

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

**ASchool: Cresaptown Elementary**

**Principal: Scott Llewellyn**

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**I. INTEGRATED EDUCATIONAL FRAMEWORK**

**A. VISION, MISSION, AND CORE VALUE**

**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 are 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 strong focus on curriculum, instruction, and assessment to ensure our students reach their maximum potential as lifelong learners. Specifically, these values include:

**Instruction**

We believe 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 mutual trust.

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**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 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. SCHOOL CLIMATE AND CULTURE**

**Climate**

The students, families, staff, and administration of Cresaptown Elementary work together each day to build and maintain a positive climate 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 maintaining positive relationships with the families of our students. These relationships further enhance the school climate 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.

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**Culture**

Teachers 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 support 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, 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.

**II. SCHOOL DEMOGRAPHICS**

**Number of years the principal has been in the building? \_\_12\_\_**

**A. Staff Demographic**

**B. Student Demographics**

Table 2	
SUBGROUP DATA	2024-2025 COUNT
American Indian/Alaskan Native	n/a

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<b>Table 1</b>			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers	5	21	26
Itinerant staff	11		11
Paraprofessionals	6	5	11
Support Staff	1	3	4
Other	12	6	18
Total Staff	35	37	72

Hawaiian/Pacific Islander	≤10
African American	≤10
White	235
Asian	≤10
Two or More Races	14
Special Education	63
LEP	≤10
Males	142
Females	126
Gender X	n/a
<b>Total Enrollment</b>	<b>268</b>
FARMS Rate (2022-2023)	<b>68.58%</b>

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

<b>Table 3</b>					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	≤10	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	≤10
04 Speech/Language Impaired	34	09 Specific Learning Disability	≤10	15 Developmental Delay	14

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05 Visual Impairment		10 Multiple Disabilities	≤10	<b>TOTAL COUNT</b>	63
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**III. ATTENDANCE**

<b>Table 4a</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Grade Level – School Level</b>	<b>Attendance Rate</b>	<b>Attendance Rate</b>
All (Excluding PreK & K)	92.0%	92.7%
Grade 1	92.2%	91.1%
Grade 2	92.7%	92.2%
Grade 3	91.3%	93.5%
Grade 4	92.3%	92.2%
Grade 5	91.6%	94.2%

<b>Table 4b: Subgroup Attendance Rate</b>	<b>2022-2023</b>	<b>2023-2024</b>
All Students	<b>91.5%</b>	<b>92.1%</b>
Hispanic/Latino of any race	94.3%	89.8%
American Indian or Alaska Native	58.7%	n/a
Asian	n/a	n/a
Black or African American	91.4%	89.8%

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Native Hawaiian or Other Pacific Islander	93.1%	93.9%
White	91.7%	92.3%
Two or more races	88.5%	91.0%
Male	91.1%	91.6%
Female	92%	92.5%
EL	88.3%	82.3%
Special Education	90.6%	91.9%
Free/Reduced Meals (FARMS)	90.2%	90.4%

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.

All grade levels except fifth grade (94.2%) were below the goal of 94%. All subgroups were below the goal of 94%. Fifth grade just barely met the goal, therefore, the whole school and all subgroups will be targeted for attendance this year.

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

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

- Educate Families - Informational Postcards/Flyers sent home from the Attendance Works resources.
- Newsletter and Website will report attendance data to families/staff.
- Attendance mentors - Staff will check in with chronically absent students.
- A phone call is made when a student is absent 2 days in a row.
- Letters are sent home to parents from administration/teachers.
- Positive phone calls are made to praise regular attendance.
- **Announcements** - Classrooms with 100% attendance will be recognized on the next day's morning announcements.

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- **Homerooms-** Spell out “ATTENDANCE” for each day there is (one student or less absent) 100% attendance. Once the classroom spells it out, they receive an “attendance paw” to be hung on the board. Once three paws have been earned, the school will buy ice cream for all students in the homeroom.
  - After the 1st Paw has been earned, the class will receive 10 extra minutes of recess.
  - After the 2nd Paw has been earned, the class will receive 10 extra minutes of recess.
- **Weekly Random Attender-** 2 students in attendance on random days will be picked to earn a gift bag. The Community School Coordinator will announce on the announcements and students will be rewarded and celebrated on Class Dojo.
- **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 Regular Attendance Recognition** – Students who have maintained regular attendance (95% attendance rate) during the 9 weeks will be recognized at the quarterly awards assembly. This would be for students who missed four days or less.
- **95% Drawing-** Each quarter, students will be put in for a drawing to win a special prize. Two winners will be drawn. 1st nine weeks- Bikes, 2nd nine weeks- Sleds, 3rd nine weeks- TBD, 4th nine weeks- TBD
- **Classroom 95%-** Each classroom that has 95% attendance will be given a whole classroom reward (Ice cream party, hot chocolate, etc.).
- **95% Text Message-** The principal will text all parents of students who have earned 95% attendance at the end of the quarter using Blackboard.
- **The Bottom 10%-** Special plans will be developed and coordinated by the Community School Coordinator for targeted students.

### Chronically Absent

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

MD Report Card reports students NOT chronically absent.

<b>Table 5</b>	2022	2023	2024
Not Chronically Absent (percentage)	61.1%	71.1%	70.4%
Not Chronically Absent (student count)		184	78
Report Card Points Earned	6	8.5	5



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**Habitually Truant**

The Code of Maryland Regulations COMAR 13.08.01.04 states that a student is habitual truant if (a) the student is unlawfully absent from school for a number of days, or portion of days in excess of 20 percent of the school days within any marking period, semester, or year.

<b>Table 6</b>	2022	2023	2024
Habitually Truant (percentage)	4.97%	1.22%	0
Habitually Truant (student count)	13	3	0

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

Continuing 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 2023-2024 school year indicated a need for targeting chronic absences and encouraging regular attendance. Attendance mentors/staff have been assigned to students who previously had poor attendance last year. Letters are also sent home to students when they have reached 5, 9, and 12 days absent during the school year.

**IV. GRADUATION RATE – High Schools Only**

**V. SCHOOL SAFETY/ SUSPENSIONS**

1. Complete the table.

<b>Table 8: SUSPENSIONS</b>			
<b>Subgroup</b>	<b>All Students</b>		
	2021-2022	2022-2023	2023-2024
Total Referrals	67	72	38
All Suspensions	5	4	0

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In School	0	0	0
Out of School	5	4	0
Sexual Harassment Offenses	0	0	0
Harassment/Bullying Offenses	1	1	0

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.

School referrals: 13/38 were classroom referrals, 5/38 were playground referrals, 1/38 were hallway referrals, and 15/38 were bus referrals. Referrals by grade level: 2/38 Kindergarten, 5/38 Grade 1, 8/38 Grade 2, 9/38 Grade 3, 10/38 Grade 4, and 2/38 Grade 5.

Plan to Reduce Referrals: Cresaptown Elementary students will be using PBIS rewards and incentives to encourage good behavior throughout the school year to reduce discipline referrals. Students who earn the reward will participate in the Turkey Trot, Reindeer Games, Kindness Week, and classroom positive behavior incentives.

**VI. EARLY LEARNING (Elementary Only)**

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

Table 9			
Kindergarten Readiness Assessment			
	2021-2022	2022-2023	2023-2024
	Percent Demonstrated	Percent Demonstrated	Percent Demonstrated
Language & Literature	35%	47%	Not Available
Mathematics	41%	38%	Not Available

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Social Foundations	65%	59%	Not Available
Physical Development	56%	59%	Not Available

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

Cresaptown is a Preschool Expansion site. PreK 3 children were able to attend summer playgroups at the school. The playgroups met eight times over the course of four weeks to prepare the students and families for our youngest learners to attend school. PreK 3, PreK 4 and Kindergarten also partner with Allegany County Public Library, and Partners for Success.

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

Our kindergarten teachers are utilizing UDL, differentiated instruction, and flexible groups in their classrooms. The Frog Street program is used daily in our pre-kindergarten classroom and the CKLA program is used daily in 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 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 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.

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**VII. ACADEMIC PROGRESS**

**A. ENGLISH LANGUAGE ART**

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

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

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

Points for ELA Proficiency out of 5 =3.1

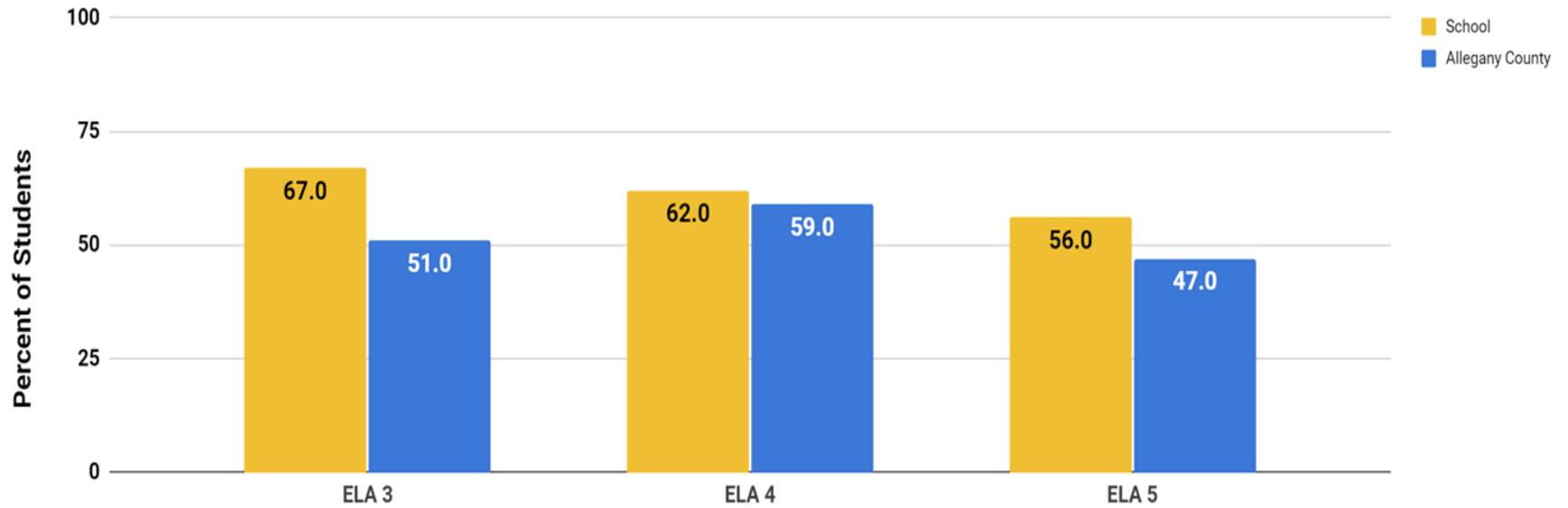
Points for ELA average levels out of 5 = 3.3

