

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

School: Cresaptown Elementary

Principal: Scott Llewellyn

| Section | Table of Contents | Page |
|-------------|---|------|
| | Title Page | |
| I | Integrated Educational Framework | 1 |
| II | School Demographics | 5 |
| III | Attendance | 7 |
| IV | Habitual Truancy | 9 |
| V | Graduation and Dropout Rates | N/A |
| VI | School Safety/ Suspensions | 11 |
| VII | Early Learning | 12 |
| VIII | Academic Progress | 16 |
| IX | Multi-tiered System of Support | 36 |
| X | Positive Behavioral Intervention & Supports or Behavior Management Systems | 39 |
| XI | Family and Community Engagement | 40 |
| XII | Professional Community for Teachers and Staff | 45 |
| XIII | Management Plan | 47 |
| XIV | Title I Components (Title I Schools Only) – Separate Document | |
| XV | Title I Evaluation (Title I Schools Only) – Separate Document | |

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

I. INTEGRATED EDUCATIONAL FRAMEWORK

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

Mission Statement

Cresaptown Elementary is committed to providing students with optimal learning opportunities enabling them to reach their full academic and social potential. We will work collaboratively with the community to:

- Utilize a team approach to differentiate instruction based upon individual needs.
- Ensure each student experiences success, feels cared for, and feels positive about their involvement at Cresaptown Elementary.
- Challenge students to utilize critical thinking skills and problem solving strategies by focusing on rigorous and high quality instruction.
- Enhance instruction by providing teachers with professional growth.

Vision

Cresaptown Elementary is a child-oriented learning community dedicated to helping students reach their full academic and social potential.

Core Values

The administration and staff of Cresaptown Elementary is committed to a set of core values that guide our work/involvement with the students and community of Cresaptown. These beliefs support our goals, planning, and our strong focus on curriculum, instruction, and assessment to ensure that our students reach their maximum potential as lifelong learners. Specifically, these values include:

Instruction

We believe that having high expectations for all learners will instill a desire for students to achieve goals based on a rigorous curriculum. We will continually enhance instruction to accommodate all students' needs with the use of adapted materials, well-designed lessons, and professional growth opportunities for staff. Instructional strategies will utilize research-based best practices.

School Climate

We believe a safe, positive, and nurturing school climate promotes the social, emotional, and academic growth of all students. The staff at Cresaptown Elementary will be open-minded, approachable and empathetic to students' needs by establishing and maintaining a mutual trust.

Allegany County Public Schools 2019-2020 School Improvement Plan

Positive Partnerships

Effective partnerships are built upon trust, respect, and reliability. We value parents and community members as essential partners and resources in meeting the needs of our school. Open communication and family involvement is imperative to student success. We welcome our families and surrounding community members to provide input and participate in school events/programs. We strive to maintain collaborative and positive relationships with all stakeholders.

High Expectations

At Cresaptown Elementary School, we believe that all students should receive rigorous and high-quality instruction. Through differentiating instruction, planning for small groups, analyzing assessment data, and individual goal setting, students will show growth and feel successful. Students and staff at this school will be held to a standard of high academic and behavioral expectations. Staff will seek continuous professional development opportunities to benefit students and create an optimal learning environment.

B. Culture, Climate, and Inclusive Community

School climate and culture have a profound impact on student achievement and behavior and reflects the school community. Positive and sustainable school climate fosters learning and youth development.

School climate refers to the character and quality of school life that is centered on patterns of students, staff and parents experiences of school life. School climate refers to a school’s social, physical, and academic environment. It refers to but is not limited to how the school makes people feel. Examples: Do they feel safe, welcomed, and connected?

School culture is a set of goals, norms, values, beliefs and teaching and learning practices that reflect the organizational structure. A related concept is school culture, which refers to the “unwritten rules and expectations” among the school staff (Gruenert, 2008).

Broadly defined, positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as well as to student learning, fulfillment, and well-being. The following examples are commonly associated with positive school cultures:

- The individual successes of teachers and students are recognized and celebrated.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.

Allegheny County Public Schools
2019-2020 School Improvement Plan

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

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

In narrative or bulleted form, address your school's climate, culture, and inclusive community.

The students, families, staff, and administration of Cresaptown Elementary work together each day to build and maintain positive climate and culture within our school. The areas of safety, positive school relationships, teaching & learning, as well as the overall environment, are areas on which we focus.

Regular communication with parents and community are key in our maintaining positive relationships with the families of our students. These relationships further enhance the school climate and culture that we work to create. Parents and teachers share high expectations for all students and work jointly to support the standards that are addressed at all grade levels.

Teachers also strive to build positive relationships with students so that they feel welcome and comfortable in their surroundings. A sense of trust is evident and students feel emotionally safe when seeking support. Teachers know and understand the unique emotional needs of their students and demonstrate care and empathy when working with each child. Classroom dialogue promotes respect of diverse perspectives and each student is encouraged to engage in activities to his/her full potential. Teachers use specific instructional strategies that engage all learners and help to create an inclusive atmosphere. Standards and activities are modified to meet individual needs while supporting students intellectually and academically. We work to create a sense of belonging within each classroom and we take pride in successes at our school as we support one another in being co-leaders and co-learners.

Health, well-being, and safety are also priorities in our school. Safety drills are reviewed and practiced to create a culture of preparedness in which students and staff feel confident in making effective decisions in the event of an emergency situation. Staff members are also diligent in reminding students of our PRIDE Rules (Be Responsible, Be Respectful, Be Ready to Learn, and Be Safe). We work to provide behavioral supports for all students, helping us strive towards achieving Gold-Level status for our school-wide PBIS program. This achievement can be partially attributed to the PBIS team analyzing and discussing monthly discipline data for use in creating and/or modifying school behavior programs and incentives. Emphasis is placed on a positive approach to discipline helping to create a safe place to support the academic,

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

physical, and emotional needs of students. Cresaptown staff and students model and adhere to the four school rules of Being Responsible, Respectful, Safe, and Ready to Learn. Students work to earn positive incentives, such as *Pride Tickets*, when demonstrating examples of these school rules in action.

C. Staff Engagement Action Plan

| Staff Engagement Action Plan | |
|---|--|
| Primary Area of Need State the Domain, Topic, and Average Score out of a possible 10. | Substance Abuse (8.20) |
| Topic Description: | The number of students who are negatively impacted by substance abuse at home are impacting the school day. Attendance and parent communication is a concern. |
| Strategies: Steps that will be taken in order to obtain the desired outcome. | <p>Attendance Incentives -</p> <p><u>DAILY</u></p> <ul style="list-style-type: none"> • Announcements - Classrooms with 100% attendance will be recognized each day during the afternoon announcements. <p><u>WEEKLY</u></p> <ul style="list-style-type: none"> • Drawing - A student name will be drawn each Friday from the <i>Gold Dollar Raffle</i> container. If that student has been present for all five days that week he/she will go to the office to spin the online Prize Wheel. Possible prizes include: a token, lunch with the Principal or AP, trip to the prize box, special treat, etc. <p><u>MONTHLY</u></p> <ul style="list-style-type: none"> • Monthly Classroom Attendance Champion – The classroom with the highest average daily attendance rate at the end of each month will receive an attendance trophy to be displayed in their classroom as well as a banner to be placed outside of the classroom. If |

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

there is a tie between classes, tardies will be taken into account to determine the winner.

QUARTERLY

- **Gold Dollar Raffle** – Every nine weeks, one student from each classroom will be randomly selected to be the “Gold Dollar Winner”.
 - *HOW IT WORKS* – Each week, a random day will be selected to distribute raffle tickets to students. A morning announcement will be made notifying teachers to distribute tickets to students who are on time and in their seats. Students must be on time to receive a ticket. Students will write their name on their tickets and turn them into the teacher. The teacher will place them into the container provided to them and store them until the end of the marking period. Students in 2nd – 5th grade will write their names on their tickets. Students in Pre-k – 1st will have tickets with their names printed on them. All tickets will be cut and provided to teachers each nine weeks. At the end of the marking period, Scott or Staci will enter your classroom to draw the winner!!!
- **Regular Attendance Recognition** – Students who have maintained regular attendance during the 9 weeks will be recognized at the quarterly awards assembly.

YEARLY

- **GRAND PRIZE DRAWING** – At the end of the school year, students with regular attendance (absent 9 days or less) will have a chance to win a new BIKE. Four students will be randomly selected to win. One boy and one girl from grades Pre-k through 2nd grade will be randomly selected. One boy and one girl from grades 3rd through 5th will be randomly selected.

Assignment Notebooks
Take Home Folders
Class Dojo
Growth Mindset
DARE 5th Grade

Initiative leader and team: Who is responsible and involved in the work?

Tracey Little/Scott Llewellyn/Staci Noah

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

| | |
|---|---|
| Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)? | Classroom Attendance |
| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met? | Daily/Weekly/Monthly/Annual Attendance Data DARE Pre/Post Test Data Class Dojo Statistics |
| Timeline: Include dates for implementation of action steps. | DARE (November) Attendance (All Year) Class Dojo (All Year) |
| Secondary Area of Need State the Domain, Topic, and Average score out of a possible 10 | Student/Student Relationships (8.37) |
| Topic Description: | Relationships among students are noted as a concern. The number of discipline referrals were higher last year than the previous year. |
| Strategies: Steps that will be taken in order to obtain the desired outcome. | Restorative Practices Social Groups with Guidance Counselor Bi-Weekly Life Skills Classes |
| Initiative leader and team: Who is responsible and involved in the work? | Tracey Little/Scott Llewellyn/Staci Noah/Classroom Teachers |
| Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) | Staff Training on Restorative Practices Guidance Counselor |

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

| | |
|---|---|
| (strategies/activities) to achieve the desired outcome(s)? | |
| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met? | Social Group data kept by Guidance Counselor SRSS data Restorative Practices - Office Referrals and Discipline Data |
| Timeline: Include dates for implementation of action steps. | Life Skills Classes: September-June Social Groups: October-June Restorative Practices: February-June |

D. Student Engagement Action Plan

| <i>Student Engagement Action Plan</i> | |
|---|--|
| Primary Area of Need State the Domain, Topic, and Score | Environment-Physical Environment (5.15) |
| Topic Description | This topic describes the instructional and physical environment, if school rules are clear and fair, and if good behavior is supported and rewarded. |

