen Heritage Center lessons.

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	<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) School-based, district, and/or special education funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> 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. Additional planning and prep time would be beneficial for teachers to plan hands-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.

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	<ul style="list-style-type: none"> 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, Scholastic, Super Stem, and Freckle. Students will participate in the Elementary Edibles Program and Evergreen Heritage Center lessons. 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) School-based, district, and/or special education funding
Steps towards full implementation with timeline:	<ul style="list-style-type: none"> 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.
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.

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Barriers:	<ul style="list-style-type: none"> • There is insufficient time for targeted small group instruction in science. • Testing is mid-year, which limits time for direct instruction in reading and science. • 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 • 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 will 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.

Universal Design for Learning for SCIENCE.

UDL Principle/Mode	Representation – This is how the teacher presents the information.
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<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
<i>Means for Expressions:</i> <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
<i>Means for Engagement:</i> <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 ● 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

VIII. MD School Survey Results and Plan

<i>Staff Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10.	Domain: Instructional Support Topic: Instructional Feedback Average Score: 6.94
Topic Description:	The quality of instructional feedback topic for instructional staff describes the degree to which they receive useful, actionable, adequate feedback from the school leadership to improve their teaching. .

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Strategies:: What steps will be taken in order to obtain the desired outcome?	<ul style="list-style-type: none"> • School Admin Learning Walks with feedback • Grade level team meetings focused on reflective instructional practices • Teacher input for current SIP • TNTP and Curriculum Associates learning walks with feedback • Collaborative meetings with the Literacy Coach and Math Specialist
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> • Administration • Literacy Coach • Math Specialist
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"> • Collaborative planning with administration • Literacy Coaches • Math Specialists
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	The 2025 educator survey results will show an increase from the previous year's average.
Timeline: Include dates for implementation of action steps.	Ongoing throughout the 2024-2025 school yea
Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10	Domain:Community Topic: Participation and Engagement Average Score: 7.06
Topic Description:	The participation and engagement topic describes the degree to which instructional staff feel students have chances to participate in school leadership, decision-making, and extracurricular activities, and whether administrators involve staff in decision making.
Strategies:: What steps will be taken in order to obtain the desired outcome..	<ul style="list-style-type: none"> • School Sponsored events & Extra Curricular Activities: Book fair, science mobile lab, grade 3 robotics, SNAP Ed health lessons, Field trips, middle school theatre field trips, one book-one school, field day, color run, glow dance, trunk or treat, bingo night • Planning of events will be completed in collaboration with the Leadership Team, Partnership Action Committee and PBIS Team

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Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> • Administration • PBIS Team • SNAP Ed Maryland Extension • Evergreen Heritage Center • Maryland Department of Agriculture • PTO • Title I support • Literacy Coach • Math Specialist • COP Coordinator • Leadership Team • Partnership Action Team
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"> • Event surveys • Participation/attendance
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"> • The 2025 educator survey results will show an increase from the previous year's average. • Event surveys • Leadership team feedback
Timeline: Include dates for implementation of action steps.	Ongoing throughout the 2024-2025 school year

<i>Student Engagement Action Plan:</i>	
Primary Area of Need State the Domain, Topic, and Score	Domain: Safety Topic: Physical Safety Average Score: 2.03
Topic Description:	The physical safety topic describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property.

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Strategies: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> • Utilize staff to identify student need for early intervention and strategy development. • Second Step Lessons • Weekly guidance lessons focusing on “Toolbox” curriculum strategies/bullying lessons • Red ribbon week - guidance lessons focus on making healthy choices and peer pressure • Visibility of the School safety officer in all areas of the building • Open communication between staff and students regarding student concerns
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> • Administration • Guidance Counselor • Mental Health Counselor • Teachers • School Safety Officer • School Nurse
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"> • Time to initiate multi-tiered system of support behavior interventions. • Time will be dedicated by administration to conduct and promote restorative practices • Second Step Curriculum implementation • Classroom meetings as needed • Restorative practice tools
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"> • The 2025 educator survey results will show an increase from the previous year’s average. • Aspen discipline data, PST meeting notes and action plans will also be utilized to monitor student progress.
Timeline: Include dates for implementation of action steps.	Ongoing throughout the 2024-2025 school year
Secondary Area of Need State the Domain, Topic, and Score	Domain: Safety Topic: Bullying Average Score: 3.02
Topic Description:	The safety domain asks students if they feel safe from violence, bullying, and controlled-substance abuse. Four topics: Physical safety, emotional safety, bullying, and substance abuse.
Strategies:: What steps will be taken in order to obtain an improved outcome(s).	<ul style="list-style-type: none"> • Utilize staff to identify student need for early intervention and strategy development. • Second Step Lessons