Points for ELA Growth out of 12.5 = 10

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

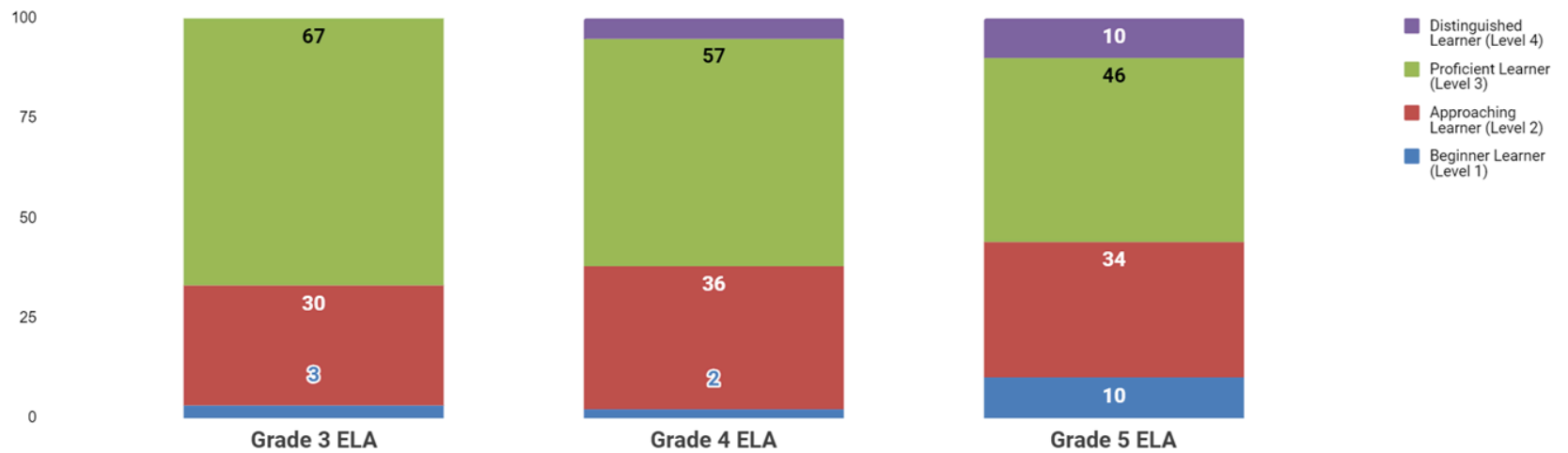
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***Cresaptown Elementary 2024 ELA Proficiency Rates***



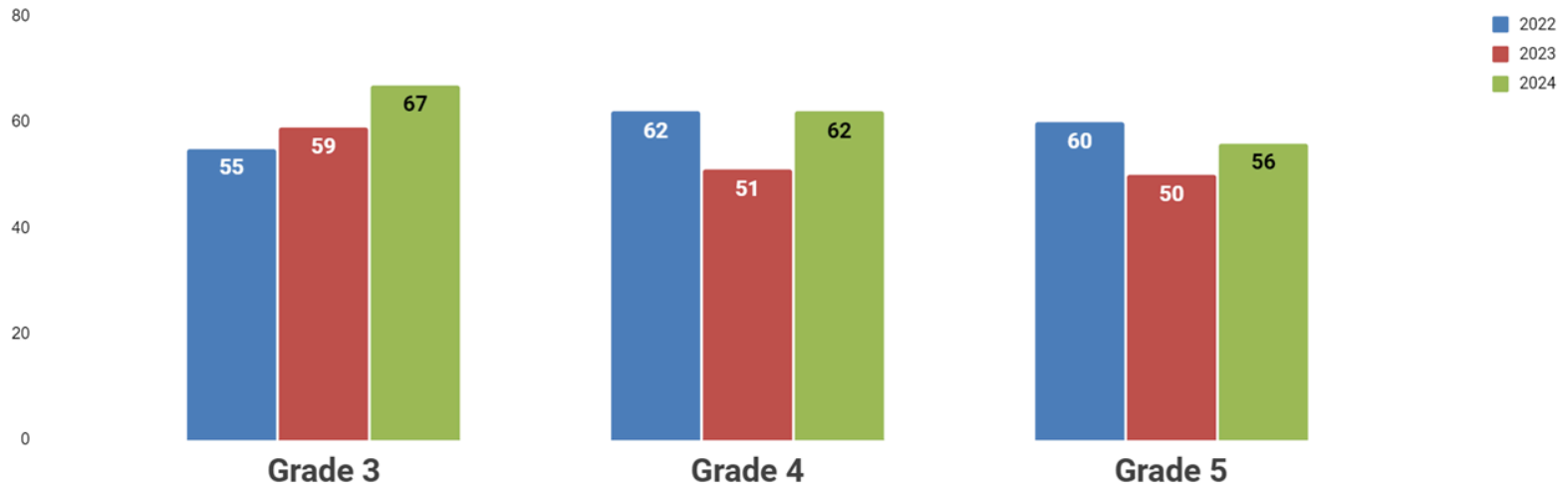
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***Cresaptown Elementary 2024 MCAP ELA Proficiency Levels***



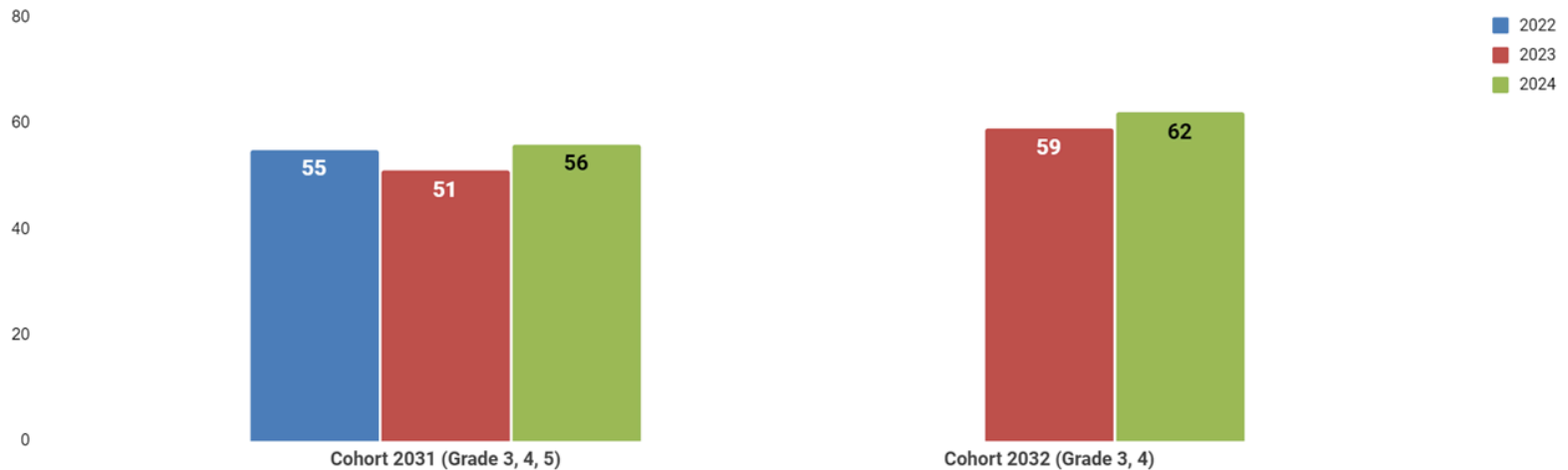
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***Cresaptown Elementary ELA Proficiency Trend***



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***Cresaptown Elementary ELA Cohort Proficiency Growth***



**2. ELA FOCUS AREAS**

<b>ELA FOCUS AREA 1:</b>	Informational Text
<b>Focus Area Goal</b>	This focus area goal is to increase the number of students by 5% in grades 3-5 scoring at <i>Level 3: Proficient</i> on the Spring 2025 MCAP assessment.
<b>Root Cause(s):</b>	Text structures are taught in isolation. Students need more practice reading informational text and choosing which text structure was used in that text.
<b>Focus Content Standard(s):</b>	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).



