



School Improvement Plan (SIP) Overview

Climate and Culture

Instead of having an individual SIP for 2021-2022, there is a districtwide focus on key ELA and math instructional practices and strategies that are resilient, resolute, and realistic towards instructional benefits for student achievement.

Cash Valley Elementary School is recognized as a 2018-2019 National Elementary and Secondary Act Distinguished School, a 2019-2020 Maryland Blue Ribbon School nominated by the Maryland State Department of Education, and a 2020-2021 National Blue Ribbon School awarded by the United States Department of Education. The Cash Valley community is referred to as a “family” and is addressed as such through all communication between the school and home. There are specific expectations that are implemented to maintain a welcoming, comfortable environment geared towards the success of the overall school community. These expectations include being respectful, responsible, and an expert learner; with the understanding that everyone will strive to perform at their best, whether it be students, staff, administration, or visitors to the building. Mindset is also a focus, emphasizing that a positive attitude determines a successful direction. The school theme is “Every Connection Counts,” acknowledging that each positive contact between students, families, and staff enhances the partnership between school and home, developing an integrated unit that has common expectations for success.

Attendance

The Maryland Department of Education sets a 94% attendance rate for students being present at school instructional growth to occur. The Code of Maryland also has additional criteria to evaluate habitual truancy and chronically absent students. To obtain acceptable rates, the following strategies are used for sufficient progress:

- The Pupil Service team conducts weekly meetings that include the expertise of the school administration, psychologist, counselor, pupil personnel worker, behavior specialist, and special education facilitator to identify attendance issues and review evidence of absentee documentation.
- Attendance concerns will be addressed through district level automated phone calls, school level personal phone calls, family conferences, pupil personnel home visits, and legal counsel.
- Regular communication with families will also continue through the school nurse to document absences due to significant health and medical situations.
- Students are recognized at quarterly assemblies and awarded a charm for perfect attendance (100%) or excellent attendance (2 or less days reflective of the 94% expectation).
- During the daily opening routine, teachers will conduct conversations regarding the importance of being present at school. Each class has an attendance banner that will be displayed in the classroom when perfect attendance is achieved.
- Key messages from the *Attendance Works* resource will be shared with parents in newsletters and on the school website, along with Ready4K communication.
- Student engagement with academic activities will occur during quarantine periods.

Mission Statement

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

English Language Arts (ELA)

Content Focus (Back to the Basics):	Provide direct, explicit, and systematic instruction using a gradual release of responsibility from teacher to student.
Daily Instructional Practices:	<ul style="list-style-type: none"> -Direct instruction refers to instructional approaches that are structured, sequenced, and led by teachers. -Explicit Instruction provides direct explanation (clearly explained and skills are clearly modeled). Vocabulary/language is concise, specific, and related to the objective/content purpose. This includes a high level of teacher and student interaction. -Systematic instruction is a carefully planned sequence. The goal is to maximize the likelihood that students possess the prior knowledge and understanding to relate and learn new concepts or skills.
School Improvement Strategies:	<ul style="list-style-type: none"> #1-Instruction aligned with the current research base within the science of reading, using a gradual release of responsibility from teacher to student, utilize core program materials and routines as the basis for instruction. #2 (Grades K-2)-Phonemic awareness and phonics with multiple opportunities throughout the day for distributed practice of decoding and encoding. #3-All reading and writing activities are intentional, including specific focus on meeting the demand of identified standards, leading to mastery. #4-Modeling and close reading strategies used to ask and answer questions that are text dependent and inference based; incorporate structures/practices for student accountability to revisit the text for evidence that supports responses. #5 (Grades 3-5)-Core program use of read alouds, collaborative reading, and independent reading of various literary and informational texts, provide multiple opportunities to analyze text structures and author's purpose, identify the main idea and key details, and determine how examining those aspects of texts support overall comprehension. #6-System of universal screening, data analysis, and collaborative planning provide targeted Tier 2 and Tier 3 reading interventions for identified students. Incorporate progress monitoring to measure growth. *Pre-Kindergarten-Instructional activities are aligned to Maryland's revised pre-k standards, focusing on early foundational math and reading skill instruction. Incorporate daily systematic, sequential phonemic awareness and beginning phonics instruction, with hands-on distributed practice opportunities occurring throughout the day.
Special Education High Leverage Practices:	<ul style="list-style-type: none"> #1-Explicit instruction is used by modeling problem solving, enacting strategies, completing tasks, and classifying concepts. #2-Intensive instruction is based on the intensity of the student's learning and behavioral challenges. #3-Student assessment data and analysis of instructional practices are used to make necessary adjustments that improve student outcomes. #4-Scaffold supports provide temporary assistance to students to successfully complete tasks with success. #5-Flexible groups are based on explicit learning goals, peer interactions, and feedback to support productive learning.