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	<ul style="list-style-type: none"> • Weekly guidance lessons focusing on “Toolbox” curriculum strategies/bullying lessons • Red ribbon week - guidance lessons focus on making healthy choices and peer pressure • Visibility of the School safety officer in all areas of the building • Open communication between staff and students regarding student concerns • Strategy lessons for students to address bullying
Initiative leader and team: Who is responsible and involved in the work?	<ul style="list-style-type: none"> • Administration • Counselor • Mental Health Counselor • Teachers • School Safety Officer
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"> • School guidance and mental health counselors • School safety officer • Time to learn and implement Second Step Lessons for teachers
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"> • The 2025 educator survey results will show an increase from the previous year’s average. • Aspen discipline data, PST meeting notes and action plans will also be utilized to monitor student progress.
Timeline: Include dates for implementation of action steps.	Ongoing throughout the 2024-2025 school year

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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
LAYING THE FOUNDATION			
• Create a schedule that offers co-planning between the general and special education teachers	Administrators	Weekly (W) September 2024 - May 2025	<input type="checkbox"/> Administrators schedule weekly co-planning periods between general and special education staff.
• <i>Develop a schedule for admin/teacher collaborative planning/instructional reflection and feedback.</i>	<i>Administrators</i>	<i>Monthly (T) January 2025 - May 2025</i>	<input type="checkbox"/> <i>Administrators schedule weekly meetings for admin/teacher collaborative planning/instructional reflections and feedback.</i>
• <i>Develop a schedule for teachers, ELA/math specialists, and administration monthly focus meetings aligned to the action team structure.</i>	<i>Administrators</i>	<i>Monthly (T) September 2023 - May 2025</i>	<input type="checkbox"/> <i>Administrators schedule monthly focus meetings between teachers and the district ELA/Math specialists.</i>
INSTALLING			

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<ul style="list-style-type: none"> Establish guidelines (Protocols) to follow during co-planning periods 	Classroom Teachers, Inclusion Teachers, Administrators	Weekly (W) January 2025 - May 2025	<ul style="list-style-type: none"> Teachers will understand the purpose of co-planning and use time to prepare for instruction (inclusive best practices). Administration and staff develop a common co-planning tool to document student support and weekly instructional focus.
<ul style="list-style-type: none"> Plan and prepare for monthly curricular updates during administrators, teachers, and ELA/Math specialists focus meetings 	Classroom Teachers, District ELA/Math Specialists, Administrators	Monthly September 2024 - May 2025	<ul style="list-style-type: none"> 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.
Create a walkthrough schedule and document including feedback sections.	Administrators	Monthly (T) January 2025 - May 2025	<ul style="list-style-type: none"> Discuss processes with the Leadership Team and gather feedback and provide clarity. Determine feasibility of morning grade level PLC's for continuous delivery of Teacher Clarity Playbook professional development
Plan, prepare and deliver principal PD aligned to the Teacher Clarity Playbook.	Administrators	January 17, 2025 Monthly January 2025 - May 2025	<ul style="list-style-type: none"> Purchase Teacher Clarity Playbooks for teachers. Plan PD and implementation during admin/teacher planning/instructional reflection and feedback meetings.
IMPLEMENTING			
<ul style="list-style-type: none"> Reflect and collaborate on student performance to determine differentiated groupings and specific areas of support 	Classroom Teachers, Inclusion Teachers, Administrators	Weekly (W) September 2024 - May 2025	<ul style="list-style-type: none"> Classroom teachers and inclusion teachers will determine student groupings and instructional skills/practices to implement to accelerate and support students. Data dive of students' performance on diagnostics and progress monitoring will be on-going to reflect on students' needs.

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<ul style="list-style-type: none"> ● Reflect and collaborate on curricular topics identified by administrators, teachers and/or ELA/Math specialists 	Classroom Teachers, District ELA/Math Specialists, Administrators	Monthly September 2024 - May 2025	<ul style="list-style-type: none"> ❑ Teachers will identify areas of support needed for instructional delivery from the ELA/Math specialists. ❑ ELA/Math specialists will model/mentor, instruct small groups, analyze data, and provide updates on curriculum implementation. ❑ Data dive of student performance on diagnostics and progress monitoring will be on-going to reflect on students' needs.
SUSTAINING SCHOOLWIDE IMPLEMENTATION			
<ul style="list-style-type: none"> ● Engage in honest dialogue about the processes, collaborative planning effectiveness and identify areas of success and improvement 	Classroom Teachers, Inclusion Teachers, Administrators	Weekly (W) September 2024 - May 2025	<ul style="list-style-type: none"> ❑ Weekly Co-Planning Meetings Documentation (SAN/Title I) ❑ Monthly Leadership Meeting feedback (SAN/Title I) ❑ Monthly ELA/Math Specialists Focus Meetings Documentation (SAN/Title I) ❑ Weekly Admin/Teacher Collaborative Planning meeting documentation
<p>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 and classroom teachers, administrators, and ELA/Math specialists. These periods allow for 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.</p>			