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

| | |
|---|---|
| <p>Strategies: Steps that will be taken in order to obtain desired outcome.</p> | <p>PBIS</p> <p>Positive Behavior Interventions and Support (PBIS):</p> <p>The faculty and staff at Cresaptown Elementary are committed to making the school year a safe and orderly one. We implement a research based program called PBIS which stands for Positive Behavior Intervention Strategies.</p> <p>The 'four big rules' that will be consistent throughout the building are:</p> <p>Be Safe, Be Responsible, Be Respectful, and Be Ready to Learn</p> <p>Another way we are ensuring that students exhibit the positive is through rehearsal of the many procedures that fall under these four big rules. Each teacher has specific classroom procedures that they expect students to follow as well as procedures for other areas of the building such as the cafeteria, gym and playground. What may seem like wasted time is actually time well spent in the long run. Procedures must be taught and practiced immediately and for the first several weeks of school, so as to avoid continuous and time-consuming corrections later in the year. Once the students are familiar with the expectations and procedures needed to comply, they are more likely to exhibit the positive behaviors throughout the school year. Academic time can then be more intensive without interruption. Various types of recognition and encouragement will be used throughout the year.</p> <p><u>PBIS Activities:</u></p> <ul style="list-style-type: none">● Pride Ticket Reward System- Students who display the targeted respectful behavior will be given a wildcat ticket by a staff member.● Resource Reward System- Each resource teacher has a stuffed wildcat. Classrooms displaying the best behavior during their resource period will be selected each Friday by the resource teachers. The classrooms will be announced, and the class will keep the stuffed wildcat in their classroom until the following Friday morning.● Booster Reward Activities- At certain times of the school year it becomes necessary to more attentively focus students the core behavioral expectations. Booster activities are conducted to achieve that goal. <p>Check In/Check Out - a system is designed to help students manage and monitor their own</p> |
|---|---|

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

| | |
|---|--|
| | <p>choices during the school day.</p> <p>Class Dojo - Students can earn points for following the school and classroom rules and expectations. Based on the number of points students have they can earn rewards such as tokens, treats, and coupons for lunch with the teacher, etc.</p> |
| Initiative leader and team: Who is responsible and involved in the work? | <p>CAT/PBIS Team Principal/Assistant Principal</p> |
| Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)? | <p>PBIS Booster Activities (Classroom Teachers/PBIS Team) Grade level teams create themed games. Students who earn the behavior incentive rotate through stations.</p> <p>Reindeer Games (December) Heart Hop (February) A-MAY-Zing Behavior (May)</p> |
| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met? | <p>Office Referrals will be analyzed monthly during CAT/PBIS Team Meetings</p> |
| Timeline: Include dates for implementation of action steps. | <p>PBIS Booster Activities - December, February, May Class Dojo - All Year</p> |
| Secondary Area of Need State the Domain, Topic, and Score | <p>Safety - Physical Safety (5.58)</p> |
| Topic Description: | <p>The topic describes whether students feel safe from violence (physical and emotional), bullying, and controlled-substance abuse.</p> |

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

Strategies: Steps that will be taken in order to obtain the desired outcome.

Positive Behavior Interventions and Support (PBIS):

The faculty and staff at Cresaptown Elementary are committed to making the school year a safe and orderly one. We implement a research based program called PBIS which stands for Positive Behavior Intervention Strategies.

The 'four big rules' that will be consistent throughout the building are:

Be Safe, Be Responsible, Be Respectful, and Be Ready to Learn

Another way we are ensuring that students exhibit the positive is through rehearsal of the many procedures that fall under these four big rules. Each teacher has specific classroom procedures that they expect students to follow as well as procedures for other areas of the building such as the cafeteria, gym and playground. What may seem like wasted time is actually time well spent in the long run. Procedures must be taught and practiced immediately and for the first several weeks of school, so as to avoid continuous and time-consuming corrections later in the year. Once the students are familiar with the expectations and procedures needed to comply, they are more likely to exhibit the positive behaviors throughout the school year. Academic time can then be more intensive without interruption. Various types of recognition and encouragement will be used throughout the year.

PBIS Activities:

- **Pride Ticket Reward System-** Students who display the targeted respectful behavior will be given a wildcat ticket by a staff member.
- **Resource Reward System-** Each resource teacher has a stuffed wildcat. Classrooms displaying the best behavior during their resource period will be selected each Friday by the resource teachers. The classrooms will be announced, and the class will keep the stuffed wildcat in their classroom until the following Friday morning.
- **Booster Reward Activities-** At certain times of the school year it becomes necessary to more attentively focus students the core behavioral expectations. Booster activities are conducted to achieve that goal.

Life Skill Lessons:

Defining School Rules (September)

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

| | |
|---|--|
| | <p>Define Bullying- Steps to Handle Unkindness (September) Different Types of bullying- cyber, verbal, physical, indirect and How to Handle (September) Identifying Adults in the building to tell (September) Kindness Week- Random Acts of Kindness (February)</p> <p>Individual Counseling Group Counseling Session</p> |
| Initiative leader and team: Who is responsible and involved in the work? | <p>CAT/PBIS Team Administration School Counselor</p> |
| Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)? | <p>School Counselor PBIS Plan CAT/PBIS Team School Staff Booster Activity Supplies</p> |
| Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met? | <p>School Counselor uses Teacher Post-Group Evaluation Office Discipline Referral Form Data SRSS Data</p> |
| Timeline: Include dates for implementation of action steps. | <p>PBIS all year Individual and Group Counseling as needed PBIS Action Plan all year Kindness Week in February</p> |

II. SCHOOL DEMOGRAPHICS

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

A. Staff Demographics

| Table 1 | | | |
|------------------------|-----------|-----------|-------|
| School-based Personnel | Part Time | Full Time | Total |
| Administrators | | 2 | 2 |
| Teachers | | 19 | 19 |
| Itinerant staff | 9 | | 9 |
| Paraprofessionals | 5 | 4 | 9 |
| Support Staff | 2 | 3 | 5 |
| Other | 15 | 3 | 18 |
| Total Staff | 31 | 31 | 62 |

| Table 2 | | | | |
|--|--|--|--|--|
| Under each year, indicate the percent as indicated of individual in each category. | 2016-2017 Official Data | 2017 – 2018 Official Data | 2018-2019 Official Data | 2019-2020 Official Data |
| Percentage of faculty who are: <ul style="list-style-type: none"> ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s) | 100% | 100% | 100% | 100% |
| For those not certified, list name, grade level course | n/a | n/a | n/a | n/a |
| Number of years principal has been in the building | | | | 7 |
| Teacher Average Daily Attendance | 95.7% | 92.4% | 90.3% | |

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

B. Student Demographics

| Table 3 | | | |
|---------------------------------------|----------------------------|----------------------------|----------------------------|
| SUBGROUP DATA | | | |
| SUBGROUP | 2017-2018 TOTAL | 2018-2019 TOTAL | 2019-2020 TOTAL |
| American Indian/Alaskan Native | n/a | n/a | n/a |
| Hawaiian/Pacific Islander | n/a | n/a | ≤10 |
| African American | ≤10 | ≤10 | ≤10 |
| White | 296 | 300 | 297 |
| Asian | ≤10 | ≤10 | ≤10 |
| Two or More Races | 16 | 17 | 18 |
| Special Education | 51 | 64 | 60 |
| LEP | n/a | n/a | n/a |
| Males | 165 | 170 | 162 |
| Females | 154 | 156 | 161 |
| Total Enrollment (Males + Females) | 319 | 326 | 323 |
| Farms (Oct 31 data) | 50% | 52.45% | n/a |

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

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

| Table 4 | | | | | |
|-----------------------------|--------------|---------------------------------|--------------|---------------------------|--------------|
| Disability | TOTAL | Disability | TOTAL | Disability | TOTAL |
| 01 Intellectual Disability | | 06 Emotional Disturbance | | 12 Deaf-Blindness | |
| 02 Hard of Hearing | | 07 Orthopedic Impairment | | 13 Traumatic Brain Injury | |
| 03 Deaf | | 08 Other Health Impaired | 10 | 14 Autism | 1 |
| 04 Speech/Language Impaired | 30 | 09 Specific Learning Disability | 16 | 15 Developmental Delay | 3 |
| 05 Visual Impairment | | 10 Multiple Disabilities | | | |

III. ATTENDANCE

| Table 5 | 2018-2019 | |
|--|---------------------------------|----------------|
| School Progress Attendance Rate | All Students AMO = 94.0% | |
| Grade Level – School Level Data | Attendance Rate | MET Y/N |
| All (Excluding PreK & K) | 94.5% | Y |
| Grade 1 | 92.7% | N |
| Grade 2 | 94.7% | Y |
| Grade 3 | 94.8% | Y |
| Grade 4 | 94.9% | Y |

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

| | | |
|---------|-------|---|
| Grade 5 | 95.6% | Y |
|---------|-------|---|

| Attendance Rate | | | | |
|---|------------------|------------------|------------------|--|
| Subgroups – School Level Data | 2016-2017 | 2017-2018 | 2018-2019 | Indicate if current rate is less than 94% |
| All Students | 94.8% | 94.0% | 94.2% | No |
| Hispanic/Latino of any race | 94.7% | 94.0% | 96.2% | No |
| American Indian or Alaska Native | n/a | n/a | n/a | |
| Asian | 96.2% | 93.7% | 94.0% | No |
| Black or African American | 92.2% | 92.8% | 90.5% | Yes |
| Native Hawaiian or Other Pacific Islander | n/a | n/a | n/a | |
| White | 94.9% | 95.0% | 94.3% | No |
| Two or more races | 93.2% | 91.5% | 92.8% | Yes |
| Male | 94.7% | 94.9% | 94.2% | No |
| Female | 94.8% | 94.6% | 94.2% | No |
| EL | n/a | n/a | n/a | |
| Special Education | 93.5% | 93.6% | 93.3% | Yes |
| Free/Reduced Meals (FARMS) | 93.5% | 93.7% | 92.8% | Yes |

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.

Our challenges include the following subgroups: two or more races, African American, special education, and free/reduced meals(FARMS).

2. Describe 2-3 strategies/processes that will be used to ensure sufficient progress in challenging areas or to maintain acceptable rates.

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

The following strategies will be implemented this school year in order to maintain acceptable attendance rates.

- Educate Families - Informational Postcards/Flyers sent home
- Newsletter/ Website to report attendance data to families/staff
- Phone call is made when a student is absent 2 days in a row
- Letters sent home to parents from administration/teachers
- Positive phone calls made to praise regular attendance

IV. HABITUAL TRUANCY and CHRONICALLY ABSENT

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

| | 2018 | 2019 |
|----------------------------|-------|--------|
| Count Habitual Truant | 0 | 1 |
| Percent Habitual Truant | 0% | 34% |
| Percent Chronically Absent | 13.9% | 13.98% |

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

Allegany County Public Schools
2019-2020 School Improvement Plan

Beginning this school year, several attendance incentives have been put into place to encourage regular student attendance and to reduce absences. Student attendance data from the 2018-2019 school year indicated a need for targeting chronic absences and encouraging regular attendance

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

The following incentives have been put into place this school year:

DAILY

- Announcements - Classrooms with 100% attendance will be recognized each day during the afternoon announcements.

MONTHLY

- Monthly Classroom Attendance Champion – The classroom with the highest average daily attendance rate at the end of each month will receive an attendance trophy to be displayed in their classroom as well as a banner to be placed outside of the classroom. If there is a tie between classes, tardies will be taken into account to determine the winner.

