Allegany County Public Schools
2018 – 2019 School Improvement Plan

School: Cash Valley Elementary   **Principal: Jacqueline Enright**

TEGRATED EDUCATIONAL FRAMEWORK

ssion, Vision, and Core Values

<u>**Vision**</u>
All students will reach their full potential, achieve success, and become productive citizens.

<u>**Mission Statement**</u>

h Valley Elementary School *Team*, in partnership with families and the community, will ensure the success of all
by:

ling a safe, positive learning environment

tating support with executive functioning and mindfulness to help students grow emotionally, socially, and
cally

menting differentiated instruction to meet diverse needs of all children

ing high expectations and growth mindset development

ring independent learners who actively participate, work collaboratively, and think critically

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Core Values

ildren can learn

xpectations need to be fostered in all children

ed to provide structures for students to become prepared for lifetime learning: collaboration, critical thinking, and endence

gs of security and positivity foster student success. We need to help students understand how their brain works, e strategies that foster a growth mindset, and help students to develop executive functioning skills.

nts come with diverse needs - we need to plan and adapt instruction to meet those needs

erships with the community, parents, and extended family members help us to know our students, creating a culture iliarity and trust.

SION, MISSION, CORE VALUES, AND LEADERSHIP

1. What is the role of the principal in the School Improvement Process at your school?

    -As principal, I am the main facilitator of the Leadership Team meetings. I ensure that a structured process is used to review data and create plans for improvement. As the team completes initial stages of the needs assessment, I share data information and determine areas of need with grade level teachers to get their feedback and input for creating action plans to address the needs. The data analysis results and discussion provide insight into school-wide goals for development of SLOs. I gather data and planning tools from the SWIFT work to make sure plans are created to include actionable steps, include research based strategies, and contain a process that considers implementation science. It is always my goal to ensure that teachers and staff understand why we're doing what we're doing, how strategies are connected to each other and previous work, and expectations for support of initiatives. As plans are finalized, I also ensure that a synopsis of the main components of the plan, in easy to understand language, is presented to the school community.   I also plan for review of SIP progress by including data reviews and implementation updates on the Leadership Team agendas.

2. What is the purpose of your school leadership team in the School Improvement Process?

    -The leadership teams is engaged in all aspects of school improvement. The leadership team works collaboratively   to review data, work through the problem solving process to drill down to the heart of the determined issues, and create strategic action plans to make improvements. The

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leadership team ensures that all work is streamlined to meet the identified needs, monitors data, and adjusts strategies if needed. Through the work of the leadership team, the SIP is a living document that provides focus. Team members are also responsible for communicating goals and progress to other staff.

3. Does your school improvement team (SIT) represent your entire school community, including parents/guardians?
-Our leadership team contains representation from each grade level, special educators, specialists, and administration. Parents are invited to be members of our team, and typically, one parent serves on the team.

4. What additional opportunities exist for everyone in your school community to meaningfully participate in school decision-making processes?
-All staff have the opportunity to actively participate on school teams that require decision making related to our school's goals. Current school teams include ICT, PBIS/Climate, Family Involvement Team, Wellness/Social Team, and Emergency Prep Team. School Teams meet at least monthly with updates being provided at staff meetings. Other decision-making opportunities occur at grade level team planning meetings, PLC meetings, and Instructional Assistant meetings/trainings.

5. What is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school and community?
-Core values are articulated from staff and parent input to reflect our hopes for our school community. An annual review activity of the vision and mission is completed with staff to discuss accomplishments, new curricular expectations, and relevant data in order to determine needed adjustments to our goals within the mission. An annual review of vision and mission is completed with parents during a PTO meeting to gain their input. Detailed newsletters are sent home monthly. Articles from the principal include reminders of the vision / mission as well as specific strategies for parents that are aligned with strategies being incorporated within the school setting (related to the mission). The vision and mission are posted on the school's web site and PTO Facebook page. Signs with the school mascot and the logo part of the mission are posted throughout the school. Through structured action planning after data analysis (using the SWIFT framework), the leadership team creates plans and determines specific strategies for improvement that fall under the umbrella of our continued mission and vision.

6. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur? -This year marked the 40th anniversary of Cash Valley School. To start the year, staff participated in a reflective activity to articulate successes and challenges within Cash Valley's history. Key events were posted on a timeline and the school's culture over time was discussed. This led into review and reflection of our current core values, vision,

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and mission. Prior to that, the last review was done in January 2018. In February 2018, a review activity was conducted with parents at a PTO meeting.   At least one review activity is conducted annually.

7. Have you adjusted the school's mission and vision to changing expectations and opportunities for the school and changing needs and situations of students? If so, why?

- The vision and mission have been adjusted over the years to reflect the needs of students, families, and curriculum. For example, as we recognized the facets of the new common core standards related to problem solving, collaboration, and perseverance, staff realized those traits should be included in our goals for students. Additionally, using the SWIFT framework and practice profile tools brought to light our responsibility for continually striving to meet the needs of ALL learners through attention to Multi-Tiered Systems of Support, collaboration among stakeholders, and structures for planning and implementation. As we monitor our practices and progress, we realize next steps in our efforts to ensure student success. Recently added components include growth mindset practices and ways to help students "drive their brains."

ture, Climate, and Inclusive Community

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

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

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

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

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

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

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

arrative or bulleted form, address your school's **climate**, **culture, and inclusive community**.

e strive to ensure that all students feel they have opportunities to succeed, that they are treated fairly, and they have support from the ults charged with their care and learning. As a regional center for students who require placement in structured learning environment ssrooms, we continually work toward making their experiences in our school inclusive. Collaboration among classroom teachers, special ucators, instructional assistants, resource teachers, administrators, food service and custodial staff is required to successfully build an clusive community. We work to facilitate open conversations and structured planning sessions to meet students' needs. Following are ecific examples that support a positive culture at Cash Valley:

- Critical Incident Response plan is shared with staff and debriefing sessions are held following drills. Parents are notified after each drill is conducted.
- Specific character traits are taught and reinforced.
- Student recognition is provided for following expected behaviors (be respectful, be responsible, be an expert learner) and demonstrating character traits

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- Staff members are recognized and celebrations are shared at Leadership Meetings and Staff Meetings
- Through continual work on inclusive practices, a culture of acceptance and support is fostered.
- Teacher focus on teaching growth mindset and goal setting with students.
- Small group teaching allows teachers to know their students' strengths and deficits and data is utilized to make instructional decisions.
- Structures of PBIS are followed with fidelity. A tiered system is utilized to promote school-wide practices and identify and address behavioral/social/emotional needs of individual students.
- Active School Wellness Team facilitates physical, mental, and emotional health for staff and students.
- Multiple opportunities are offered for parents to attend school-based events and volunteer.
- Leadership Team provides a forum for data analyses, collaborative problem solving and decision-making.

dent and/or Staff Engagement Action Plan

Student and/or Staff Engagement Action Plan	
eas of needed improvement: e the issue (s) that needs l?	Areas that require improvement include morale and communication

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ties: What steps will be taken obtain the desired).	- Use of Google Classroom to share updates and provide a weekly overview of events/activities. At least Weekly - Sept - June - Staff will engage in activities to develop mindfulness at the staff and student level -Book Study - Bi-weekly Oct-Feb, Mindfulness activities embedded daily, Sept-June - PBIS program and Wellness Team will incorporate strategies and activities that promote motivation, ownership, and sense of community. -Monthly events Sept - June - Planned trainings and discussion sessions will be provided to instructional assistants across the year. -5-8 times per year
eader and team: Who is e and involved in the work?	- Google Classroom - Jackie Enright, Derek Horne - Mindfulness Activities - Sarah Stiteler, school psychologist and administrators - PBIS/Wellness - Derek Horne, Stephanie Caporale, Amy Eber, Linda Lewis, Kathy Miller - Instructional Assistant Training - Chris Cooper, Special Ed Instructional Specialist, and administrators
s: What investments (people, t, time, etc) will be needed to he initiative(s) /activities) to achieve the tcome(s)?	- Funds for activities (Wellness Grant, fundraising monies) - Monthly meetings and bi-weekly sessions for mindfulness - Books for mindfulness book study - Access to technology resources