Mathematics

Content Focus (Back to the Basics):	Provide direct, explicit, and systematic instruction using a gradual release of responsibility from teacher to student.
Daily Instructional Practices:	<ul style="list-style-type: none"> -Direct instruction refers to instructional approaches that are structured, sequenced, and led by teachers. -Explicit Instruction provides direct explanation (clearly explained and skills are clearly modeled). Vocabulary/language is concise, specific, and related to the objective/content purpose. This includes a high level of teacher and student interaction. -Systematic instruction is a carefully planned sequence. The goal is to maximize the likelihood that students possess the prior knowledge and understanding to relate and learn new concepts or skills.
School Improvement Strategies:	<ul style="list-style-type: none"> #1-Instruction using a gradual release of responsibility from teacher to student. #2-iReady Classroom math program is used with fidelity; core program materials and routines are the basis for instruction. #3-Two weekly intervention/enrichment periods include individual pathways or small group Tier 2. #4-A minimum of 20 minutes is for student pathways and flex group Tier 2 instruction on three day weekly. #5-Number Talks are implemented at least three days weekly.
Special Education High Leverage Practices:	<ul style="list-style-type: none"> #1-Explicit instruction is used by modeling problem solving, enacting strategies, completing tasks, and classifying concepts. #2-Intensive instruction is based on the intensity of the student's learning and behavioral challenges. #3-Student assessment data and analysis of instructional practices are used to make necessary adjustments that improve student outcomes. #4-Scaffold supports provide temporary assistance to students to successfully complete tasks with success. #5-Flexible groups are based on explicit learning goals, peer interactions, and feedback to support productive learning.

Early Learning

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

Universal Design for Learning (UDL)

UDL Principle/Mode	Representation – This is how the teacher presents the information.
Means of Representation: <i>providing the learner various ways of acquiring information and knowledge.</i>	-Use of SMARTboards to provide engagement and interactive experiences for visual learners. -Use of web-based reading programs and multimedia resources throughout reading instruction. -Provide student choices regarding auditory support to access stories and support fluency and comprehension. -Use of various graphic organizers for daily quick writes and extended writing pieces. -Use of a multisensory approaches to differentiate reading and writing instruction. -Incorporate games to practice math concepts. -Use of manipulatives to work from concrete to abstract thinking. -Teacher modeling to develop metacognition.
Means for Expressions: <i>providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	Expression/Action- This is how the student will demonstrate their knowledge. -Use of various methods (kinesthetic, auditory, and visual) to support reading instruction and intervention. -Use of structured goal setting activities to aid students in monitoring their reading progress. -Provide options for students to demonstrate what they have learned. -Use of math journals to explain math reasoning and modeling. -Use of individual laptops to engage in math practice. -Use of models and graphic organizers to scaffold conceptual understanding. -Student choice of strategies and products to demonstrate understanding. -Use of number talks and problem sets to allow opportunity for students to show their thinking and problem solving process.
Means for Engagement: <i>tap into learners' interests, challenge them appropriately, and motivate them to learn.</i>	Multiple Options for Engagement -Use interest inventories to provide opportunities for students to read stories of interest at a specific Lexile level. -Provide learning targets and success criteria to promote knowledge of expectations and optimize motivation. -Use of flexible groups, partner work, and peer collaboration during reading and writing instruction. -Use of technology for practice and assessment (iReady, Superkids, CKLA, PebbleGo, Zearn, ScootPad, Freckle). -Modify student pathways to meet the needs of all learners' levels. -Use of real world problem solving tasks to ensure authentic learning. -Use of formative practices (FAME/FALT) for goal setting, clarifying targets, success criteria, collaborative groups, peer feedback, and self-assessment.