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	<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>
<b>Barriers:</b>	Lack of opportunities/experiences using cold reads to practice identifying text structures of an informational text.
<b>Needed Resources:</b>	<p>CKLA</p> <p>Anchor charts</p> <p>Graphic Organizers</p>
<b>Strategies and/or evidence-based interventions:</b>	<p>During CKLA instruction, teachers will focus on improving identifying text structures through differentiation and/or small group activities that reinforce practice.</p> <p>Literacy Lab lessons will be created to focus on text structure.</p> <p>Students will be taught to highlight text evidence that will be used to support responses.</p> <p>Anchor charts and graphic organizers that focus specifically on text structures will be created and displayed to assist students.</p> <p>Students will also have opportunities through the use of GRRUDL to work towards independently completing graphic organizers and writing tasks to identify text structures that resemble the expectations of MCAP.</p>
<b>How will it be funded?</b>	Title I, Part A: Additional materials of instruction for classroom teachers for differentiation and/or small group activities (12 K-5 teachers x \$458.33 = \$5,500.00), Additional materials to support core reading programs using differentiation and/or small group strategies, (12 K-5 teachers x \$577.48 = \$6,929.81), Additional supplies to create materials of instruction for differentiation and/or small group activities (\$4.29/student x 265 students = \$1,135.88).
<b>Steps towards full implementation with timeline:</b>	<p>September 2024-May 2025</p> <p>Data Meetings</p> <p>Grade Level Team Meetings</p> <p>Monitor Benchmarks and Unit Assessments</p>
<b>Monitoring Procedure:</b>	Data Meetings and Grade Level Team Meetings

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<b>ELA FOCUS AREA 2:</b>	Literature
<b>Focus Area Goal</b>	This focus area goal is to increase the number of students by 5% in grades 3-5 scoring at <i>Level 3: Proficient</i> on the Spring 2025 MCAP assessment. Determine the theme of the text. (Reading Literature)
<b>Root Cause(s):</b>	Students participated in a non-CKLA curriculum for grades K-2, which has caused discrepancy in the topics that are extended in grades 3-5. Teachers need further internalization and clarity of standards, lessons, and goals for Tier-1 instruction. Students need more experience with literary text and time to critically analyze text and complete assignments independently.
<b>Focus Content Standard(s):</b>	RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<b>Barriers:</b>	Lack of experience to practice the skill. Students need more experiences with poetry
<b>Needed Resources:</b>	CKLA Additional literature practice utilizing EPIC, read alouds and MyOn. Read Live
<b>Strategies and/or evidence-based interventions:</b>	Begin piloting CKLA in grades K-2 to alleviate the discrepancy in the background knowledge that CKLA builds upon for enriched learners. Utilize small group instruction and literacy lab time to focus instruction on Tier I instruction for literature including the CKLA novel studies and Amplify Boost. Continue CKLA training to achieve teacher clarity on standards and learning expectations. Continue monthly collaborative planning with the literacy coach to work through lesson internalization protocols and student work protocols. Analyze learning standards to develop success criteria. Identify students in need of the Tier II intervention for fluency and implement Read Live.
<b>How will it be funded?</b>	Title I, Part A: Additional materials of instruction for classroom teachers for differentiation and/or small group activities (12 K-5 teachers x \$458.33 = \$5,500.00), Additional materials to support core reading programs using differentiation and/or small group strategies, (12 K-5 teachers x \$577.48 = \$6,929.81), Additional supplies to create materials of instruction for differentiation and/or small group activities (\$4.29/student x 265 students = \$1,135.88).

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Steps towards full implementation with timeline:	September 2024-May 2025 Data Meetings Grade Level Team Meetings Monitor Benchmarks and Unit Assessments
Monitoring Procedure:	Data Meetings and Grade Level Team Meetings

<b>FOCUS AREA 3:</b>	Increasing Proficiency
Focus Area Goal	This focus area goal is to increase the number of students by 5% in grades 3-5 scoring at <i>Level 4: Proficient</i> on the Spring 2025 MCAP assessment.
Root Cause(s):	While CKLA is written at grade level, teachers need practice with internalization with regard to the provided enrichment activities from the program. Because a high percentage of students struggle with reading, class time is spent adhering to the needs of struggling readers.
Focus Content Standard(s):	<p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p>

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	<p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p>
Barriers:	<p>Teachers lack time needed to analyze data and prepare specific instruction to meet specific needs of all students.</p> <p>CKLA does not have structured daily small group reading instruction built into the curriculum.</p> <p>CKLA whole group instruction is lengthy and challenging which hinders the ability to meet the needs of struggling readers.</p>
Needed Resources:	<p>Engaging text</p> <p>Small group reading materials to focus on needs of struggling readers</p> <p>Leveled text on CKLA topics based on student's Lexile levels and DIBELS scores.</p>
Strategies and/or evidence-based interventions:	<p>Begin piloting CKLA in grades K-2 to alleviate the discrepancy in the background knowledge that CKLA builds upon for enriched learners.</p> <p>Utilize small group instruction and literacy lab time to provide challenging activities from the Tier 1 curriculum (pausing points, CKLA novel studies, Writing Studio).</p> <p>Increase individual feedback to enhance enriched learning.</p> <p>Analyze learning standards to develop success criteria.</p> <p>Utilize enrichment for students identified as proficient and above level in grades K-5 during Literacy Lab time (30 minutes a day, 5 x week).</p> <p>Develop groupings for Literacy Lab time by analyzing data to create the groups to target and develop enrichment activities to address this group. Implement literature circles and reading response logs in grades 3-5.</p> <p>Utilize standard based MCAP release items for student practice.</p>
How will it be funded?	<p>Title I, Part A: Additional materials of instruction for classroom teachers for differentiation and/or small group activities (12 K-5 teachers x \$458.33 = \$5,500.00), Additional materials to support core reading programs using differentiation and/or small group strategies, (12 K-5 teachers x \$577.48 = \$6,929.81), Additional supplies to create materials of instruction for differentiation and/or small group activities (\$4.29/student x 265 students = \$1,135.88).</p>

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Steps towards full implementation with timeline:	September 2024-May 2025 Data Meetings Grade Level Team Meetings Monitor Benchmarks and Unit Assessments
Monitoring Procedure:	Data Meetings and Grade Level Team Meetings

**Universal Design for Learning for ELA.**

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<b>Means of Representation:</b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>• Students have daily opportunities to use technology to learn and share information.</li> <li>• Classroom teachers use a variety of teaching strategies (such as vocabulary walls, interactive notebooks) to meet the needs of all types of learners: auditory, visual, and kinesthetic.</li> <li>• Classroom teachers in grades 1 - 5 are implementing the program <i>Amplify Boost</i> with identified groups of students in their classrooms based on DIBELS data. Grade 3 is implementing the 95% syllable type program. These programs are teacher-guided with student's oral responses to various phonemic awareness skills or syllable types.</li> <li>• TLC (Topic, Least 3, Conclusion) will be used by grade-level teachers to help guide students with frequent writing tasks.</li> <li>• Teachers will post their content purpose, language purpose, and social purpose in the classroom to use during ELA instruction.</li> </ul>
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b> <ul style="list-style-type: none"> <li>• Students use written and oral expressions to communicate their understanding.</li> <li>• Students will have opportunities to see anchor papers using TLC modeled by the teacher and written by peers.</li> <li>• Students will be provided an opportunity to work with peers to evaluate each other's writing before completing their final drafts. They will use the MCAP and CKLA Rubrics independently before, during, and after writing.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Students will be provided long-term opportunities to communicate knowledge.</li> <li>● Students complete various 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 texts.</li> <li>● The TLC (Topic, Least 3 Details, Conclusion) writing model will be used school-wide for students to prepare for the rigor of MCAP writing expectations.</li> <li>● Students will answer Text Dependent Questions during reading tests, MCAP-released tests, and Scholastic News practices. These students will use the Part A question and Part B supporting fact type of questioning.</li> <li>● In addition, students will have technology options that support ELA, such as Boost, Readworks, Edulastic, Commonlit.org, Scholastic, Read Theory, Schoology, PebbleGo, MyOn, Nearpod, and Mystery Science.</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	<ul style="list-style-type: none"> <li>● Students will be guided to select a variety of activities to achieve the content focus.</li> <li>● Students work in flex groups based on need for support, student abilities, and opportunities to challenge.</li> <li>● Students in grades 4-5, utilize Discovery ED to complete tasks that require students to read nonfiction text and respond to questions.</li> <li>● Students use a variety of online and music resources to engage in learning: <ul style="list-style-type: none"> <li>○ Scholastic News, readwritethink.org, PebbleGo, Pebble Go Next, Commonlit.org, Jack Hartmann and Dr. Jean Music, Starfall, The Learning Station, Nearpod, Schoology, Mystery Science.</li> </ul> </li> </ul>