QUARTERLY

- Gold Dollar Raffle – Every nine weeks, one student from each classroom will be randomly selected to be the “Gold Dollar Winner”.

HOW IT WORKS – Each week, a random day will be selected to distribute raffle tickets to students. A morning announcement will be made notifying teachers to distribute tickets to students who are on time and in their seats. Students must be on time to receive a ticket. Students will write their names on their tickets and turn them into the teacher. The teacher will place them into

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

the container provided to them and store them until the end of the marking period. Students in 2nd – 5th grade will write their names on their tickets. Students in Pre-k – 1st will have tickets with their names printed on them. All tickets will be cut and provided to teachers each nine weeks. At the end of the marking period, a ticket will be drawn and the winner will be announced.

- Regular Attendance Recognition – Students who have maintained regular attendance during the 9 weeks will be recognized at the quarterly awards assembly.

YEARLY

- GRAND PRIZE DRAWING – At the end of the school year, students with regular attendance (absent 9 days or less) will have a chance to win a new BIKE. Four students will be randomly selected to win. One boy and one girl from grades Pre-k through 2nd grade will be randomly selected. One boy and one girl from grades 3rd through 5th will be randomly selected.

V. GRADUATION AND DROPOUT RATE – N/A to Elementary or Middle

VI. SCHOOL SAFETY/ SUSPENSIONS

| Table 9: SUSPENSIONS | | | | |
|----------------------|--------------|-----------|-----------|---|
| Subgroup | All Students | | | |
| | 2016-2017 | 2017-2018 | 2018-2019 | Percent of increase (+)/decrease (-) from 2017-2018 |
| Total Referrals | 120 | 73 | 89 | + 22% |
| All Suspensions | 6 | 0 | 1 | ∞ |
| In School | 0 | 0 | 0 | N/A |
| Out of School | 6 | 0 | 1 | ∞ |

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

| | | | | |
|------------------------------|---|---|---|-----|
| Sexual Harassment Offenses | 0 | 0 | 0 | N/A |
| Harassment/Bullying Offenses | 0 | 0 | 0 | N/A |

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.

Conduct totals show that there was a 22% increase in office referrals from the 2017-18 to 2018-19 school year. Totals increased from 73 to 89 referrals. Of the 89 referrals during the 18-19 school year, 45 (50%) were bus referrals, 13 (15%) resulted from disruptions to the classroom environment, 13 (15%) occurred on the playground, and 18 (20%) occurred in other areas; one resulting in a suspension . Data indicates a definitive need to focus on the implementation of strategies to promote positive behavior on our buses. Our plan is to provide daily, focused communication with bus drivers, students, and parents that will target the behaviors that are occurring on the buses most in need. Strategies will be shared with the bus drivers to aid them in reestablishing management of behaviors during students’ rides to/from school each day. We also plan to increase our PBIS incentives (pride tickets & tokens) for students who demonstrate expected, positive behaviors on the school bus.

VII. EARLY LEARNING

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

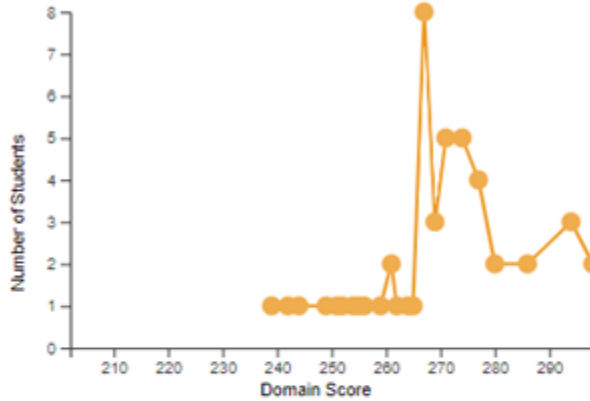
| Table 10 | | | | | | |
|--|---------------------|----------------------|---------------------|----------------------|---------------------|----------------------|
| Kindergarten Readiness Assessment | | | | | | |
| | 2017-2018 | | 2018-2019 | | 2019-2020 | |
| | Number Demonstrated | Percent Demonstrated | Number Demonstrated | Percent Demonstrated | Number Demonstrated | Percent Demonstrated |
| Language & Literature | 15 | 27.2% | 14 | 31.8% | 23 | 46.9% |

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

| | | | | | | |
|----------------------|----|-------|----|-------|----|-------|
| Mathematics | 13 | 23.6% | 19 | 43.1% | 21 | 42.8% |
| Social Foundations | 19 | 34.5% | 20 | 45.4% | 26 | 53% |
| Physical Development | 21 | 38.1% | 12 | 27.2% | 25 | 51% |

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

Language and Literacy



Range Minimum: 202 Range Maximum: 298

Whole population

Lowest Score: 239

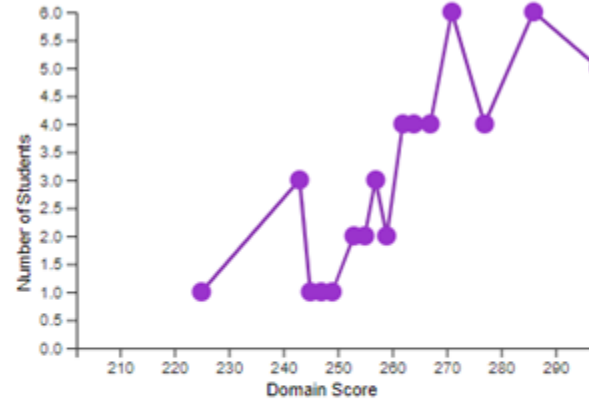
Highest Score: 298

Mean Score: 269.4

Median Score: 269

Standard Deviation: 13.7

Mathematics



Range Minimum: 202 Range Maximum: 298

Whole population

Lowest Score: 225

Highest Score: 298

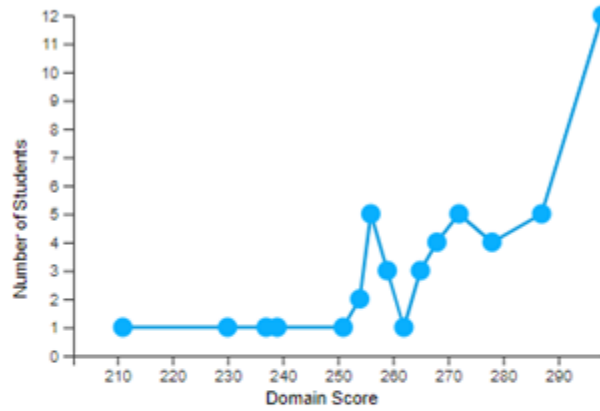
Mean Score: 267.6

Median Score: 267

Standard Deviation: 16.7

Allegany County Public Schools 2019-2020 School Improvement Plan

Social Foundations



Range Minimum: 202 Range Maximum: 298

■ Whole population

Lowest Score: 211

Highest Score: 298

Mean Score: 272.3

Median Score: 272

Standard Deviation: 20.6

Physical Development



Range Minimum: 202 Range Maximum: 293

■ Whole population

Lowest Score: 237

Highest Score: 293

Mean Score: 272.9

Median Score: 278

Standard Deviation: 16.7

Allegany County Public Schools
2019-2020 School Improvement Plan

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”.

The Maryland Kindergarten Readiness Assessment (KRA) was given during the 2019-20 school year. At Cresaptown Elementary School we had 23 students who scored Demonstrated Readiness, 18 students who scored Approaching Readiness, and 8 students who scored Emerging Readiness. Cresaptown Elementary School has 2 half-day pre-K classrooms as well as students who participate in the Head Start program. Our kindergarten teachers collaborate with our pre-K teacher and the head start program as needed throughout the school year.

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 will implement to address the achievement gaps found. Include the process for collecting data that will determine the effectiveness of your improvement efforts.

Our kindergarten teachers are utilizing UDL, differentiated instruction, and flexible groups in their classrooms. The Phonemic Awareness in Young Children program is used daily in our pre-kindergarten and kindergarten classrooms to increase student’s foundational reading skills. Reading intervention is also being utilized for those students identified as intensive or strategic on the DIBELS Next Assessments. ELA and Math benchmarks are given throughout the school year and data will be collected to track student growth in those subject areas. A variety of movement songs and activities are used at various times during our academic day to help increase body awareness and gross motor skills. Small groups are utilized each day to increase fine motor skills in the areas of cutting and writing. During physical education and outdoor recess students play to develop large muscle coordination. Our pre-K and kindergarten classrooms are utilizing new technology to support student learning. Students have access to a computer lab, laptops, and Smartboards. Our Kindergarten teachers assess students each nine weeks on their letter recognition, letter sound knowledge, sight word knowledge, number recognition, counting to 100, handwriting, as well as other important kindergarten skills as identified in the Common Core State

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

Standards. The school counselor will teach lessons during life skills to support positive school behaviors and will utilize targeted social groups for counseling when necessary.

VIII. ACADEMIC PROGRESS

A. ENGLISH LANGUAGE ARTS

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

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

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

| TABLE 12a ELA Grade 3 | 2017 | | | | | | | | 2018 | | | | | | | | 2019 | | | | | | | | 2018 to 2019 change in prof. rate |
|--|------------|--------------|------|---------|------|--------------|------|------------|--------------|------|---------|------|--------------|----|------------|--------------|------|---------|-----|--------------|----|------|-------|--|---|
| | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | | | | |
| | | # | % | # | % | # | % | | # | % | # | % | # | % | | # | % | # | % | # | % | | | | |
| All Students | 47 | 19 | 40.4 | ≤10 | 21.3 | 18 | 38.3 | 51 | 20 | 39.2 | ≤10 | 13.7 | 24 | 47 | 48 | 11 | 22.9 | 11 | 22. | 9 | 26 | 54.2 | +7.2% | | |
| American Indian or Alaska Native | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | | n/a | | |
| Asian | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | | n/a | | |
| Black or African American | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | | n/a | | |
| Hispanic/Latino of any race | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | | n/a | | |
| Native Hawaiian or Other Pacific Islander | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | | n/a | | |