Title I Family and Community Engagement

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

- Despite the health pandemic, parent programs will continue to be offered virtually, socially distanced, or in-person to meet the needs of students and families in 2021-2022. Each academic action team, ELA/Social Studies, Math/Science, and Technology/STEM, will host a family event, one per each marking period. Special grade level activities will also continue to be held, such as virtual middle school readers and college STEM demonstrations.
- Effective outreach to parents of English learners and hard to reach parents will be a target goal with continuous invitation approaches to events.
- Weekly workshops are scheduled each Tuesday and are facilitated by the Family Engagement Coordinator. Volunteer workshops are not possible at this time due to the health pandemic. The Family Engagement Coordinator will assist the school in planning and preparing for virtual events and safe distribution of materials. Also, the coordinator will assist in collecting documentation and communicating with parents.
- Masonic Potomac Lodge partnership continues to support the PBIS initiatives, along with partnerships with Evergreen elementary edible gardens, SNAP-ED health instruction, church backpack program, and the Lions Club awareness and medical outreach.
- Schoology, district-wide distance learning platform, is used for communication and to continue online educational learning experiences.

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 and State Programs also completes the Annual Comparability Report. Additionally, the elementary supervisors hold monthly Elementary 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, Title I funding is utilized to supplement the local funding. The funding areas include professional development, materials of instruction, subscriptions, web-based resources, salaries, stipends/substitutes, equipment repair, office/operations, and parent/family engagement.

The Parent School Compact outlines expectations for teachers, families, and students in order to focus on increasing academic achievement. Teachers review the compact with students and families throughout the school year. Annual meetings are scheduled to review the school/family compact, budget areas, and implementation approaches, with input from the Central Office, school staff, families, and community members.

TITLE I TIPS

Cash Valley has a school-wide Title I Program. This means that the federally funded instructional staff may work with all children in the school. The school develops a school-wide Title I program designed to increase academic achievement for all children. A school-wide program uses federal funds to meet the needs of all students more effectively. Title I provides additional resources for the school, such as instructional materials, professional development, parent information, parent/family engagement programs, and extra staffing to provide instructional support.

Parents have the right to know the certification status of the teachers and instructional assistants that work with their children. This information is available by sending a written request to: Chief Human Resource Officer, 108 Washington Street, Cumberland, MD 21502.

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Vision Statement

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

Positive Behavioral Intervention & Supports

The main goal is for students to be present during instruction and achieve academically; therefore, specific discipline procedures are in place to support learning and provide consistent outcomes. Behavior is observed using a three-tiered model, with specific consequences relating to misconduct. Level 1 behavior categories are initial observations of a persistent behavior and are classroom managed. Level 2 behavior categories are chronic occurrences from Level 1 that can either be classroom or office managed. Level 3 behavior categories are chronic occurrences from Level 2 that are administrative managed. With each level, strategies are used to provide support to change behavior and always begin with a student conference to reflect on choices and identify expected behavior for the future. The focus areas are the following:

- Quarterly student-centered booster/incentive activities recognize PBIS school-wide expectations, along with a growth mindset and mindfulness practices.
- Class Dojo is a resource that validates positive behavior inside and outside the classroom; providing a visual reinforcement that is understandable to all age groups and is also a communication tool with families.
- Mindfulness classroom lessons facilitated by the school counselor is conducted in all classrooms.
- Anti-Bullying Awareness Month is promoted by the school counselor through classroom grade-level lessons, along with weekly lessons on similar topics.
- The Cash Valley Character Pledge is recited during daily announcements and the guidance counselor conducts lessons about being mindful, peaceful, positive, and behavioral choices supporting the expectations.
- Restorative practices are implemented to peacefully problem-solve between those that display harmful actions and those that are harmed by the actions in order to resolve the situation by repairing relationships.
- Weekly PST and monthly Culture and Climate meetings are scheduled to review discipline data (SRSS, referrals), making recommendations for interventions and monitoring student progress.
- A Check In/Check Out point system program is used to provide daily monitoring of expected behaviors and mentoring for identified students.
- Social groups are formed based on screening data, teacher input, and Tier 2 team recommendations.
- Buddy systems are provided to certain students to build relationships and form a positive connection at school.
- Identified students meet with the LAP IA/counselor before school to participate in calming and mindfulness activities.
- Students have opportunities to visit the Mindful Moments Room for relaxation and coping skills.
- Structured breaks are scheduled to assist with engagement of students.
- Non-verbal visual cues, hand signals, and prompts are used as reminders for students to remain on task.
- Classroom and school-wide incentives provide recognitions for students.
- Sensory tools are available.
- The Toolbox program is implemented to provide behavioral strategies.

Core Values

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