**B. MATHEMATICS**

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

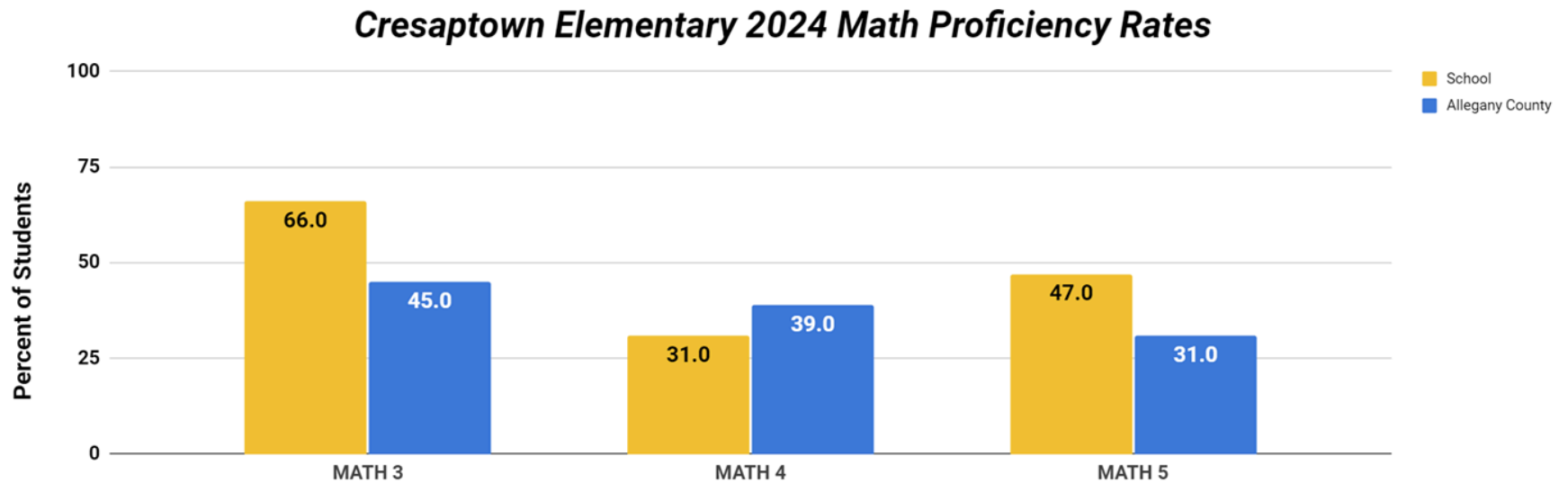
**Short Term Goal:** to increase proficiency rates and to reduce achievement gaps between subgroups and their counterparts.

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

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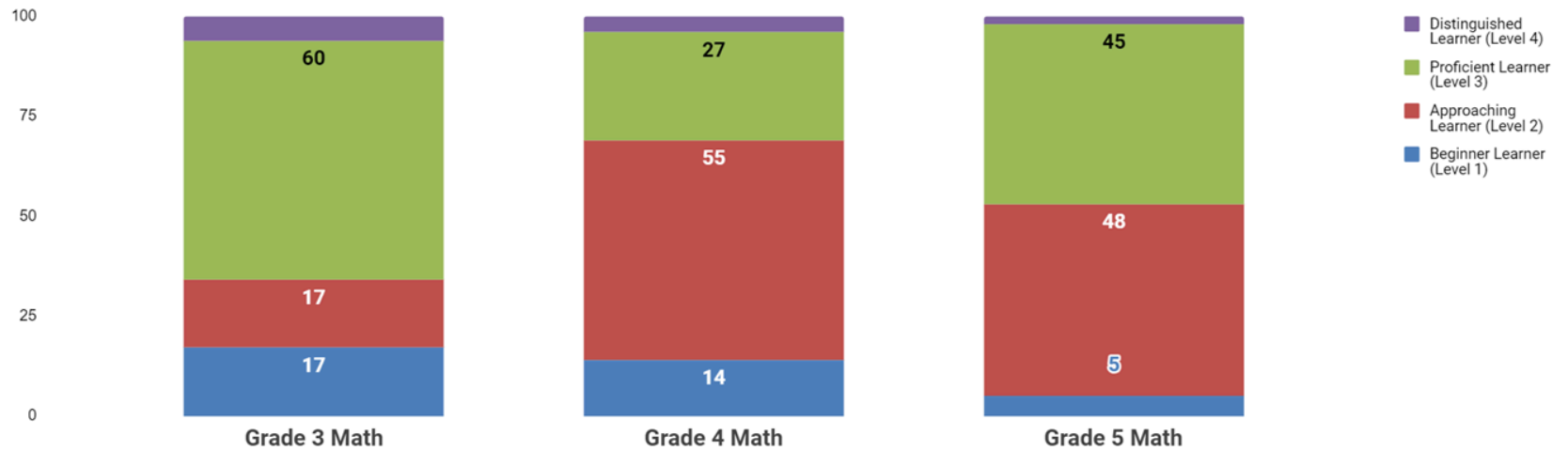
Points for Math Proficiency out of 5 =2.3  
Points for Math average levels out of 5 =3  
Points for Math Growth out of 12.5 = 10

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



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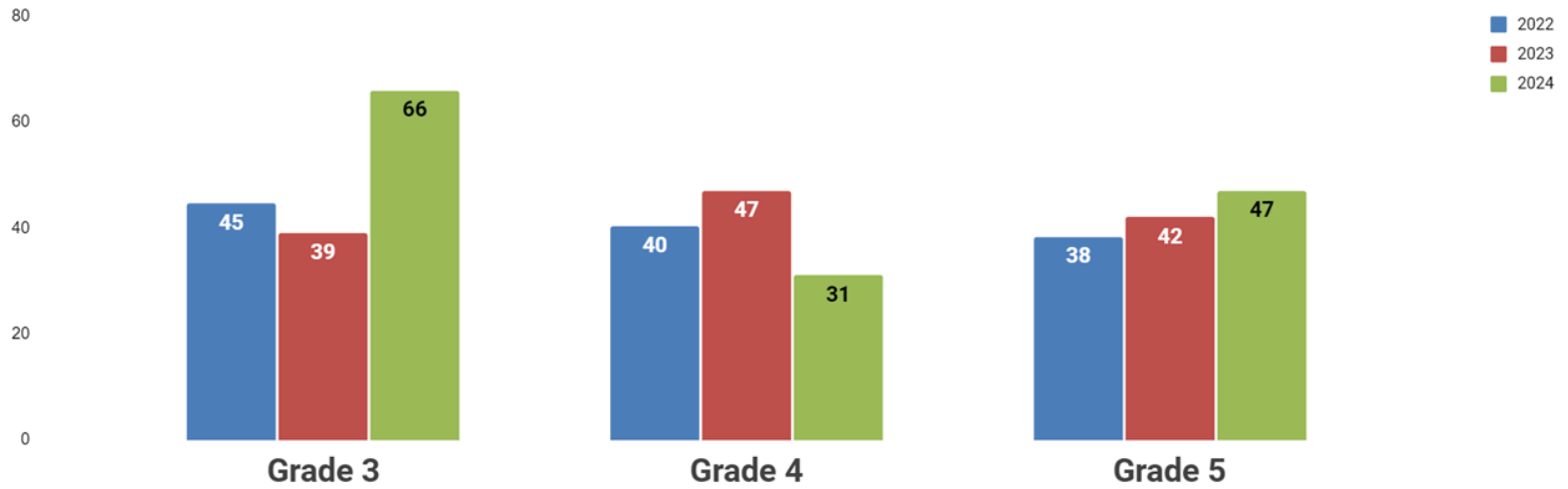
***Cresaptown Elementary 2024 MCAP MATH Proficiency Levels***





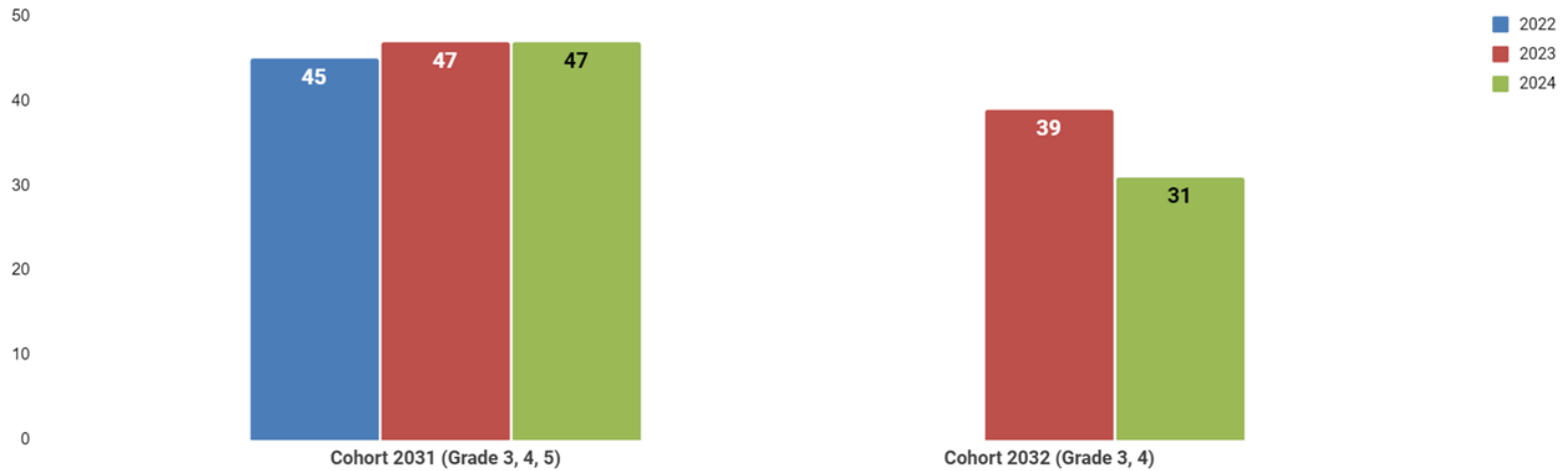
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***Cresaptown Elementary Math Proficiency Trend***



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***Cresaptown Elementary Math Cohort Proficiency Growth***



<b>MATH FOCUS AREA 1:</b>	Tier I Instruction
Focus Area Goal	All students will meet their typical growth target on the i-Ready Diagnostic Assessment by the end of the school year.
Root Cause(s):	Typical classroom instruction does not provide enough spiral review practice within grade-level content standards. Students not meeting their typical growth on the iReady Diagnostic were less likely to obtain proficiency on MCAP.
Focus Content Standard(s):	Teachers will <ul style="list-style-type: none"> <li>• Use insights from the assessment to understand exactly where and why students need support.</li> <li>• Reteach the standard (when necessary) until mastery is achieved.</li> <li>• Assign an assessment to individual students or small groups to focus on any given standard.</li> </ul>
Barriers:	Student participation, students performing well below grade level, attendance, and tardiness