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

| | | | | | | | | | | | | | | | | | | | | | | |
|---|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|----|------|-----|---|------|---|------|----|------|--------|
| White | 43 | 16 | 37.3 | ≤10 | 23.3 | 17 | 39.6 | 51 | 20 | 39.2 | ≤10 | 13.7 | 24 | 47 | 42 | 9 | 21.4 | | 21.4 | 24 | 57.2 | +10.2% |
| Two or more races | ≤10 | ≤10 | 75 | | | ≤10 | 25 | n/a | | | | | | | n/a | | | | | | | n/a |
| Special Education | 14 | ≤10 | 71.4 | ≤10 | 7.1 | ≤10 | 21.4 | ≤10 | ≤10 | 100 | | | | | ≤10 | | | | | | | |
| Limited English Proficient (LEP) | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | n/a |
| Free/Reduced Meals (FARMS) | 21 | ≤10 | 42.8 | ≤10 | 33.3 | ≤10 | 23.8 | 31 | 17 | 54.8 | ≤10 | 9.7 | 11 | 35.5 | 19 | 6 | 31.6 | 3 | 15.8 | 10 | 52.6 | +17.1% |
| Female | 26 | ≤10 | 30.8 | ≤10 | 26.9 | 11 | 42.3 | 24 | ≤10 | 37.5 | ≤10 | 8.3 | 13 | 54.2 | 25 | 5 | 20 | 3 | 12 | 17 | 68 | +13.8% |
| Male | 21 | 11 | 52.4 | ≤10 | 14.3 | ≤10 | 33.4 | 27 | 11 | 40.7 | ≤10 | 18.5 | 11 | 40.7 | 23 | 6 | 26.1 | 8 | 34.8 | 9 | 39.1 | -1.6% |

| TABLE 12b ELA Grade 4 | 2017 | | | | | | | | 2018 | | | | | | | | 2019 | | | | | | | | 2018 to 2019 change in prof. rate |
|---|------------|--------------|----|---------|------|--------------|------|------------|--------------|----|---------|----|--------------|-----|------------|--------------|------|---------|------|--------------|----|------|-------|--|--|
| | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | | | | |
| | | # | % | # | % | # | % | | # | % | # | % | # | % | | # | % | # | % | # | % | | | | |
| All Students | 60 | 12 | 20 | 16 | 26.7 | 32 | 53.4 | 50 | 16 | 32 | ≤10 | 14 | 27 | 54 | 58 | 14 | 24.1 | 14 | 24.1 | 1 | 30 | 51.7 | -2.3% | | |
| American Indian or Alaska Native | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | | n/a | | |
| Asian | ≤10 | | | | | ≤10 | 100 | n/a | | | | | | | n/a | | | n/a | | | | | n/a | | |
| Black or African American | n/a | | | | | | | ≤10 | | | | | ≤10 | 100 | n/a | | | | | | | | n/a | | |

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

| | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----|-----|------|-----|------|----|------|-----|-----|------|-----|------|-----|------|-----|----|------|----|-----|---|----|------|--------|
| Hispanic/Latino of any race | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | n/a | |
| Native Hawaiian or Other Pacific Islander | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | n/a | |
| White | 55 | 11 | 20 | 14 | 25.5 | 30 | 54.5 | 44 | 13 | 29.6 | ≤10 | 13.6 | 25 | 56.8 | 57 | 14 | 24.5 | 13 | 22. | 8 | 30 | 52.6 | -4.2% |
| Two or more races | ≤10 | ≤10 | 33.3 | ≤10 | 66.7 | | | ≤10 | ≤10 | 60 | ≤10 | 20 | ≤10 | 20 | n/a | | | | | | | n/a | n/a |
| Special Education | 13 | ≤10 | 53.9 | ≤10 | 46.2 | | | 14 | ≤10 | 57.2 | ≤10 | 7.1 | ≤10 | 35.7 | ≤10 | | | | | | | | -35.7% |
| Limited English Proficient (LEP) | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | | n/a |
| Free/Reduced Meals (FARMS) | 33 | ≤10 | 27.3 | 11 | 33.3 | 13 | 39.4 | 24 | ≤10 | 37.5 | ≤10 | 20.8 | ≤10 | 41.7 | 38 | 13 | 34.3 | 9 | 23. | 7 | 16 | 42.1 | +4% |
| Female | 22 | ≤10 | 13.6 | ≤10 | 13.6 | 16 | 72.7 | 25 | ≤10 | 28 | ≤10 | 4 | 17 | 68 | 29 | 6 | 20.7 | 6 | 20. | 7 | 17 | 58.6 | -9.4% |
| Male | 38 | ≤10 | 23.7 | 13 | 34.2 | 16 | 42.1 | 25 | ≤10 | 36 | ≤10 | 24 | ≤10 | 40 | 29 | 8 | 26.9 | 8 | 27. | 6 | 13 | 44.8 | +4.8% |

| TABLE 12c ELA Grade 5 | 2017 | | | | | | | | 2018 | | | | | | | | 2019 | | | | | | | | 2018 to 2019 change in prof. rate |
|-----------------------------|------------|--------------|------|---------|------|--------------|----|------------|--------------|-----|---------|------|--------------|------|------------|--------------|------|---------|-----|--------------|----|------|-------|--|---|
| | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | | | | |
| | | # | % | # | % | # | % | | # | % | # | % | # | % | | # | % | # | % | # | % | | | | |
| All Students | 52 | 18 | 34.6 | ≤10 | 15.4 | 26 | 50 | 55 | ≤10 | 7.3 | 19 | 34.5 | 32 | 58.2 | 46 | 9 | 19.5 | 11 | 23. | 9 | 26 | 56.5 | -1.7% | | |

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

| | | | | | | | | | | | | | | | | | | | | | | |
|--|-----|-----|------|-----|------|-----|------|------|-----|------|-----|------|-----|------|-----|-----|------|---|------|----|------|--------|
| American Indian or Alaska Native | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | n/a |
| Asian | n/a | | | | | | | ≤10 | | | | | ≤10 | 100 | n/a | | | | | | | n/a |
| Black or African American | ≤10 | ≤10 | 100 | | | | | n/a | | | | | | | ≤10 | | | | | | | 100% |
| Hispanic/Latino of any race | ≤10 | | | | | | ≤10 | 100 | n/a | | | | | | ≤10 | | | | | | | 0% |
| Native Hawaiian or Other Pacific Islander | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | n/a |
| White | 47 | 15 | 31.9 | ≤10 | 17 | 24 | 51.1 | 50 | ≤10 | 8 | 17 | 34 | 29 | 58 | 39 | 8 | 20.5 | 7 | 17.9 | 24 | 61.5 | 3.5% |
| Two or more races | ≤10 | ≤10 | 66.7 | | | | ≤10 | 33.3 | ≤10 | | | ≤10 | 50 | ≤10 | 50 | ≤10 | | | | | | -30% |
| Special Education | ≤10 | ≤10 | 85.7 | ≤10 | 14.3 | | | ≤10 | ≤10 | 42.9 | ≤10 | 57.1 | | | 11 | 7 | 63.7 | 1 | 9.1 | 3 | 27.3 | 27.3% |
| Limited English Proficient (LEP) | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | n/a |
| Free/Reduced Meals (FARMS) | 22 | 12 | 54.5 | ≤10 | 18.2 | ≤10 | 27.3 | 26 | ≤10 | 11.5 | ≤10 | 38.5 | 13 | 50 | 22 | 5 | 22.7 | 5 | 22.7 | 12 | 44.5 | -5.5% |
| Female | 21 | ≤10 | 9.5 | ≤10 | 19 | 15 | 71.4 | 21 | ≤10 | 4.8 | ≤10 | 19 | 16 | 76.2 | 24 | 4 | 16.7 | 6 | 25 | 14 | 58.3 | -17.9% |
| Male | 31 | 16 | 51.6 | ≤10 | 12.9 | 11 | 35.5 | 34 | ≤10 | 8.8 | 15 | 44.1 | 16 | 47.1 | 22 | 5 | 24.7 | 5 | 22.7 | 12 | 54.5 | 7.4% |

| | | | |
|---|--------------------------|--------------------------|--------------------------------------|
| Table 13: Cohort Growth (Elementary Cohort 2027) | | | |
| Percent Proficient | Grade 3 2017-2018 | Grade 4 2018-2019 | Growth from Grade 3 (2018) to |

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

| | | | Grade 4 (2019) |
|----------------------------|-------|-------|----------------|
| All Students | 47% | 51.7% | 4.7% |
| Economically Disadvantaged | 35.5% | 42.1% | 6.6% |
| Special Education | 0% | 0% | n/a |
| Male | 40.7% | 44.8% | 4.1% |
| Female | 54.2% | 58.6% | 4.4% |
| Other subgroup - White | 47% | 52.6% | 5.6% |

| Table 14: Cohort Growth (Elementary Cohort 2026) | | | | | |
|--|----------------------|----------------------|----------------------|--|--|
| Percent Proficient | Grade 3 2016-2017 | Grade 4 2017-2018 | Grade 5 2018-2019 | Growth from Grade 4 (2018) to Grade 5 (2019) | Growth from Grade 3 (2017) to Grade 5 (2019) |
| All Students | 38.3% | 54% | 56.5% | 2.5% | 18.2% |
| Economically Disadvantaged | 23.8% | 41.7% | 54.5% | 12.8% | 30.7% |
| Special Education | 21.4% | 35.7% | 27.3% | -8.4% | 5.9% |
| Male | 33.4% | 40% | 54.5% | 14.5% | 21.1% |
| Female | 42.3% | 68% | 58.3% | -9.7% | 16% |
| Other subgroup-White | 39.6% | 56.8% | 61.5% | 4.7% | 21.9% |

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

- Describe changes in last year's focus areas.

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

88% of the students targeted in last year’s goal met the established goal on the school developed benchmark for writing research simulation tasks. We made improvements on PARCC proficiency data in FARMS in grades 3 and 4, males in grades 4 and 5 and special education in grades 3 and 5. Data from the Spring 2019 PARCC Assessment also showed that the school scored above the state and district averages in all writing areas in each grade level.