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PRIORITY: #2: Increase effectiveness of 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 2024	<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 2024	<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 2024 - May 2025	<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.

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<ul style="list-style-type: none"> ● Revisit, reflect, and revise current PBIS procedures 	<p>School Staff, Administrators</p>	<p>September 2024 - May 2025</p>	<ul style="list-style-type: none"> ❑ PBIS Action Team chair serves as a representative on the Leadership Team reporting monthly updates regarding PBIS.
IMPLEMENTING			
<ul style="list-style-type: none"> ● Use pawsitive paws in the classroom and throughout the building to recognize students following the core school rules, being safe, being respectful and being responsible. 	<p>Support Staff, Classroom Teachers, Resource Teachers, Admin</p>	<p>September 2024- May 2025</p>	<ul style="list-style-type: none"> ❑ Adults throughout the building will hand out paws to students to recognize positive behaviors. ❑ Classroom teachers will display the paws students have earned and work with students to earn a classroom reward of their choice.
<ul style="list-style-type: none"> ● Complete the Student Risk Screening Scale (SRSS) with the description resource 	<p>Classroom Teachers</p>	<p>October 2024, January 2025, May 2025</p>	<ul style="list-style-type: none"> ❑ 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.
<ul style="list-style-type: none"> ● Use the hard copy of the district form to submit referrals 	<p>Classroom Teachers</p>	<p>August 2024 - May 2025</p>	<ul style="list-style-type: none"> ❑ Classroom teachers complete the district referral form and submit the form to administrators related to Tier 2 and 3 behaviors.
<ul style="list-style-type: none"> ● Develop social groups based on SRSS data and teacher observation 	<p>Pupil Service Team, Administrators</p>	<p>October 2024, January 2025 *As needed</p>	<ul style="list-style-type: none"> ❑ SRSS data analysis and classroom teachers identify students that would benefit from Tier 2 and 3 interventions and counselor support in social groups. ❑ Additional resources are identified to support students at Tier 2 and 3 (mental health counselor, health department, behavioral specialist, etc.).

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<ul style="list-style-type: none"> ● Partner with PTO to purchase student recognition materials 	Administrators	August 2024 - May 2025	<ul style="list-style-type: none"> ❑ PTO purchases charms and treasure tower cougar coins as a student positive recognition system for PBIS. ❑ Awards celebrations are conducted quarterly to provide student recognition for positive behavior (charms, prize jar, treasure tower).
<ul style="list-style-type: none"> ● Meet with mental health specialist and Health Department counselor for updates on student services 	Administrators	September 2024 - May 2025	<ul style="list-style-type: none"> ❑ 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			
<ul style="list-style-type: none"> ● Analyze discipline data (referrals, SRSS, LAP documentation) to determine areas of success and concerns 	PBIS Team, Pupil Service Team, Administrators	September 2024 - May 2025	<ul style="list-style-type: none"> ❑ 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.
<ul style="list-style-type: none"> ● Identify behavioral successes and areas of concern 	PBIS Team, Pupil Service Team, Administrators	September 2024 - May 2025	<ul style="list-style-type: none"> ❑ Current implementation of PBIS is reviewed weekly/monthly by various teams (PBIS, Leadership, PST) to maintain consistency and staff support.
<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 	Students, School Staff, Administrators	September 2024 - May 2025	<ul style="list-style-type: none"> ❑ Students are recognized daily in the classroom and throughout the building with pawsitive paws. ❑ Students are recognized at school-wide celebrations during the end of each marking period. ❑ Daily announcements review the school expectations.