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Needed Resources:	iReady Pathway, Student Laptops, School Incentives
Strategies and/or evidence-based interventions:	iReady Pathway is targeted at differentiated levels. Flexible Math Groups - differentiation Math Manipulatives- number lines, hundred charts, counters, fraction tiles, clocks, coins, base ten blocks, rulers, etc.
How will it be funded?	Title I, Part A: Additional materials of instruction for classroom teachers for differentiation and/or small group activities (12 K-5 teachers x \$458.33 = \$5,500.00), Additional materials to support core math programs using differentiation and/or small group strategies, (12 K-5 teachers x \$577.48 = \$6,929.81), Additional supplies to create materials of instruction for differentiation and/or small group activities (\$4.29/student x 265 students = \$1,135.88).
Steps towards full implementation with timeline:	BOY Assessment- Student Placement-Student Begin Working in their Differentiated Pathways 15 minutes daily- Teacher will intervene as needed-Classroom, and School-wide incentives will be managed by classroom teacher. Beginning of the Year Assessment 8/26/24-9/27/24 Middle of the Year Assessment 1/6/25-1/24/25 End of the Year Assessment 4/28/25-5/23/25
Monitoring Procedure:	Classroom Reports from i-Ready (Personalized Instruction, Historical and Growth Reports)

<b>MATH FOCUS AREA 2:</b>	Fractions
Focus Area Goal	The focus area goal is to increase the percentage of students earning a <i>Level 3: Proficient Learners</i> on the MCAP assessment by 5%. Numbers and Operations - Fractions
Root Cause(s):	Typical classroom practices do not provide enough practice within grade level content.
Focus Content Standard(s):	3.NF.A.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by $a$ parts of size $\frac{1}{b}$ . 3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. 3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. 4.NF.A.1 Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{nn}{nn} \times \frac{aa}{nn} \times \frac{bb}{bb}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. 4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$ . Recognize that

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	<p>comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>, and justify the conclusion, e.g., by using a visual fraction model.</p> <p>4.NF.B.3 Understand a fraction <math>\frac{a}{b}</math> with <math>a &gt; 1</math> as a sum of fractions <math>\frac{1}{b}</math>.</p> <p>4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, when adding <math>\frac{3}{10}</math> and <math>\frac{4}{100}</math> express <math>\frac{3}{10}</math> as <math>\frac{30}{100}</math>, then <math>\frac{30}{100} + \frac{4}{100} = \frac{34}{100}</math>.</p> <p>4.NF.C.6 Use decimal notation for fractions with denominators 10 and 100. For example, rewrite 0.62 as <math>\frac{62}{100}</math> or describe a length as 0.62 meters or locate 0.62 on a number line diagram.</p> <p>4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>, and justify the conclusions, e.g., by using a visual model.</p> <p>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p>5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math> by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</p> <p>5.NF.B.3 Interpret a fraction as division of the numerator by the denominator (<math>\frac{a}{b} = a \div b</math>). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret <math>\frac{3}{4}</math> as the result of dividing 3 by 4, noting that <math>\frac{3}{4}</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>\frac{3}{4}</math>. If 9 people want to share a 50- pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p> <p>5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>5.NF.B.5 Interpret multiplication as scaling (sizing) by: a. Comparing the size of a product to the size of one factor based on the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than a 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence <math>\frac{a}{b} = \frac{n \times a}{n \times b}</math> to the effect of multiplying <math>\frac{a}{b}</math> by 1.</p>
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	<p>5.NF.B.6 Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction.</p>
Barriers:	Student attendance, students performing below grade level, rigor of the standards in grades 3,4 and 5
Needed Resources:	FEV Tutor, iReady Curriculum, Manipulatives- fraction bars/circles/tiles
Strategies and/or evidence-based interventions:	<p>iReady Pathway is targeted at differentiated levels.</p> <p>Flexible Math Groups - Differentiation</p> <p>Math Manipulatives- fraction bars/tiles, multiplication chart</p> <p>FEV Tutor Focus</p>
How will it be funded?	Title I, Part A: Additional materials of instruction for classroom teachers for differentiation and/or small group activities (12 K-5 teachers x \$458.33 = \$5,500.00), Additional materials to support core math programs using differentiation and/or small group strategies, (12 K-5 teachers x \$577.48 = \$6,929.81), Additional supplies to create materials of instruction for differentiation and/or small group activities (\$4.29/student x 265 students = \$1,135.88).
Steps towards full implementation with timeline:	<p>Fractions Units - January 2025 - April 2025</p> <p>Students will use iReady pathways, comprehension checks, and assessments to monitor growth and understanding of fraction standards.</p> <p>Small group exit tickets - assessing comprehension</p>
Monitoring Procedure:	<p>Beginning of the Year Assessment 8/26/24-9/27/24</p> <p>Middle of the Year Assessment 1/6/25-1/24/25</p> <p>End of the Year Assessment 4/28/25-5/23/25</p> <p>Classroom Reports from i-Ready (Personalized Instruction, Historical and Growth Reports)</p>

<b>MATH FOCUS AREA 3:</b>	Operations and Numbers
Focus Area Goal	The focus area goal is to increase the percentage of students earning a <i>Level 3: Proficient Learners</i> on the MCAP assessment by 5%. Perform operations with numbers
Root Cause(s):	Typical classroom practices do not provide enough practice within grade level content.

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	Students are lacking conceptual understanding. Students need practice rapidly and accurately recalling basic facts in all four operations.
Focus Content Standard(s):	5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Barriers:	Number sense, lack of practice, attendance
Needed Resources:	iReady Curriculum, iReady Pathway,
Strategies and/or evidence-based interventions:	iReady Pathway is targeted at differentiated levels. Flexible Math Groups - Differentiation Math Manipulatives - number lines, hundred charts, place value charts, base ten blocks FEV Tutor Focus Anchor charts Flip charts with strategies/examples
How will it be funded?	Title I, Part A: Additional materials of instruction for classroom teachers for differentiation and/or small group activities (12 K-5 teachers x \$458.33 = \$5,500.00), Additional materials to support core math programs using differentiation and/or small group strategies, (12 K-5 teachers x \$577.48 = \$6,929.81), Additional supplies to create materials of instruction for differentiation and/or small group activities (\$4.29/student x 265 students = \$1,135.88).
Steps towards full implementation with timeline:	Decimal Units - October 2024 - February 2025 Students will use iReady pathways, comprehension checks, and assessments to monitor growth and understanding of fraction standards. Small group exit tickets - assessing comprehension
Monitoring Procedure:	Beginning of the Year Assessment 8/26/24-9/27/24 Middle of the Year Assessment 1/6/25-1/24/25 End of the Year Assessment 4/28/25-5/23/25  Classroom Reports from i-Ready (Personalized Instruction, Historical and Growth Reports)

**Universal Design for Learning for MATH.**

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<b>UDL Principle/Mode</b>	<b>Representation – This is how the teacher presents the information.</b>
<b><i>Means of Representation:</i></b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>● Students have opportunities throughout the day to use technology to learn and share information. (ex. IReady Math, XtraMath, 99Math, Kahoot, Nearpod)</li> <li>● 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.</li> <li>● Teachers will post their content purpose, language purpose, and social purpose in the classroom to use during math instruction.</li> </ul>
<b><i>Means for Expressions:</i></b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<b>Expression/Action- This is how the student will demonstrate their knowledge.</b>
	<ul style="list-style-type: none"> <li>● Students use written and oral expressions to communicate their understanding.</li> <li>● 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.</li> <li>● Students participate and share their understanding through Number Talks.</li> <li>● Students will be provided long term opportunities to communicate knowledge. (ex. Math fact assessments, Math Talks)</li> <li>● 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.</li> </ul>
<b><i>Means for Engagement:</i></b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	<b>Multiple Options for Engagement</b>
	<ul style="list-style-type: none"> <li>● Students will be guided to select a variety of activities in order to achieve the content focus.</li> <li>● Students work in flex groups based upon need for support, student abilities, and opportunities to challenge.</li> <li>● Students work independently and at their own pace and instructional level while using iReady.</li> <li>● Students will interact with videos during iReady lessons.</li> <li>● Students use a variety of online and music resources to engage in learning: <ul style="list-style-type: none"> <li>○ iReady Math, Xtra Math, 99Math, Multiplication.com, iReady Math videos, Learn Zillion videos, Dr. Jean and Jack Hartmann music, and the Learning Station.</li> </ul> </li> </ul>

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**C. SCIENCE**

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

Points for Science Proficiency out of 5 = 1.9

**1. Update data charts using 2024 data results.**

\* indicates no students or fewer than 10 students in category

	2022				2023				2024				2022 to 2024
	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Total Test Takers	Level 1	Level 2	Proficient Level 3 or 4	Change in proficiency rate
		%	%	%		%	%	%		%	%	%	+ or - %
<b>MISA (SCIENCE)</b>													
<b>Maryland Results</b>	64716	20	50	30	64543	18	48	34	65006	29	47	24	<b>-6%</b>
<b>ACPS Results</b>	589	14	55	31	611	13	53	34	569	20	57	23	<b>-8%</b>
<b>All school students</b>	47	21	55	23.4	48	9	56	35.4	49	12.2	51.2	36.6	<b>1.2%</b>

<b>FOCUS AREA 1:</b>	
Focus Area Goal	<p>The focus area goal is to increase the percentage of students earning a <i>Level 3: Proficient Learners</i> on the MISA assessment by 5%.</p> <p>Earth</p> <p>All students scoring proficient on MCAP standards measuring students' ability to demonstrate knowledge of the Earth's shape is spherical.</p>
Root Cause(s):	Students have not had adequate experience with citing evidence from multiple sources.
Focus Content Standard(s):	5-PS2-1.2.a.i - Students identify and describe the given evidence, data, and/or models that support the claim, including: Multiple lines of evidence that indicate that the Earth's shape is spherical.