3. FOCUS AREAS

| | |
|--|--|
| FOCUS AREA 1: | |
| Focus Area Goal | In grades 3 and 5, all students scores on MCAP will increase to above 50% on the standards 3.3 and 5.3 in which students are required to describe and explain the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text. |
| Root Cause(s): | Students were not exposed to adequate tasks that addressed these standards. |
| Focus Content Standard(s): | RI.3.3 - Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence or cause/effect. RI 5.3 - Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical based on scientific information in a text. |
| Barriers: | Students do not have exposure to enough MCAP release items to practice. |
| Needed Resources: | MCAP release items in grades 3-5 and Readworks tasks for grades 1 and 2. Graphic organizers from Reading Strategies Book. 1 Reading Strategy Book for each teacher. |
| Strategies and/or evidence-based interventions: | Graphic Organizers from the Reading Strategies Book |
| How will it be funded? | Material of Instruction Money |
| Steps towards full implementation with timeline: | Professional development with the Reading Strategies Book to identify strategies in the book that will be implemented throughout the year. Grade level team meetings to identify MCAP release or Readworks tasks that address the standards. Students will be given a pre/post assessment to determine if progress was made towards the goal. |

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

| | |
|-----------------------|---|
| Monitoring Procedure: | Teacher developed Fall and Spring Assessment, County ELA Benchmark, Treasures assessments |
|-----------------------|---|

| | |
|--|---|
| FOCUS AREA 2: | |
| Focus Area Goal | 80% of fourth and fifth grade students will meet the established individual growth target on the school-based spring benchmark assessing student's ability to determine the theme of a story, drama or poem. |
| Root Cause(s): | Students were not exposed to adequate tasks that addressed these standards. |
| Focus Content Standard(s): | RL 4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL 5.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| Barriers: | Students do not have exposure to enough MCAP release items to practice. |
| Needed Resources: | MCAP release items in grades 3-5 and Readworks tasks for grade 1 and 2. Graphic organizers from Reading Strategies book. 1 Reading Strategies book for each teacher. |
| Strategies and/or evidence-based interventions: | Graphic Organizers from the Reading Strategies Book |
| How will it be funded? | Material of Instruction Money |
| Steps towards full implementation with timeline: | Professional development with the Reading Strategies book to identify strategies in the book that will be implemented throughout the year. Grade level team meetings to identify MCAP release or Readworks tasks that address the standards. Students will be given a pre/post assessment to determine if progress was made towards the goal. |
| Monitoring Procedure: | Teacher developed Fall and Spring Assessment, County ELA Benchmark, Treasures assessments |

| | |
|---------------------------|---|
| Table 15 | |
| UDL Principle/Mode | Representation – This is how the teacher presents the information. |

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

| | |
|--|---|
| <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"> ● Students have opportunities throughout the day to use technology to learn and share information. ● Classroom teachers use a variety of teaching strategies (such as vocabulary walls, interactive notebooks, book reports, and weekly essays) to meet the needs of all types of learners: auditory, visual, and kinesthetic. ● Classroom teachers in grades Pre-K - 3 are implementing the program <i>Phonemic Awareness in Young Children</i> with identified groups of students in their classrooms based on DIBELS data. This curriculum is teacher-guided with student’s oral response to a variety of phonemic awareness skills. ● TLC (Topic, Least 3, Conclusion) will be used by grade level teachers to help guide students with writing weekly essays. ● Teachers will post their content purpose, language purpose, and social purpose in the classroom to use during ELA instruction. |
| <p><i>Means for Expressions:</i> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p> | <p style="text-align: center;">Expression/Action- This is how the student will demonstrate their knowledge.</p> <ul style="list-style-type: none"> ● Students use written and oral expression to communicate their understanding. ● Students will have opportunities to see writing examples using TLC modeled by the teacher. Students can then practice with peers, using the models, and using a checklist, before writing independently. ● Students will be provided long term opportunities to communicate knowledge. ● Students complete a variety of writing assignments throughout the year covering narrative writing, research evidence writing, and literary analysis writing that allows the students to express their knowledge and understanding using a variety of text. At the end of the school year, students will review their writing samples and the writing pieces will be added to each student’s writing folder. ● The TLC (Topic, Least 3, Conclusion) writing model will be used school-wide for students to prepare for the rigor of PARCC writing expectations. ● Students will have the opportunity to answer Text Dependent Questions during weekly reading test as well as PARCC released test, and Scholastic News practices. These students will be using the Part A question and Part B supporting fact type of questioning. ● In addition students will have technology options which support ELA such as Raz-kids, Common Literacy, Spelling City, readworks.org, commonlit.org, Accelerated Reader, Reading Inventory, Read theory, Starfall, ConnectED, PebbleGo and Scholastic News. |

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

| | |
|--|---|
| <p>Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p> | <p align="center">Multiple Options for Engagement</p> |
| | <ul style="list-style-type: none"> ● Students will be guided to select a variety of activities in order to achieve the content focus. ● Students work in flex groups based on need for support, student abilities, and opportunities to challenge. ● Students in grades 4-5, utilize Discovery ED to complete tasks that require students to read nonfiction text and respond to questions. ● Students in grades 2-3 will utilize Raz-kids and Readtheory which require students to read text and respond to questions. ● Students use a variety of online and music resources to engage in learning: <ul style="list-style-type: none"> ○ Scholastic News, readwritethink.org, PebbleGo, Pebble Go Next, Raz-Kids, Common Literacy, ConnectED, Jack Hartmann and Dr. Jean Music, Starfall, Accelerated Reader, The Learning Station, and Spelling City. |

B. MATHEMATICS

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

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

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

| TABLE 16a MATH Grade 3 | 2017 | | | | | | | | 2018 | | | | | | | | 2019 | | | | | | | | 2018 to 2019 change in prof. rate |
|------------------------------|------------|--------------|------|---------|------|--------------|----|------------|--------------|------|---------|------|--------------|------|------------|--------------|------|---------|-----|--------------|----|------|-------|--|---|
| | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | | | | |
| | | # | % | # | % | # | % | | # | % | # | % | # | % | | # | % | # | % | # | % | | | | |
| All Students | 47 | 20 | 42.5 | ≤10 | 14.9 | 20 | 40 | 51 | 18 | 35.3 | 12 | 23.5 | 21 | 40.8 | 48 | 4 | 8.3 | 13 | 27. | 1 | 31 | 64.6 | 23.8% | | |

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

| | | | | | | | | | | | | | | | | | | | | | | |
|--|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|-----|------|-----|---|-----|----|------|----|------|-------|
| American Indian or Alaska Native | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | n/a |
| Asian | n/a | | | | | | | n/a | | | | | | | ≤10 | | | | | | | 100% |
| Black or African American | n/a | | | | | | | n/a | | | | | | | ≤10 | | | | | | | 33.3% |
| Hispanic/Latino of any race | n/a | | | | | | | n/a | | | | | | | ≤10 | | | | | | | 100% |
| Native Hawaiian or Other Pacific Islander | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | n/a |
| White | 43 | 18 | 41.8 | ≤10 | 11.6 | 20 | 46.6 | 51 | 18 | 35.3 | 12 | 23.5 | 21 | 41.2 | 42 | 3 | 7.1 | 11 | 26.2 | 28 | 66.7 | 25.5% |
| Two or more races | ≤10 | ≤10 | 50 | ≤10 | 50 | | | n/a | | | | | | | ≤10 | | | | | | | n/a |
| Special Education | 14 | ≤10 | 71.5 | ≤10 | 7.1 | ≤10 | 21.4 | 14 | 10 | 71.4 | ≤10 | ≤10 | ≤10 | 28.6 | ≤10 | | | | | | | 11.4% |
| Limited English Proficient (LEP) | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | n/a |
| Free/Reduced Meals (FARMS) | 21 | ≤10 | 47.6 | ≤10 | 19 | ≤10 | 33.4 | 31 | 16 | 51.7 | ≤10 | 19.4 | ≤10 | 29.1 | 19 | 1 | 5.3 | 8 | 42.1 | 10 | 52.6 | 23.5% |
| Female | 26 | 12 | 46.1 | ≤10 | 11.5 | 11 | 42.3 | 24 | ≤10 | 37.5 | ≤10 | 12.5 | 12 | 50 | 25 | 2 | 8 | 6 | 24 | 17 | 68 | 18% |
| Male | 21 | ≤10 | 38 | ≤10 | 19 | ≤10 | 42.8 | 27 | ≤10 | 33.3 | ≤10 | 33.3 | ≤10 | 33.3 | 23 | 2 | 8.7 | 7 | 30.4 | 14 | 60.9 | 27.6% |

| | | | | |
|---------------------------------------|-------------|-------------|-------------|--|
| TABLE 16b MATH Grade 4 | 2017 | 2018 | 2019 | 2018 to 2019 change in prof. rate |
|---------------------------------------|-------------|-------------|-------------|--|

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

| | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | | | |
|--|--------------|-----|---------|-----|--------------|-----|------------|--------------|-----|---------|-----|--------------|-----|------------|--------------|----|---------|----|--------------|---|----|------|------|
| | # | % | # | % | # | % | | # | % | # | % | # | % | | # | % | # | % | # | % | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | 60 | 13 | 21.7 | 33 | 55 | 24 | 40 | 49 | 17 | 34.7 | 11 | 22.4 | 21 | 42.9 | 57 | 18 | 31.6 | 12 | 21. | 1 | 27 | 47.4 | 4.5% |
| American Indian or Alaska Native | n/a | | | | | | | n/a | | | | | | n/a | | | | | | | | | n/a |
| Asian | ≤10 | | | | | ≤10 | 100 | n/a | | | | | | n/a | | | | | | | | | n/a |
| Black or African American | n/a | | | | | | | ≤10 | | | | | ≤10 | 100 | n/a | | | | | | | | |
| Hispanic/Latino of any race | n/a | | | | | | | n/a | | | | | | ≤10 | | | | | | | | | |
| Native Hawaiian or Other Pacific Islander | n/a | | | | | | | n/a | | | | | | n/a | | | | | | | | | n/a |
| White | 55 | 13 | 23.7 | 21 | 38.2 | 21 | 38.2 | 43 | 14 | 32.6 | ≤10 | 20.9 | 20 | 46.5 | 56 | 18 | 32.1 | 11 | 19. | 6 | 27 | 48.2 | 1.7% |
| Two or more races | ≤10 | | | ≤10 | 66.7 | ≤10 | 33.3 | ≤10 | ≤10 | 60 | ≤10 | 40 | | | n/a | | | | | | | | n/a |
| Special Education | 13 | ≤10 | 46.2 | ≤10 | 53.8 | ≤10 | 22.2 | 13 | ≤10 | 46.2 | ≤10 | 53.8 | | | ≤10 | | | | | | | | n/a |
| Limited English Proficient (LEP) | n/a | | | | | | | n/a | | | | | | n/a | | | | | | | | | n/a |
| Free/Reduced Meals (FARMS) | 33 | ≤10 | 30.3 | 14 | 42.4 | ≤10 | 27.3 | 24 | ≤10 | 33.3 | ≤10 | 29.2 | ≤10 | 37.5 | 37 | 14 | 37.8 | 7 | 18. | 9 | 16 | 43.2 | 5.7% |
| Female | 22 | ≤10 | 18.1 | ≤10 | 40.9 | ≤10 | 40.9 | 24 | ≤10 | 29.2 | ≤10 | 20.8 | 12 | 50 | 29 | 10 | 34.4 | 3 | 10. | 3 | 16 | 55.2 | 5.2% |
| Male | 38 | ≤10 | 23.7 | 14 | 36.8 | 15 | 39.5 | 25 | ≤10 | 40 | ≤10 | 24 | ≤10 | 36 | 28 | 8 | 28.6 | 9 | 32. | 1 | 11 | 39.3 | 3.3% |