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<ul style="list-style-type: none"> Continue professional development to support consistent use of the PBIS 	PBIS Team, Pupil Service Team, Administrators	August 2024 - May 2025	<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 17 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>			

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

PBIS Tier I 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 II 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 III 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	2023-2024
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Total Number of Referrals	36	63	103
Physical Aggression	8%	25%	43%
Disruption	48%	52%	43%
Disrespect	36%	13%	6%
Other	8%	10%	8%

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 17 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 2024-2025 school year:

- The most common types of referrals were physical aggression (43%) and disruption (43%). For this reason, teachers will model and review the school-wide behavior expectations of being safe, respectful and responsible.
- The majority of referral incidents occurred after 3:30 PM (dismissal time). In response, consistent bus expectations have been established and incentives have been put into place. Students will earn bus paws for positive behavior recognition and collectively work towards a reward.
- While the primary referrals were accrued by mostly one first grader, grade 4 and 5 students showed the highest incidents of referrals. Administration will positively reinforce desired behaviors from intermediate students emphasizing the examples these students set for exemplar behavior.
- School-wide behavior expectations will be posted throughout the school and referenced by all personnel in all areas.
- Students will be recognized daily with cougar paws, where classes will work collectively towards a reward.
- One student from each class will be recognized weekly as the Paw Pick in which they will be rewarded with ice-cream or a coin for the prize tower.
- Class Dojo will be used by classroom teachers to communicate behaviors to home support systems.

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- 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.
- Students will be recognized monthly for displaying positive character traits in which families will be invited to attend and celebrate with the student of the month.
- The sensory hallway will be available for all students during transitions or as a brain break to promote regulation and readiness to learn.

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

- 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.
- 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.

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

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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?
 - Parent input was gathered to develop the schoolwide plan during the Title I Spring Meeting (April 2024).
 - Parents and community members were given an opportunity to review the plan and give feedback during the Meet the Teacher - Back to School Celebration/Annual Title I meeting (August 21, 2024, 115 adults signed in).
 - A parent interest survey was administered to all parents and input was reviewed and considered in the development of the plan.
- How were teachers, principals, and other school staff involved in developing the School Improvement Plan?
 - The principal and assistant principal scheduled and facilitated meetings and oversaw the development of the plan.
 - Information from teachers was gathered to develop the schoolwide plan through monthly meetings of the Leadership team, PBIS Team, Family Engagement Committee, weekly faculty meetings, and school/district professional development days scheduled on the school calendar.
 - Representatives from the Leadership team analyzed data to determine targeted areas of improvement and completed various sections of the improvement plan.
 - Other school staff such as the ELA coach, math coach, and Title I school support specialist attended meetings and provided data and information.
 - The plan was shared electronically with team 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.
 - 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.

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TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT

Title I Funded Strategies to Increase Parent and Family Engagement	Date
Meet the Teacher - Back to School Night / Annual Title I Meeting was held on Wednesday, August 11, 2024. 115 adults signed in and 57 returned meeting evaluations.	8/21/2024
Title I Mid-Year Monitoring Meeting with Parents will be held.	JFebruary 25, 2025
Title I Spring Meeting with Parents will be held.	May 2025
Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families and translates Title I key documents and other parent communications in Spanish and Vietnamese.	Wednesdays
Parent Book Fair and Reading Strategies Session (Title I, Part A will fund books for parents @ \$12/parent x 100 parents = \$1,200.00) will be held.	March 3-7, 2025
Math Days (Title I, Part A will fund math games or manipulatives for parents to use at home with their students to increase student academic achievement @ \$15/parent x 100 parents = \$1,500.00) will be held.	Wednesdays - March 12, 2025 - April 23, 2025
12 Tools Training for Parents (Title I, Part A will fund supplies and materials for parents to practice using the 12 Tools for Social and Emotional Learning and Meaningful and Satisfying Relationships to help support students' behaviors at home @ \$8.5652/parent x 100 parents = \$856.542) will be held.	TBD
School-Parent Compacts are created with parent input and are reviewed during parent and teacher conferences and as needed.	August, Parent Conference Days, and ongoing
A Veteran's Day Program was held, and 37 vets attended.	November 11, 2024
Citizen of the Month Assemblies are held to recognize students who exhibit positive character traits.	Monthly

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Information regarding grade level standards and expectations and ways parents can help at home and the importance of regular attendance are shared with parents in fliers and posters funded by Title I. A Title I bulletin board and parent resource center are located in the school lobby.	Ongoing
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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)	Raise a Reader program supports families to build, practice, and grow reading routines with children.
Community Schools	Concentration of Poverty Grant, Luanne Kesecker, Community School Coordinator	CoP provides wrap around services to improve the school and community such as Bedtime with Books, Crockpot Cooking

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		Class, and more.
ACPS Summer School Program	ACPS (Elementary/Special Education)	A three-week period offered to all students to reduce summer learning gaps, focusing on reading and math content.
Flumist & Dental Clinics	Allegany County Health Department	Students receive free flumist and dental screenings.
Outdoor School	ACPS (Elementary)	Fifth grade students attend a five day residential outdoor school at the 4-H Center in Garrett County, MD in September 2024 to learn environmental science through hands-on activities.
School Health Care	ACPS (Special Education)	The school nurse and nurse aide provide health support to students and their families.
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

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		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.
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.