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Barriers:	Lack of practice citing evidence from multiple sources. Standards and concepts are taught across multiple grade levels without spiraling from grade to grade.
Needed Resources:	Materials will be needed to complete experiments.
Strategies and/or evidence-based interventions:	Teachers will use tasks in Discovery Education, FOSS Science, and Mystery Science curriculum to enhance instruction. Graphic organizers that help students use multiple sources when answering text dependent questions. Small group activities that include hands-on experiments and labs.
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 Mystery Science, Discovery Ed and FOSS Science. Fifth grade teachers will review the standards taught this year before the test.
Monitoring Procedure:	Assessments from the Mystery Science and Discovery Ed will be analyzed in 5th grade. Students will write “claim” statements to support or refute based on evidence they find through investigations.

<b>FOCUS AREA 2:</b>	Chemical and Physical Substances
Focus Area Goal	The focus area goal is to increase the percentage of students earning a <i>Level 3: Proficient Learners</i> on the MCAP assessment by 5%.
Root Cause(s):	There is not adequate practice to prepare students and these standards are taught more than a year before they are assessed. This is the last unit before testing and therefore does not get taught to proficiency.
Focus Content Standard(s):	5 - PS1-4.3.a.iii - Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
Barriers:	Pacing The timing of when the science test is given Lack of practice using multiple sources.
Needed Resources:	Materials will be needed to complete experiments.

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Strategies and/or evidence-based interventions:	Teachers will use tasks in Discovery Education, FOSS Science, and Mystery Science curriculum to enhance instruction. Graphic organizers that allow students to demonstrate their understanding of the topic. Small group activities that include hands-on experiments and labs.
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 Mystery Science, Discovery Ed and FOSS Science. Fifth grade teachers will review the standards taught this year before the test.
Monitoring Procedure:	Assessments from the Mystery Science and Discovery Ed will be analyzed in 5th grade. Students will write “claim” statements to support or refute based on evidence they find through investigations.

<b>FOCUS AREA 3:</b>	Weathering and Impact of Natural Earth Processes
Focus Area Goal	The focus area goal is to increase the percentage of students earning a <i>Level 3: Proficient Learners</i> on the MCAP assessment by 5%.
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-ESS2-1- Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
Barriers:	There is not adequate practice to prepare students and these standards are taught more than a year before they are assessed. The science unit covering this standard was replaced with a CKLA integrated unit in 4th grade.
Needed Resources:	Materials will be needed to complete experiments.
Strategies and/or evidence-based interventions:	Use tasks in Mystery Science, Discovery Ed, 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.

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Steps towards full implementation with timeline:	4th grade teachers will focus on lessons this school year and we will monitor progress on Investigation Checks and experiment reflections. Fifth grade teachers will review the standards taught this year before the test.
Monitoring Procedure:	Reflections from experiments and quick checks to assess understanding of standards will be analyzed by 4th grade teachers.

**Universal Design for Learning for SCIENCE.**

UDL Principle/Mode	Representation – This is how the teacher presents the information.
<b>Means of Representation:</b> <i>providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> <li>Students have opportunities throughout the day to use technology to learn and share information. (ex. Pebble Go, Pebble Go Next, FOSS student workbooks, Mystery Science, and Discovery Education)</li> <li>Classroom teachers use a variety of teaching strategies to meet the needs of all types of learners: auditory, visual, and kinesthetic.</li> <li>Teachers will communicate and/or the content purpose, language purpose, and social purpose in the classroom to use during science instruction.</li> </ul>
<b>Means for Expressions:</b> <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge.
	<ul style="list-style-type: none"> <li>Students use written and oral expressions to communicate their understanding.</li> <li>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.</li> </ul>
<b>Means for Engagement:</b> <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement

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	<ul style="list-style-type: none"> <li>● Students will be guided to select a variety of activities in order to achieve the content focus.</li> <li>● Students work in cooperative groups based upon need for support, student abilities, and opportunities to challenge.</li> <li>● Students will interact with videos from Discovery Education.</li> <li>● Students use a variety of online and music resources to engage in learning: <ul style="list-style-type: none"> <li>○ Pebble Go, Pebble Go Next, Mystery Doug, Dr. Jean and Jack Hartmann music, and the Learning Station.</li> </ul> </li> </ul>
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**VIII. MD School Survey Results and Plan**

<b>Staff Engagement Action Plan:</b> <b>2024 MD Report Card Score out of 3: 2.9</b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Average Score out of a possible 10.	Safety, Substance Use, 8.07
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: What steps will be taken in order to obtain the desired outcome.	<p>Emergency Plan is written and reviewed with all staff. Safety drills and reflections will be held monthly.</p> <p>The school resource officer completes interior and exterior building checks throughout the school day to check for safety. He is also present for morning dropoff and afternoon pickup for safety.</p> <p>Staff complete online training on the Safe Schools platform that addresses substance abuse and safety.</p> <p>Staff training by Dr. Powers by Hawse Health in February dealing with child trauma.</p>

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Initiative leader and team: Who is responsible and involved in the work?	Andrew Mason, Karen Sue Irons, Scott Llewellyn
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Concentration of Poverty- Staff Training- Dealing with childhood trauma Emergency Plan Emergency Response Posters in each hallway
Performance Metrics: What will you measure to gauge progress on your action steps and to determine if the identified goal has been met?	Emergency Drill Reflections Staff training reflection in February
Timeline: Include dates for implementation of action steps.	All Year August 2024 - Staff completes Safe Schools trainings
<b>Secondary Area of Need</b> State the Domain, Topic, and Average score out of a possible 10	Relationship, Instructional Feedback, 9.0
Topic Description:	Teachers need feedback on instructional practices to improve.
Strategies: What steps will be taken in order to obtain the desired outcome.	Walk Throughs - Peer to Peer Walk Throughs - District - CKLA & iReady Collaborative Planning - Grade Level Teams Team Planning - Instructional Specialists (Math & Reading), Administration Data Meetings
Initiative leader and team: Who is responsible and involved in the work?	Teachers, Administration, Specialists
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the	Blueprint Teachers to provide coverage for collaborative planning.

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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?	Grade Level Learning Walk Document
Timeline: Include dates for implementation of action steps.	All Year

<b><i>Student Engagement Action Plan:</i></b> <b><i>2024 MD Report Card Score out of 7: 6.15</i></b>	
<b>Primary Area of Need</b> State the Domain, Topic, and Score	Relationships, Student-Student Relationships, 6.22
Topic Description:	Relationships among students are noted as a concern.
Strategies: What steps will be taken in order to obtain an improved outcome(s).	PBIS  <b>Positive Behavior Interventions and Support (PBIS):</b>  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.  <b>The ‘four big rules’ that will be consistent throughout the building are:</b>  <b>Be Safe, Be Responsible, Be Respectful, and Be Ready to Learn</b>  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

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	<p>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><b><u>PBIS Activities:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Pride Ticket Reward System-</b> Students who display the targeted respectful behavior will be given a wildcat ticket by a staff member.</li> <li>● <b>Resource Reward System-</b> 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.</li> <li>● <b>Booster Reward Activities-</b> At certain times of the school year it becomes necessary to more attentively focus students on the core behavioral expectations. Booster activities are conducted to achieve that goal.</li> </ul> <p>Check In/Check Out - a system is designed to help students manage and monitor their own 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> <p>Life Skill Lessons:  Toolbox Project  Defining School Rules (September)  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>
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	Individual Counseling Group Counseling Session
Initiative leader and team: Who is responsible and involved in the work?	Teachers CAT/PBIS Team Administration School Counselor
Resources: What investments (people, equipment, time, etc) will be needed to carry out the initiative(s) (strategies/activities) to achieve the desired outcome(s)?	Staff Training on Toolbox, Ruby Payne, Bullying Guidance Counselor
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 Toolbox Project - February-June
<b>Secondary Area of Need</b> State the Domain, Topic, and Score	Community, Participation and Engagement, 6.40
Topic Description:	Participation and engagement
Strategies: What steps will be taken in order to obtain an improved outcome(s).	<b>Positive Behavior Interventions and Support (PBIS):</b>  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.