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

| TABLE 16c MATH Grade 5 | 2017 | | | | | | | | 2018 | | | | | | | | 2019 | | | | | | | | 2018 to 2019 change in prof. rate |
|--|------------|--------------|------|---------|------|--------------|------|------------|--------------|------|---------|------|--------------|------|------------|--------------|------|---------|-----|--------------|----|------|--------|--|--|
| | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | Total # | Level 1 or 2 | | Level 3 | | Level 4 or 5 | | | | | |
| | | # | % | # | % | # | % | | # | % | # | % | # | % | | # | % | # | % | # | % | | | | |
| All Students | 52 | 14 | 26.9 | 12 | 23.1 | 26 | 50 | 55 | ≤10 | 12.7 | 13 | 23.6 | 35 | 63.6 | 46 | 13 | 28.2 | ≤10 | 6 | 19. | 24 | 52.2 | -11.4% | | |
| American Indian or Alaska Native | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | | n/a | | |
| Asian | n/a | | | | | | | ≤10 | | | | | ≤10 | 100 | n/a | | | | | | | | | | |
| Black or African American | ≤10 | ≤10 | 100 | | | | | n/a | | | | | | | ≤10 | | | | | | | | | | |
| Hispanic/Latino of any race | ≤10 | | | | | ≤10 | 100 | n/a | | | | | | | ≤10 | | | | | | | | n/a | | |
| Native Hawaiian or Other Pacific Islander | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | | n/a | | |
| White | 47 | 12 | 25.5 | ≤10 | 21.3 | 25 | 53.2 | 50 | ≤10 | 14 | 13 | 26 | 30 | 60 | 39 | 10 | 25.6 | 6 | 15. | 4 | 23 | 59 | -1% | | |
| Two or more races | ≤10 | ≤10 | 33.3 | ≤10 | 66.7 | | | ≤10 | | | | | ≤10 | 100 | ≤10 | | | | | | | | | | |
| Special Education | ≤10 | ≤10 | 57.2 | ≤10 | 28.6 | ≤10 | 14.3 | ≤10 | ≤10 | 57.2 | ≤10 | 28.6 | ≤10 | 14.3 | 11 | 5 | 45.5 | 3 | 27. | 3 | 3 | 27.3 | 13% | | |
| Limited English Proficient (LEP) | n/a | | | | | | | n/a | | | | | | | n/a | | | | | | | | n/a | | |
| Free/Reduced Meals (FARMS) | 22 | ≤10 | 36.3 | ≤10 | 31.8 | ≤10 | 31.8 | 26 | ≤10 | 15.4 | ≤10 | 26.9 | 15 | 57.7 | 22 | 7 | 31.8 | 4 | 18. | 2 | 11 | 50 | -7.7% | | |

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

| | | | | | | | | | | | | | | | | | | | | | | |
|---------------|----|-----|------|-----|------|----|------|----|-----|------|-----|------|----|------|----|---|------|---|------|----|------|--------|
| Female | 21 | ≤10 | 23.8 | ≤10 | 19 | 12 | 57.1 | 21 | ≤10 | 9.5 | ≤10 | 23.8 | 14 | 66.6 | 24 | 5 | 20.9 | 6 | 25 | 13 | 54.2 | -12.4% |
| Male | 31 | ≤10 | 29 | ≤10 | 25.8 | 14 | 45.2 | 34 | ≤10 | 14.7 | ≤10 | 23.5 | 21 | 61.7 | 22 | 8 | 36.4 | 3 | 13.6 | 11 | 50 | -11.7% |

| Table 17: Cohort Growth (Elementary Cohort 2027) | | | |
|---|-------------------|-------------------|--|
| Percent Proficient | Grade 3 2017-2018 | Grade 4 2018-2019 | Growth from Grade 3 (2018) to Grade 4 (2019) |
| All Students | 40.8% | 47.4% | 6.6% |
| Economically Disadvantaged | 29.1% | 43.2% | 14.1% |
| Special Education | 28.6% | 0% | -28.6% |
| Male | 33.3% | 39.3% | 6% |
| Female | 50% | 55.2% | 5.2% |
| Other subgroup-White | 41.2% | 48.2% | 7% |

| Table 18: Cohort Growth (Elementary Cohort 2026) | | | | | |
|--|-------------------|-------------------|-------------------|--|--|
| Percent Proficient | Grade 3 2016-2017 | Grade 4 2017-2018 | Grade 5 2018-2019 | Growth from Grade 4 (2018) to Grade 5 (2019) | Growth from Grade 3 (2017) to Grade 5 (2019) |
| All Students | 40% | 42.9% | 52.2% | 9.3% | 12.2% |
| Economically Disadvantaged | 33.4% | 37.5% | 50% | 12.5% | 16.6% |
| Special Education | 21.4% | 0% | 27.3% | 27.3% | 5.9% |
| Male | 42.8% | 36% | 50% | 14% | 7.2% |

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

| | | | | | |
|----------------------|-------|-------|-------|-------|-------|
| Female | 42.3% | 50% | 54.2% | 4.2% | 12.1% |
| Other subgroup-White | 46.6% | 46.5% | 59% | 13.5% | 12.4% |

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

- 89.5% of the students targeted in fractions met or exceeded the expected growth on the benchmark. On the Spring 2019 PARCC Assessment, growth was shown in the special ed subgroup in grades 3 and 5. Growth was also made in FARMS and males in grades 3 and 4.

3.

| | |
|----------------------------|--|
| FOCUS AREA 1: | |
| Focus Area Goal | All students scoring proficient on MCAP standards measuring students’ ability to complete multi-step word problems will increase by 10% in grades 3, 4 and 5. |
| Root Cause(s): | Students were not exposed to adequate tasks to prepare them for the expectation. |
| Focus Content Standard(s): | 3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness using mental computation and estimation strategies including rounding. 4.OA.3: Solve multi-step word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 4.OA.4-3: Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite. 5.OA-2.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. |

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

| | |
|--|---|
| Barriers: | Students do not have enough MCAP release items to practice. |
| Needed Resources: | Monthly release items from the math specialist. |
| Strategies and/or evidence-based interventions: | Teachers will implement graphic organizers for problem solving and use monthly release items to work with students. |
| How will it be funded? | No funding necessary. |
| Steps towards full implementation with timeline: | Monthly performance tasks will be given to all students and monitored for growth. Teachers will add multi-step word problems into daily lesson plans. |
| Monitoring Procedure: | Benchmark data will be analyzed during the year. |

| | |
|--|---|
| FOCUS AREA 2: | |
| Focus Area Goal | All students will meet their established individual growth target on the school created benchmark in the spring measuring growth on fractions. |
| Root Cause(s): | Students were not exposed to adequate tasks to prepare them for the expectation. |
| Focus Content Standard(s): | 3.NF.3b-1: Recognize and generate simple equivalent fractions e.g. $\frac{1}{2} = \frac{2}{4}, \frac{4}{6} = \frac{2}{3}$ 4.NF.3d: Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. 5.NF.3: Interpret a fraction as division of the numerator by the denominator solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. |
| Barriers: | Students do not have enough MCAP release items to practice. |
| Needed Resources: | <i>Strategies for Teaching Fractions</i> Book |
| Strategies and/or evidence-based interventions: | Release items from the county math specialist. Strategies from the book, <i>Strategies for Teaching Fractions</i> , will be utilized throughout the year. |
| How will it be funded? | No funding necessary. |
| Steps towards full implementation with timeline: | The math specialist will share strategies based on the book, <i>Strategies for Teaching Fractions</i> , during team planning. The specialist will model strategies during a faculty meeting for grades 3-5. |

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

| | |
|-----------------------|--|
| Monitoring Procedure: | Benchmark data will be analyzed to determine mastery of standards. |
|-----------------------|--|

| Table 19 | UDL for Math |
|--|--|
| UDL Principle/Mode | Representation – This is how the teacher presents the information. |
| <i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i> | <ul style="list-style-type: none"> ● Students have opportunities throughout the day to use technology to learn and share information. (ex. Imagine Math, Ready Math, IXL) ● Classroom teachers use a variety of teaching strategies (such as vocabulary walls, skills journals) to meet the needs of all types of learners: auditory, visual, and kinesthetic. ● Teachers will post their content purpose, language purpose, and social purpose in the classroom to use during math instruction. |
| <i>Means for Expressions: providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i> | <p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <ul style="list-style-type: none"> ● Students use written and oral expression to communicate their understanding. ● Students will have opportunities to see models of how to solve math problems and written examples of explanations. Students will then practice together using the models before solving math problems and writing explanations independently. ● Students participate and share their understanding through Number Talks. ● Students will be provided long term opportunities to communicate knowledge. (ex. Math fact assessments, Math Talks) ● Students will be using TIPS, (Thought, Information, Plan, Solution), and Know Show So, to help solve multi-step problems similar to problems they will see on MCAP. |
| Means for Engagement: | Multiple Options for Engagement |

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

tap into learners' interests, challenge them appropriately, and motivate them to learn.

- Students will be guided to select a variety of activities in order to achieve the content focus.
- Students work in flex groups based upon need for support, student abilities, and opportunities to challenge.
- Students work independently and at their own pace and instructional level while using Imagine Math.
- Students will interact with videos during iReady lessons in grades 1, 2, and 4.
- Students use a variety of online and music resources to engage in learning:
 - Math Magician, IXL, Multiplication.com, Ready Math videos, Learn Zillion videos, Dr. Jean and Jack Hartmann music, and the Learning Station.

C. SCIENCE

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

| TABLE 20 MISA Grade 5 | 2018 | | | | 2019 | | | | 2018 to 2019 change in prof. rate |
|--------------------------|---------|---------|---------|--------------|---------|---------|---------|--------------|--|
| | Total # | Level 2 | Level 3 | Level 4 or 5 | Total # | Level 2 | Level 3 | Level 4 or 5 | |
| | | | | | | | | | |

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

| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
|--|-----|-----|------|-----|------|-----|------|-----|-----|------|-----|------|-----|------|--------|
| All Students | 55 | ≤10 | 7.3 | 27 | 49.1 | 24 | 43.6 | 45 | 15 | 33.3 | 16 | 35.6 | 14 | 31.1 | -12.5% |
| American Indian or Alaska Native | n/a | | | | | | | n/a | | | | | | | n/a |
| Asian | ≤10 | | | | | ≤10 | 100 | n/a | | | | | | | n/a |
| Black or African American | n/a | | | | | | | ≤10 | | | ≤10 | 100 | | | n/a |
| Hispanic/Latino of any race | n/a | | | | | | | n/a | | | | | | | n/a |
| Native Hawaiian or Other Pacific Islander | n/a | | | | | | | n/a | | | | | | | n/a |
| White | 50 | ≤10 | 8.0 | 23 | 46 | 23 | 46 | 39 | ≤10 | 25.6 | 15 | 38.5 | 14 | 35.9 | -10.1% |
| Two or more races | ≤10 | | | ≤10 | 100 | | | ≤10 | ≤10 | 100 | | | | | n/a |
| Special Education | ≤10 | ≤10 | 33.3 | ≤10 | 66.7 | | | 12 | ≤10 | 66.7 | ≤10 | 16.7 | ≤10 | 16.7 | 16.7% |
| Limited English Proficient (LEP) | n/a | | | | | | | n/a | | | | | | | n/a |
| Free/Reduced Meals (FARMS) | 26 | ≤10 | 11.5 | 16 | 61.5 | ≤10 | 26.9 | 20 | ≤10 | 40 | ≤10 | 40 | ≤10 | 20 | -6.9% |
| Female | 21 | ≤10 | 4.8 | ≤10 | 47.6 | ≤10 | 47.6 | 23 | ≤10 | 34.8 | ≤10 | 34.8 | ≤10 | 30.4 | -17.2% |
| Male | 34 | ≤10 | 8.8 | 17 | 50 | 14 | 41.2 | 22 | ≤10 | 31.8 | ≤10 | 36.4 | ≤10 | 31.8 | -9.4% |