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Reading Intervention Programs	Reading Intervention Specialist, Instructional Assistant, Teachers	Various reading intervention programs are offered (Orton Gillingham, Foundations, Read Live, Wilson).
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.
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.
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.

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School Security Employee	ACPS (Security)	The school has a full-time employee that monitors school safety and is daily on-site.
University of Maryland Extension's SNAP-Ed program	Mandy Hawkins, Nutrition Educator	Provides activities that help children move more, select and taste healthy foods, and drink more water.
Western Maryland Food Bank	Backpack Program, Katilin Shirko	This program allows the school to provide several families with bags filled with kid friendly foods to take home on Fridays for the weekend.
Cash Valley PTO	Cash Valley Parents and Teachers	The PTO provides school activities such as Trunk or Treat, Color Run, Spirit Nights, Holiday Shop, Glow Party, and more.

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.

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.)

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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
Title I, Part A funded additional articulation meetings (stipends @ \$26.25 rate x 2 hours after school x 15 teachers = \$787.50 + fixed charges @ \$62.85 = \$850.85.)	May, 2025, 3:30-5:30, Cash Valley	Teachers of grades 1-5, including special educators and literacy and math coaches	Teachers will complete student information forms, review them with advancing grade level teams, create class lists and groupings.	Individual student data and information, class lists, and groupings	Student Information Forms, Sign-in sheets, agenda/notes, meeting evaluations
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
K-5 Articulation meetings are held beyond the regular duty day (Title I stipends to pay teachers and fixed charges)	May 2025	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

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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
Professional Learning Community: "The Teacher Clarity Playbook"	January-May, Morning Meetings, Collaborative Planning with Administration	-Classroom teachers -Inclusion teachers -Intervention teachers -Administration	-Organized and intentional instruction to improve student achievement	-Teacher clarity of content and standards to in turn provide visible learning that increases student achievement and ownership in learning.	-Admin learning walks -Collaborative Planning

XIII. Management Plan

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

The plan will be shared with faculty and staff at leadership team meetings during the creation and implementation of the plan. In addition, the plan components will be shared at leadership meetings, PBIS meetings, Family Engagement Committee meetings, faculty and grade level team meetings during the monitoring of the plan. Meetings are held at least monthly.

- Prior to the submission of the document, the final draft of the plan was shared 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, on 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.

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

The plan will be shared with parents and community members by being posted on the school's web page, on the Title I bulletin board, and

The final document will be shared with families and the school community through the school and district websites (January 2025).

- A hard copy of the entire plan will be available in the office and the parent resource center (January 2025)

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- 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 2025).
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 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 Family Engagement Team works to strengthen and sustain trusting family-school partnerships, strengthening parent involvement in school activities, establishing and communicating clear and open policies that support families' direct engagement (volunteer and visiting policies) They will work to plan activities that involve meaningful family engagement and communicating with other action team to help plan events.

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5. How will the administration monitor the plan?

- The administration serves as facilitating members on each team supporting instruction, behavior, safety and attendance. Administrators participate in open discussions during these action team meetings and with grade level teams to review assessments, identify barriers, and reflect with staff on SIP goals.
- SIP initiatives are observed during classroom observations for documented evidence.

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

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

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School Improvement Plan for Title I School - SIGN OFF SHEET

Name	Signature	Role
Scott Sisler		Principal
Janel Shoemaker		Assistant principal
Kaitlin Shirko		School Leader, PBIS Co-Chair
Shannon Pennington		PreK 3 Teacher
Chris Sibley		Teacher, FEC Co-Chair
Zach Steckman		Grade 1 Teacher
Amy Rice		Teacher, Leadership Team Co-Chair
Sonja Belcher		Grade 3 Teacher
Megan McKenzie		Grade 4 Teacher
Tara Rowley		Grade 5 Teacher
Linda Lewis		SLE Teacher
Courtney Henry		SPED Inclusion Teacher
Tiffany Brantner		Media Specialist
Rachel Hager		ACPS/School Reading Coach or Specialist
Leslie Roser		ACPS/School Math Coach or Specialist
Laura Michael		Title I School Support Specialist
Laura Biser		Title I Family Engagement Coordinator

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