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	<p><b>The ‘four big rules’ that will be consistent throughout the building are:</b></p> <p><b>Be Safe, Be Responsible, Be Respectful, and Be Ready to Learn</b></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><b><u>PBIS Activities:</u></b></p> <ul style="list-style-type: none"><li>● <b>Pride Ticket/Class Dojo Reward System-</b> Students who display the targeted respectful behavior will be given a wildcat ticket or dojo by a staff member.</li><li>● <b>Resource Reward System-</b> 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.</li><li>● <b>Booster Reward Activities-</b> Grade level teams will create booster activities focusing on following classroom rules.</li></ul> <p>Life Skill Lessons Using the Toolbox: Students are taught about the 12 different toolbox tools during lessons. In the primary grades, students make a toolbox with each tool. In the intermediate grades, students are making a digital toolbox.</p> <p>iReady Awards- Each grade level has challenged students to pass 25 lessons per quarter. As a result, students can earn different classroom based rewards when they reach their goal. Students will be rewarded at school-wide assemblies at each quarter.</p>
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	<p>Classroom Marble Jars - As students pass an iReady lesson they put a marble in the jar to earn a classroom reward. Students vote on the classroom reward that is chosen each time.</p> <p>Reading Logs - Classrooms encourage independent reading and students complete reading logs to document their progress. Students who meet their monthly/quarterly goal can earn rewards inside their classroom.</p>
Initiative leader and team: Who is responsible and involved in the work?	<p>Teachers</p> <p>CAT/PBIS Team</p> <p>Administration</p> <p>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</p> <p>PBIS Plan</p> <p>CAT/PBIS Team</p> <p>School Staff</p> <p>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</p> <p>Office Discipline Referral Form Data</p> <p>SRSS Data</p>
Timeline: Include dates for implementation of action steps.	<p>PBIS all year</p> <p>Individual and Group Counseling as needed</p> <p>PBIS Action Plan all year</p> <p>Kindness Week in February</p>

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

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

**I.**

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<b>PRIORITY: An opportunity identified by the team in order to achieve their vision.</b>			
<b>PRACTICE: A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority.</b>			
<b>LAYING THE FOUNDATION</b> Why/What?	<b>INSTALLATION</b> Where/How?	<b>INITIAL IMPLEMENTATION</b> How are we learning?	<b>FULL IMPLEMENTATION</b> How are we sustaining?
<b>Learn Options</b>	<b>Prepare People and Systems</b>	<b>Try Out the Practice</b>	<b>Student and System Outcomes Show the Practice Works</b>
<b>Choose Practice</b>	<b>Train</b>	<b>Reflect and Recommend Improvements in Practice and System</b>	<b>Competent, Organized, Well Led System for Practice</b>

- 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.

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<b>PRIORITY: #1 Tier II Intervention Strategies</b>			
<b>PRACTICE: Review and Implement the Tier II Intervention Check-in/Check-out to supplement our current Tier II Interventions</b>			
<b>Action Step</b>	<b>Who</b>	<b>By When</b>	<b>Status Update / Next Steps</b>
<b>LAYING THE FOUNDATION</b>			
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.	Tier II Behavior Team: Principal, Assistant Principal, Counselor, 3rd Grade Teacher, 4th Grade Teacher, Special Education Teacher	September ongoing	Staff will be able to refer students and participate in available training to help implement the CICO process schoolwide.
<b>INSTALLING</b>			
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>	Tier II Behavior Team: Principal, Assistant Principal, Counselor,	October	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.

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<p><i>“What does this program look like in our school?”</i></p> <p><i>“How will we train additional staff?”</i></p>	<p>3rd Grade Teacher, 4th Grade Teacher, Special Education Teacher</p>		
<b>IMPLEMENTING</b>			
<ul style="list-style-type: none"> <li>● Staff Members review the CICO process</li> <li>● Facilitator Training for interested individuals</li> <li>● Students selected to participate</li> <li>● CICO implementation with students</li> <li>● Data/Status Tracking of student progress</li> </ul>	<p>Tier II Behavior Team: Principal, Assistant Principal, Counselor, 3rd Grade Teacher, 4th Grade Teacher, Special Education Teacher; Staff Volunteers</p>	<p>Ongoing</p>	<p>Continue to monitor student progress as well as the effectiveness of the CICO program</p>
<b>SUSTAINING SCHOOLWIDE IMPLEMENTATION</b>			
<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</p>	<p>Tier II Behavior Team:</p>	<p>Ongoing</p>	<p>Train additional staff members to function as facilitators in the CICO process.</p>

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student progress while intervention is occurring. Team meetings will be held regularly to monitor this data and additional staff will be trained in the process as necessary.	Principal, Assistant Principal, Counselor, 3rd Grade Teacher, 4th Grade Teacher, Special Education Teacher		
<b>Notes-</b>			

<b>PRIORITY: #2 Reading</b>			
<b>PRACTICE: Review and Implement the literacy program to ensure student success in the TIER I program and provide supplemental supports for students in need of Tier II and III Interventions.</b>			
<b>Action Step</b>	<b>Who</b>	<b>By When</b>	<b>Status Update / Next Steps</b>
<b>LAYING THE FOUNDATION</b>			
<ul style="list-style-type: none"> <li>✓ Implement and follow the 120 minute ELA Block and 30 minute literacy lab.</li> <li>✓ Continue to Implement the Tier I Reading Program</li> </ul>	Admin & Rdg. Leadership Team and Literacy Coach	Opening Staff Development in August	Grade Level Team Meetings and Data Meetings
<b>INSTALLING</b>			

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✓ Identify who is going to work with which grade levels.	Admin. & Rdg. LT Teachers, Literacy Coach	Oct. 17-20	<b>Completed</b>
<b>IMPLEMENTING</b>			
<ul style="list-style-type: none"> <li>✓ Grade level data meetings to review DIBELS data.</li> <li>✓ Progress monitoring will occur every six weeks in between BOY and MOY and MOY and EOY assessments.</li> <li>✓ Quarterly meetings with special education teachers to review Tier II and Tier III student's progress.</li> </ul>	Admin., Rdg. LT teachers, Literacy Coach, Sp. Ed Facilitator, Inclusion teacher	Ongoing	Continue to monitor student progress as well as the effectiveness of reading intervention and the core programs.
<b>SUSTAINING SCHOOLWIDE IMPLEMENTATION</b>			
<ul style="list-style-type: none"> <li>✓ During grade level team meetings, data will be used to continue to identify students for placement in the literacy lab as well as to track student progress while intervention is ongoing.</li> <li>✓ The School Leadership Team will review schoolwide data to track student progress while intervention is ongoing.</li> </ul>	Admin., Reading LT teachers, Literacy Coach	Ongoing	Complete LETRS training for all primary teachers. Train additional staff to run interventions in grades 4 and 5. Schedule data meetings.
<b>Notes-</b>			

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

**PBIS Tier I**

**PBIS Tier II**

**PBIS Tier III**

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.
- At the beginning of the school year, classrooms complete a passport where they review following school rules in various areas of the school - classroom, hallways, cafeteria, bathroom and playground.
- 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.
- 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.
- Classroom teachers use Class DOJO to communicate with parents and students about daily activities and behavior.
- 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



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- Mentoring
- Counselor Sessions - individual and small group
- Behavior Contracts
- Lunch groups with counselor

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

**TITLE I PARENT, COMMUNITY AND STAKEHOLDER ENGAGEMENT**

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

***(Reference the sign-off sheet at the end of this plan.)***

- How were parents, families, and community members involved in developing the School Improvement Plan?
  - Information was gathered to develop the schoolwide plan through the Title I Spring Meeting (April 2024), the Meet the Faculty and Families/Annual Title I meeting (August 2024), and during monthly meetings of the Leadership Team, in which parents and community representatives serve as participants.
  - Information was also gained during summer meetings of the Title I Planning Team.
  - The plan was shared electronically with the parents and community members to gather feedback and reflection regarding family engagement activities, support programs, data results, and established goals.
  - Once approval is received from the Board of Education, the final document and a plan overview will be provided electronically to all families and the school community with access through the school and district websites, along with the Schoology online learning platform.
  - There will also be hard copies displayed in the office and parent resource center, along with hard copies provided to families upon request.
  - The document will continuously be reviewed by the Leadership Team to revisit goals and make necessary revisions, which will then be revised and available to all families and the community.
- How were teachers, principals, and other school staff involved in developing the School Improvement Plan?
  - Information was gathered to develop the schoolwide plan through monthly meetings of the Leadership and Action Teams

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including School Leadership Team, PBIS/Climate Team, Family Engagement Team, weekly faculty meetings, and school/district professional development days scheduled on the school calendar.

-Information was also gained during the summer Title I Planning Team meetings which included parent members.

- Representatives from the action teams analyzed data to determine targeted areas of improvement and completed various sections of the improvement plan.
- The plan was shared electronically with team members to gather feedback and reflection regarding family engagement activities, support programs, data results, and established goals.
- Once approval is received from the Board of Education, the final document and a plan overview will be provided electronically to all families and the school community with access through the school and district websites, along with the Schoology online learning platform.
- The document will continuously be reviewed by the Leadership Team to revisit goals and make necessary revisions, which will then be revised and available to all families and the community.