2. FOCUS AREAS

| | |
|----------------------|---|
| FOCUS AREA 1: | |
| Focus Area Goal | All students scoring proficient on MCAP standards measuring students' ability to demonstrate knowledge of the impacts of weathering by 10% in grade 5.. |

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

| | |
|--|--|
| Root Cause(s): | There is not adequate practice to prepare students and these standards are taught more than a year before they are assessed. |
| Focus Content Standard(s): | 4-ESS3-2.1a: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. Using scientific knowledge to generate design solutions. Given a natural Earth process that can have a negative effect on humans (e.g. an earthquake, volcano, flood, landslide), students use scientific information about that Earth process and its effects to design at least two solutions that reduce its effect on humans. 4-ESS2-1.3.a.iii: Make observations and or to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. From the given investigation plan, students describe how the data will be collected including: the number and types of plants growing in the Earth material. 4-ESS3-1.2.a.i: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. Students combine the obtained information to provide evidence about the effects on the environment of using a given energy resource. |
| Barriers: | The curriculum does not spiral. |
| Needed Resources: | Materials will be needed to complete experiments. |
| Strategies and/or evidence-based interventions: | Use tasks in Discovery and Foss to enhance instruction. Fifth grade teachers will review standards before the spring assessment this year. |
| How will it be funded? | Instructional material money will be used. |
| Steps towards full implementation with timeline: | 4th grade teachers will focus on lessons this school year and we will monitor progress on Investigation Checks from Foss Science. Fifth grade teachers will review the standards taught this year before the test. |
| Monitoring Procedure: | The Survey/Post Test from Foss Science will be analyzed in 4th grade and 5th grade teachers will review. |

| | |
|----------------------|---|
| FOCUS AREA 2: | |
| Focus Area Goal | All students scoring proficient on MCAP standards measuring students' ability to use models to identify and describe matter will increase by 10% in grades 5. |
| Root Cause(s): | Students were not exposed to enough adequate experiments that addressed these standards that required them to apply their knowledge. |

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

| | |
|--|--|
| Focus Content Standard(s): | 5-PS1-1.1.a.i: Develop a model to describe that matter is made of particles too small to be seen. Students develop a model to describe a phenomenon that includes the idea that matter is made of particles too small to be seen. In the model, students identify the relevant components for the phenomenon, including: bulk matter (macroscopic observable matter; e.g. as sugar, air, water) 5-PS1-1.2.a.ii: In the model students identify and describe relevant relationships between components, including the relationship between: the behavior of a collection of many tiny particles of matter and observable phenomena involving bulk matter (e.g. an expanding balloon, evaporating liquids, substances that dissolve in a solvent, effects of wind). |
| Barriers: | The curriculum does not spiral. |
| Needed Resources: | Materials to complete experiments. |
| Strategies and/or evidence-based interventions: | Teachers will use tasks in Discovery Education, FOSS Science, and McGraw-Hill Science curriculum to enhance instruction. |
| How will it be funded? | Instructional material money will be used. |
| Steps towards full implementation with timeline: | 5th grade teachers will focus on lessons this school year and we will monitor progress using investigation checks from FOSS Science. Fifth grade teachers will review the standards taught this year before the test. |
| Monitoring Procedure: | Survey/Post test data from FOSS Science curriculum will be analyzed in 5th grade. |

| | |
|----------------------------|---|
| FOCUS AREA 3: | |
| Focus Area Goal | All students scoring proficient on MCAP standards measuring students' ability to identify and support the needs of plants will increase by 10% in grades 5. |
| Root Cause(s): | Students were not exposed to enough adequate experiments that addressed these standards that required them to apply their knowledge. |
| Focus Content Standard(s): | 5-LS1-1.3.a.i: Support an argument that plants get the materials they need for growth chiefly from air and water. Students determine whether the evidence supports the claim, including: whether a particular material (e.g. air, soil) is required for growth of plants. 5-LS1-1.1.a: Students identify a given claim to be supported about a given phenomenon. The claim includes the idea that plants acquire the material they need for growth chiefly from air and water. |

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

| | |
|--|---|
| Barriers: | The curriculum does not spiral. |
| Needed Resources: | Materials needed to complete experiments. |
| Strategies and/or evidence-based interventions: | Teachers will use tasks in Discovery Education, FOSS Science, and McGraw-Hill Science curriculum to enhance instruction. |
| How will it be funded? | Instruction material money will be used. |
| Steps towards full implementation with timeline: | 5th grade teachers will focus on lessons this school year and we will monitor progress using investigation checks from FOSS Science. Fifth grade teachers will review the standards taught this year before the test. |
| Monitoring Procedure: | Survey/Post test data from FOSS Science curriculum will be analyzed in 5th grade. |

| Table 21 | UDL for SCIENCE |
|---|---|
| UDL Principle/Mode | Representation – This is how the teacher presents the information. |
| <i>Means of Representation: providing the learner various ways of acquiring information and knowledge.</i> | <ul style="list-style-type: none"> ● Students have opportunities throughout the day to use technology to learn and share information. (ex. Pebble Go, Pebble Go Next, Mystery Doug, and Discovery Education) ● Classroom teachers use a variety of teaching strategies to meet the needs of all types of learners: auditory, visual, and kinesthetic. ● Teachers will post their content purpose, language purpose, and social purpose in the classroom to use during science instruction. |
| Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i> | <p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <ul style="list-style-type: none"> ● Students use written and oral expression to communicate their understanding. ● Students will have opportunities to see experiments and science labs. Students will then practice together using hands-on science experiments or labs and writing explanations and reflections independently. |
| Means for Engagement: | Multiple Options for Engagement |

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

| | |
|---|--|
| <p><i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i></p> | <ul style="list-style-type: none"> ● Students will be guided to select a variety of activities in order to achieve the content focus. ● Students work in cooperative groups based upon need for support, student abilities, and opportunities to challenge. ● Students will interact with videos from Discovery Education. ● Students use a variety of online and music resources to engage in learning: <ul style="list-style-type: none"> ○ Pebble Go, Pebble Go Next, Mystery Doug, Dr. Jean and Jack Hartmann music, and the Learning Station. |
|---|--|

D. SOCIAL STUDIES/GOVERNMENT: N/A for Elementary

E. Advanced Placement Data: N/A for Elementary

IX. MULTI-TIERED SYSTEM OF SUPPORT

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

| | | | |
|--|--|--|---|
| <p>PRIORITY: An opportunity identified by the team in order to achieve their vision.</p> | | | |
| <p>PRACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority.</p> | | | |
| <p align="center">LAYING THE FOUNDATION Why/What?</p> | <p align="center">INSTALLATION Where/How?</p> | <p align="center">INITIAL IMPLEMENTATION How are we learning?</p> | <p align="center">FULL IMPLEMENTATION How are we sustaining?</p> |

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

| | | | |
|------------------------|-----------------------------------|--|--|
| Learn Options | Prepare People and Systems | Try Out the Practice | Student and System Outcomes Show the Practice Works |
| Choose Practice | Train | Reflect and Recommend Improvements in Practice and System | Competent, Organized, Well Led System for Practice |

- 1) We know what options (practices) exist for this priority.
- 2) We agree on which practice we want to implement.
- 3) We have people and systems prepared to implement this practice.
- 4) We have well-trained people who will be trying-out this practice.
- 5) We have tried out this practice.
- 6) We have reflected and recommended improvements in the practice and systems that support it.
- 7) We have student and system outcomes that show this practice is working.
- 8) We have a competent, organized, well led system for this practice.

| | | | |
|---|------------|----------------|-----------------------------------|
| PRIORITY: #1 Tier II Intervention Strategies | | | |
| PRACTICE: Review and Implement the Tier II Intervention Check-in/Check-out to supplement our current Tier II Interventions | | | |
| Action Step | Who | By When | Status Update / Next Steps |

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

| LAYING THE FOUNDATION | | | |
|--|--|--------------------------|---|
| <p>It is our intent to increase the support options we provide to students requiring Tier II Behavior Interventions. We currently have programs in place including the intervention of Check-in/Check-out (CICO). The Tier II Behavior Team will continue to train additional staff to assist with implementation.</p> | <p>Tier II Behavior Team: Principal, Assistant Principal, Counselor, 3rd Grade Teacher, 4th Grade Teacher, Special Education Teacher</p> | <p>September ongoing</p> | <p>Staff will be able to refer students and participate in available trainings to help implement the CICO process schoolwide.</p> |
| INSTALLING | | | |
| <p>Tier II Behavior Team will review and set team goals for Check-in/Check-out (CICO) implementation and monitor students to determine caseload. Questions to consider: <i>“Where do we go from here?”</i> <i>“What are the next steps?”</i> <i>“What does this program look like in our school?”</i> <i>“How will we train additional staff?”</i></p> | <p>Tier II Behavior Team: Principal, Assistant Principal, Counselor, 3rd Grade Teacher, 4th Grade Teacher, Special Education Teacher</p> | <p>October</p> | <p>Appropriate CICO documents will be placed in a shared staff folder on Google Drive. Professional Development review sessions will be planned throughout the year as needed.</p> |
| IMPLEMENTING | | | |
| <ul style="list-style-type: none"> ● Staff Members review the CICO process ● Facilitator Training for interested individuals ● Students selected to participate | <p>Tier II Behavior Team: Principal, Assistant Principal, Counselor, 3rd</p> | <p>Ongoing</p> | <p>Continue to monitor student progress as well as the effectiveness of the CICO program</p> |

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

| | | | |
|--|--|---------|---|
| <ul style="list-style-type: none"> ● CICO implementation with students ● Data/Status Tracking of student progress | Grade Teacher, 4th Grade Teacher, Special Education Teacher; Staff Volunteers | | |
| SUSTAINING SCHOOLWIDE IMPLEMENTATION | | | |
| <p>The Tier II Behavior Team will use data to continue to identify students for placement in the CICO program as well as to track student progress while intervention is occurring.</p> <p>Team meetings will be held regularly to monitor this data and additional staff will be trained in the process as necessary.</p> | Tier II Behavior Team: Principal, Assistant Principal, Counselor, 3rd Grade Teacher, 4th Grade Teacher, Special Education Teacher | Ongoing | Train additional staff members to function as facilitators in the CICO process. |
| | | | |

X. POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

- Create a PBIS Parent Brochure highlighting the important aspects of PBIS and offering at-home suggestions for discussing behavior expectations
- Model, and consistently review, behavior expectations in all locations throughout the school including classrooms, hallways, cafeteria, playground, restrooms
- Continue to support bus drivers in rewarding positive riding behaviors.