**TITLE I STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

<b>Title I Funded Strategies to Increase Parent and Family Engagement</b>	<b>Date</b>
Stipends were provided to pay teachers to present and cover fixed charges for the Back to School Night/Annual Title I Meeting. ( $\$27.77 \times 1.5 \text{ hours} \times 23 \text{ teachers} = \$958.07 + \$76.46 = \$1,034.53$ )	8/21/24
A Title I Mid-Year Parent Monitoring Meeting will be held.	2/5/25
A Title I Spring Meeting with Parents will be held to evaluate the effectiveness of this year's plan and to gain input towards next year's plan.	May 2025
The School Parent Compact was created with parent input and is reviewed during parent teacher conferences.	10/7/24 and 3/3/25
Title I Family Engagement Coordinator reaches out to hard-to-reach parents/families and works with the classroom teachers to translate key Title I documents and invitations based on school events and activities. She holds weekly volunteer workshops, maintains a Title I	Ongoing 2024-2025

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bulletin board, and assists with parent and family engagement activities.	
Supplemental materials such as math games will be purchased for Math Day to build parental capacity to assist students at home to increase academic achievement. (13 teachers x \$77.51 = \$1,007.64)	February 2025
Supplemental materials such as books will be purchased for Literacy Day to build parental capacity to assist students at home to increase student achievement. (13 teachers x \$77.51 = \$1,007.64)	March 2025
Refreshments for Title I parent and family engagement events will be purchased. (\$12/teacher x 13 teachers x 2 events = \$312.01)	TBD
The Title I Family Engagement Coordinator collaborates with the Community School Coordinator to improve parent programs.	Ongoing 2024-2025
School Newsletter - The monthly newsletter shares upcoming school events and dates, grade level classroom updates as well as fine arts classroom information. Schoolwide parent information is highlighted including quarterly awards and attendance incentives.	Monthly

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

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

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

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Service	Provider	Explanation of Services
Community School	Concentration of Poverty grant, Christa Brakeall, Community School Coordinator	This grant provides wrap around services to improve the school and community. Activities include: hygiene pantry, clothes pantry, attendance incentives, class-specific family engagement events, social and emotional learning, professional development for teachers, healthy foods and recipes training for parents, and creation of a garden and/or chicken coop in the schoolyard for student activities.
Raising a Reader	ACPS (Early Childhood)	Raising a Reader program supports families to build, practice, and grow reading routines with children. All students in pre-k3, pre-k4, and kindergarten and their families participate.
ACPS Summer School Program	ACPS (Elementary/Special Education)	A three-week period offered to all students to reduce summer learning gaps, focusing on ELA and mathematics content.
Weekend Backpack Program	Western Maryland Food Bank	Families are provided food for the weekend through the backpack program.
Outdoor School	ACPS (Elementary)	Fifth grade students attend a five day residential outdoor school at the 4-H Center in Garrett County, MD to learn environmental science through hands-on activities.
School Health Care	ACPS (Special Education)	The school nurse and nurse aide provide health support to students and their families.
Counseling Services	School Counselor, Mental Health Specialist, Health Department Counselor	Counselors and specialists provide lessons to support character development, coping/calming strategies, therapeutic approaches, and resources for families.

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Tutoring Program	ACPS (Elementary/Special Education)	Tutoring is provided by school staff, funded through the district, focusing on math and ELA.
Blended Learning	Special and General Education Teachers, Instructional Assistants	General and special education teachers collaborate to meet the needs of all learners in the regular classroom setting.
Extended School Year (ESY/Special Education)	Special Education Staff	Extended School Year (ESY/summer) is offered to identified IEP students at various school locations who require services and support to remain consistent and continuous across typical school breaks due to the nature and severity of their disability, work on critical life skills, and breakthrough opportunities.
Family and Student Support Services	Pupil Service Team	The Pupil Service Team meets weekly to identify students and families in need of resources.
Dental Screening	Allegany County Health Department	Students are provided with dental screenings and sealants.
Vision Screening	Lions Club	Lions Club provides vision screening and access to glasses.
Learning Assistance Program (LAP)	LAP Instructional Assistant	The Learning Assistance Program provides students interventions and problem solving approaches to support behaviors.
Positive Behavioral Interventions and Supports (PBIS)	PBIS Team, School Staff	Positive Behavioral Interventions and Supports strategies are implemented schoolwide to assist students in the area of behavior.
Breakfast in the Classroom, Community Eligibility Provisions (CEP)	ACPS Food Services	Free breakfast (daily) and lunch (daily) are provided to all students.

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Safe and Snug Program	Social Services	The Safe and Snug Program provides coats to identified students.
Stuff the Bus	Community Organizations/Businesses	Stuff the Bus Program provides school supplies and backpacks to schools to support classrooms and students.
Classroom Supplies	ACPS (Finance)	Local school funding provides basic school supplies to students.
Allegany County Library	Community Libraries	The Allegany County libraries provide library cards to all students to access free resources.
Parent Conferences	ACPS (Elementary)	Parent conferences are held twice during the school year.
Reading Intervention Programs	Reading Intervention Specialist, Instructional Assistant, Teachers	Various reading intervention programs are offered based on identified student needs (Foundations, Heggerty, Read Live).
Data Dives (Five Whys) Process	Teachers, Specialists, Administration	Data dives of ELA/Math diagnostics to determine interventions, enrichments, and student groupings.
Career Day	School Counselor	Guest speakers from various vocations visit classrooms providing information about careers.
MTSS	School Staff	MTSS and data analysis meetings are held to identify student needs and plan instruction.
Drug Awareness	Cumberland City Police, Allegany County Sheriff Department	D.A.R.E. Program is offered to Grade 5 students to increase drug awareness and safety, along with Red Ribbon Week activities.
Math Intervention	Math Specialist, Teachers	The math specialist collaborates with teachers to

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		support small group instruction and determine best practices.
ELA Intervention	ELA Specialist, Teachers	The ELA specialist collaborates with teachers to support small group instruction and determine best practices.
Homeless and Foster Care	ACPS (Title I)	Title I funding provides homeless and foster care students with assistance to remain in the home school, educational programs, acceptable “social school” activities, as well as Title I-like academic services.
Adult Education	Allegany College of Maryland (ACM)	A GED program is offered to adults.
English Language Learners (ELL) Interpreters	ACPS (Special Education)	Interpreters are provided to families, as needed (parent conferences, family events, etc.).
Critical Incident Plan (CIP)	ACPS (Security)	CIP identifies safety protocols (Standard Response Protocol/SRP) and emergency drills that are practiced.
School Security Employee	ACPS (Security)	The school has a full-time employee that monitors school safety and is daily on-site.
ATSI Support	ACPS	ATSI funding provides to support the attendance initiatives, co-planning and co-teaching professional development and inclusion materials .

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

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

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

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

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

Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Title I, Part A funded stipends for additional after school articulation meetings for teachers of grades 1-5 (including fixed charges) and special education teachers (including fixed charges).	May 2024	8 teachers of grades 1-5 and 2 special education teachers	Class lists and groupings will be created.	Participants will meet with teachers of advancing grades to attain information and data on individual students to inform groupings and instructional plans.	Sign-in sheets will be maintained. Student information forms will be completed. Preliminary class lists and additional groupings will be made.



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Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Title I, Part A funded stipends for additional planning time for CKLA core reading program for teachers of grades K-2 (including fixed charges).	TBD 8 hours after school	8 teachers of K-2	Lesson plans will be made.	Participants will review CKLA resources and create lesson plans.	Sign-in sheets will be maintained. Planning forms will be completed.
Professional Learning Title	Date(s), Time, and Location	Intended Audience	Changes to occur as a result of Professional Learning	Knowledge and skills the participant will attain	Method to measure implementation of knowledge and skills in the classroom
Title I, Part A funded stipends for Title I Planning Team Meetings held in the summer (including fixed charges).	July 24, 2024 & August 13, 2024 (Completed)	Title I Planning Team Members	The team began creating the Schoolwide Program plan.	Participants attained knowledge of Title I programs.	Sign-in sheets, agendas, minutes, and meeting evaluations were maintained.

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Title I, Part A funded copies of <i>The Success Criteria Playbook: A Hands On Guide to Making Learning Visible and Measurable</i> for book study	Monthly collaboratively planning meetings (October-May)	20 teachers	Teachers will implement using success criteria strategies to increase student academic achievement.	Participants will attain information on evidence based strategies related to success criteria.	Books will be distributed, sign-in sheets will be maintained during book study sessions, and a teacher survey will be given upon completion to gauge success.
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**XIII. Management Plan**

- 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.
- 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. In addition, a snapshot of the plan will be shared in the form of a brochure.
- 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. The Title I family engagement coordinator and school support specialist and the Community School Coordinator will assist in implementing the parent and family engagement activities.
- How will student progress data be collected, reported, and evaluated by the SIT?  
ELA and Math benchmarks will be given using the Edcite, SuperKids Online Fun, and IReady. Classroom teachers can 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.

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5. How will the 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. The administration will also monitor that the plan is being followed at monthly School Leadership Team meetings. The Title I school support specialist will assist in the monitoring of the plan, and a Title I Mid-Year Parent Meeting will be held to monitor the implementation of the PFE plan.
  
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. The Title I school support specialist, ELA coach, and math coach will provide information and data. Funds were provided by the Central Office to develop the SIP. A meeting will be held with Central Office staff to review the plan.

**School Improvement Plan for Title I School - SIGN OFF SHEET**

<b>Name</b>	<b>Signature</b>	<b>Role</b>
<b>Scott Llewellyn</b>		<b>Principal</b>
<b>Karen Sue Irons</b>		<b>Assistant principal</b>
<b>Meredith Irons</b>		<b>SIP chair, 2nd-grade teacher</b>
<b>Kathy Brown</b>		<b>Pre-K3 teacher</b>
<b>Sarah Loibel</b>		<b>Pre-K4 teacher</b>
<b>Rebecca Lawrence</b>		<b>Kindergarten teacher</b>
<b>Christa Kelly</b>		<b>1st grade teacher</b>
<b>Brenda Bauer</b>		<b>3rd grade teacher</b>
<b>Mandy Abe</b>		<b>4th grade teacher</b>
<b>Tania Pressman</b>		<b>5th grade teacher</b>

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<b>Susan Willingham</b>		<b>Media Specialist</b>
<b>Michael Whitehead</b>		<b>ACPS/school Math coach or specialist</b>
<b>Rachel Winebrenner</b>		<b>ACPS/school ELA coach or specialist</b>
<b>Jennie Lockard</b>		<b>Reading Interventionist</b>
<b>Teagan Powers</b>		<b>Special education teacher</b>
<b>Sophie Shively</b>		<b>Title I teacher</b>
<b>Mary Bernard</b>		<b>Parent/Family Member</b>
<b>Laura Michael</b>		<b>Title I School Support Specialist</b>
<b>Sam Moon</b>		<b>Title I Family Engagement Coordinator</b>
<b>Christa Brakeall</b>		<b>Community Supports Coordinator</b>