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

- Recognition of students for demonstrating positive behaviors by distributing school-wide Pride Ticket incentives which may then be redeemed for tokens to be used at the Token Tower for a reward.
- Students will have the opportunity to participate in grade-level or school-wide booster activities throughout the year as a reward for positive behavior.
- Students chosen from each classroom as the *Wildcat of the Week* (WOW) for displaying positive behavior - names announced and photos placed on the *Wildcat of the Week* Bulletin Board
- Implement Tier II strategies for students needing additional behavior support.
- Implement informal behavior plans for students needing additional Tier II level support.

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

- Social Stories
- Check-in Check-Out
- Mentoring
- Counselor Sessions - individual and small group
- Behavior Contracts

XI. Non-Title I Schools

Family and Community Engagement

Parent/Community Involvement Needs

Describe in a narrative your school’s family and community engagement. Support with data (i.e. volunteer hours, percent of family/community participation from sign in sheets, type and number of parent activities, etc.).

Parent Advisory Committee 2019-2020

| Name | Position |
|----------|--------------------------------------|
| Joy Tabb | PTO President/4th Grade Parent (Rep) |

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

| | |
|-----------------|--------------------------------------|
| Ashley Perrin | PTO VP/4th Grade Parent (Alternate) |
| Bethany Morozek | PTO Treasurer/2nd & 5th Grade Parent |
| Cambria Knight | 4th Grade Parent |
| | |
| | |
| | |
| | |

Parent Involvement Plan

Under the “Position” column, identify the school’s representative and alternate for the county Parent Advisory Council with “PAC.” Identify the other members as Parent, Teacher, Community Member, and so forth. **The committee must represent a cross section of the school community.**

CRESAPTOWN ELEMENTARY PARENT INVOLVEMENT PLAN

Expectations

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

- I – Shared decision-making opportunities

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

II – Opportunities to build and increase understanding, communication, and support between home and school

III – Formal and informal evaluation of the effectiveness of parent/family engagement activities

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

Goal: By offering opportunities to build parent capacity in school decision making, in understanding academic standards, and in increasing skills to support academics at home, the school will meet their targeted goals.

Action Plan

| Requirements | Description of Activities/ Actions/Initiatives | Date(s) | Who should you contact for more information? |
|---|--|---|--|
| <p>I. Shared Decision Making</p> <ul style="list-style-type: none"> ➤ The parent involvement plan is developed with input from parents. | <p>School Leadership Team - Team includes parent/community members which have input on the different activities planned for the students.</p> | <p>Monthly</p> | <p>Meredith Irons - School Leadership Chair</p> |
| <p>II. Building Parental Capacity</p> <ul style="list-style-type: none"> ➤ Provide assistance to parents in understanding the State’s academic content standards and student academic achievement standards, and State and local academic assessments. ➤ Provide materials and parent trainings/ workshops to help parents | <p>Parent Conferences - Materials are shared with parents during parent conference day that include standards, strategies and assessments.</p> <p>Back to School Night - Classroom teachers introduce students and parents to their new classrooms.</p> <p>Parent Newsletter & School Website - Parents will receive a monthly newsletter updating them on activities happening in the school. The school website will be updated with information throughout the year.</p> <p>Orientation - Parents of PreK and Kindergarten meet</p> | <p>October and March</p> <p>August</p> <p>Monthly</p> | <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Mandy Abe and Scott Llewellyn</p> <p>Pre-K & Kindergarten Staff</p> |

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

| | | | |
|--|--|---|---|
| <p>improve their child's academic achievement</p> <ul style="list-style-type: none"> ➤ Ensure information is presented in a format and/or language parents can understand. ➤ Provide full opportunities for participation of parents of students from diverse backgrounds. | <p>staff and are given information and packets to work with their child. This preparation will help improve their child's academic achievement.</p> <p>Reading/Math Day (Curriculum Information Sessions) - Parents/Grandparents observe and participate in Common Core curriculum based reading/math activities that will focus on MCAP preparation.</p> <p>Family Movie Night on the Field</p> <p>Grandparents Day - Grandparents will be invited to participate in an activity with their grandchild.</p> <p>Assignments Notebooks & Daily Take Home Folders - Teachers use assignment notebooks and daily take home folders to communicate daily with parents about their children's assignments, behavior, and upcoming events.</p> <p>Food Drive - Students, parents, and staff donate food to needy families in the area through the Union Rescue Mission.</p> <p>Recycling Plastic Bags - Students and parents collect Allegany County plastic bags to be recycled so they don't go to our landfills.</p> <p>Art/Tech/Science/AEP Expo - AEP students demonstrate their inquiry projects. Art projects are chosen and displayed. Classroom technology projects are demonstrated. Science/Interest projects are created by students in grades K-5 (at home) and</p> | <p>August and May</p> <p>February</p> <p>September</p> <p>September</p> <p>Daily</p> <p>January</p> <p>TBD</p> <p>May</p> | <p>Guidance Counselor, Nurse, Administration</p> <p>Meredith Irons</p> <p>PTO</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Office Staff & Faculty</p> <p>Scott Llewellyn</p> <p>Susan Willingham, Marne Troutman, Office Staff, and Faculty</p> |
|--|--|---|---|

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

| | displayed. Many of these projects are an extension of a curriculum interest. | | |
|---|--|----------------|---|
| Requirements | Description of Activities/ Actions/Initiatives | Date(s) | Who should you contact for more information? |
| III- Review the Effectiveness The effectiveness of the school's parental involvement activities will be reviewed. | Effectiveness of Cresaptown Elementary School's parental involvement is reviewed by the evaluation and calculation of each activity at school leadership team meetings. | Monthly | Office Staff/Meredith Irons School Leadership Chair |
| IV - Other School Level Parent Involvement Initiatives Based on Joyce Epstein's Third Type of Involvement: Volunteering | Homeroom Parents/Chaperones - Homeroom parents coordinate activities for the students or attend field trips as chaperones. Parent Volunteers - Parents laminate, collate miniature books and classroom papers. Parents also volunteer to help with the Book Fair and other school activities. | Ongoing | PTO Members |

Identify two or three strategies that you will use this year to increase parent participation and parent awareness in academic/instructional activities and processes. Please include a timeline for implementation.

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

Classroom teachers and administrators are utilizing ClassDOJO to communicate with parents about student behavior, classroom activities and assignments, and school wide events.

Mr. Llewellyn will be having coffee with the principal to meet with parents and discuss needs and concerns as well as share with parents reading and math strategies that parents can use at home with their children.

This year we will be having PTO meetings in both the morning and evening to increase attendance due to work schedule conflicts.

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?

| 1. Professional Learning Title | Date(s), Time, and Location | Intended Audience | Changes to occur as a result of Professional Learning | Knowledge and skills the participant will attain | Method to measure implementation of knowledge and skills in the classroom |
|---|---|----------------------|---|--|--|
| <i>The Reading Strategies Book</i> by Jennifer Serravallo | Opening Professional Development in August Monthly Grade Level Team Meetings | Grade Level Teachers | Teachers will utilize comprehension strategies focusing on main idea. | Teachers will compile a list of strategies that match grade level standards. Teachers will develop anchor charts for students to utilize when working on strategies. Teachers will attain strategies to teach comprehension. | Grade levels will develop fall and spring benchmarks focusing on main idea. Progress will also be monitored during grade level team meetings. |

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

| 2. Professional Learning Title | Date(s), Time, and Location | Intended Audience | Changes to occur as a result of Professional Learning | Knowledge and skills the participant will attain | Method to measure implementation of knowledge and skills in the classroom |
|--------------------------------|---|-------------------|--|--|---|
| Attendance Strategies | Principal Staff Development Days in August, November and February | All Staff | All staff will develop strategies to promote regular attendance. | Teachers will develop positive behavior strategies during daily instruction to encourage regular attendance. Teachers will develop communication strategies with families. | Daily and monthly attendance will be monitored. |
| 3. Professional Learning Title | Date(s), Time, and Location | Intended Audience | Changes to occur as a result of Professional Learning | Knowledge and skills the participant will attain | Method to measure implementation of knowledge and skills in the classroom |

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

| | | | | | |
|---------------------|---|-----------|---|--|--|
| Fraction Strategies | Grade Level Team Meetings between October and April | Grade 3-5 | Students will utilize strategies learned. | Teachers will implement strategies learned during classroom instruction. | Teachers will use school-based fall and spring benchmarks to monitor growth. |
|---------------------|---|-----------|---|--|--|

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 during a faculty meeting in January and at future faculty meetings as needed.

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

Parents and community members will be notified through a school newsletter that a copy of the SIP is in the office for their consideration. The SIP will also be discussed at a PTO meeting. The SIP will also be available to preview on the school website.

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

Classroom teachers will meet in team meetings and discuss classroom data from benchmarks and assessments. Classroom teachers also participate in the Climate/PBIS and School Leadership committees which will be responsible for completing various activities throughout the year as designated in the plan.

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

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

ELA and Math benchmarks will be given using the Edcite computer program. Classroom teachers will be able to view their own classroom data and share at team meetings. The reading intervention teacher will collect DIBELS data to share with appropriate grade level teachers, action team chairs, and SIT. Data from county intervention specialists will be shared at grade level team meetings.

5. How will administration monitor the plan?

The administration will attend the review of the SIP and make any necessary changes or adjustments to the plan following the review. Administration will also monitor that the plan is being followed at monthly School Leadership Team meetings.

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

Cresaptown School will utilize the Elementary Office to develop the plan. Funds were provided by the Central Office to develop the SIP. A meeting will be held with Central Office staff to review the plan.

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

| Name (Print and Sign) | Affiliation/Title |
|------------------------------|-------------------------------------|
| Scott Llewellyn | Principal |
| Staci Noah | Assistant Principal |
| Meredith Irons | SIP chair, 2nd grade teacher |
| Jodie Sweeney | Pre-K teacher |
| Debra McElvie | Kindergarten teacher |
| Karen Sue Irons | 1st grade teacher |

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

| | |
|-------------------------|-------------------------------------|
| Katie Blank | 2nd grade teacher |
| Brenda Bauer | 3rd grade teacher |
| Mandy Abe | 4th grade teacher |
| Tania Pressman | 5th grade teacher |
| Susan Willingham | Media Specialist |
| Jennie Lockard | Reading intervention teacher |
| Brandi Gross | Special education teacher |
| Larissa Seifarth | Special education teacher |
| Tracey Little | School counselor |
| Joy Tabb | Parent representative |