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s: What are the major events omplishments for this?	- Information sharing - Positive school culture - Mindfulness practices
ce Metrics: What will you o gauge progress on your s and to determine if the goal has been met?	- Mid-year and end of year surveys to gather staff input on initiatives
nclude dates for ation of action steps.	*See Key Activities above for timeline

)L DEMOGRAPHICS

ff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		24	24
Itinerant staff		12	12
Paraprofessionals	2	17	19
Support Staff		4	4
Other	1	15	16
Total Staff	3	74	77

Table 2					
Under each year, indicate the percent as indicated of individual in each category.	2014 – 2015 Official Data	2015 – 2016 Official Data	2016 – 2017 Official Data	2017 – 2018 Official Data	2018-2019 Official Data
Percentage of faculty who are: ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s)	100% 0%	100% 0%	100% 0%	100% 0%	100% 0%
For those not certified, list name, grade level course	-	-	-	-	-
Number of years principal has been in the building	7	8	9	10	11
Teacher Average Daily Attendance	94.7%	94.8%	95.7%	94.5%	

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dent Demographics

Table 3				
SUBGROUP DATA				
SUBGROUP	**2015-2016 TOTAL**	**2016 – 2017 TOTAL**	**2017-2018 TOTAL**	**2018-2019 TOTAL**
American Indian/Alaskan Native	≤ 10	≤10	≤10	≤10
Hawaiian/Pacific Islander	≤ 10	≤10	≤10	≤10
African American	≤10	≤10	≤10	11
White	296	252	245	235
Asian	≤ 10	≤10	≤10	≤10
Two or More Races	24	29	17	15
Special Education	86	79	63	81
LEP	≤10	≤10	≤10	≤10
Males	175	179	166	159

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Females	138	125	111	108
Total Enrollment (Males + Females)	313	304	277	267
Farms (Oct 31 data)	**61.31**	**61.54**	**65.58**	**n/a**

ecial Education Data 2018-2019 School Year (As of September 30, 2018)

Table 4					
Disability	**TOTAL**	**Disability**	**TOTAL**	**Disability**	**TOTAL**
01 Intellectual Disability	6	06 Emotional Disturbance	0	12 Deaf-Blindness	0
02 Hard of Hearing	0	07 Orthopedic Impairment	0	13 Traumatic Brain Injury	0
03 Deaf	0	08 Other Health Impaired	15	14 Autism	8
04 Speech/Language Impaired	19	09 Specific Learning Disability	4	15 Developmental Delay	23
05 Visual Impairment	0	10 Multiple Disabilities	3		

DANCE

Table 5	2017-2018

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School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	94.8%	Y
Grade 1	94.6%	Y
Grade 2	94.8%	Y
Grade 3	93.9%	N
Grade 4	96.7%	Y
Grade 5	94.7%	Y

...mplete the table and then calculate the annual change by taking difference of 2016-17 and 2017-18 and dividing by 2016-...7. Represent as + or - based on increase or decrease of data.

Table 6					
Attendance Rate					
Subgroups – School Level Data	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**Percent of Change**
All Students	> 95	> 95	94.9%	94%	-1%
Hispanic/Latino of any race					
American Indian or Alaska Native					
Asian					
Black or African American			91.0%	92.9%	+2%
Native Hawaiian or Other Pacific Islander					
White	> 95	> 95	93.8%	93.8	No change
Two or more races	94.8%	93.7%	95.7%	96.1%	+.4%
Special Education	94.7%	93.9%	92.6%	91.9%	-1%
Limited English Proficient (LEP)					
Free/Reduced Meals (FARMS)	94.9%	94.4%	93.0%	93.6%	+1%

be where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups, especially
Education, FARMS, ELL and lowest attending.

allenges exist in consistent attendance rates for students in the Special Education subgroup. Cash Valley serves as a regional
ting for students with significant special needs. In any given year, we may have students whose health needs require that
y be out of school for intermittent or extended periods of time. That was the case with specific students in the 2017 - 2018
ool year, causing a drop in attendance rates for one grade level and the Special Education subgroup.

be 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.
laborate with the Pupil Personnel Worker to ensure absences are correctly documented. (weekly Pupil Service Team Mtgs)
ntinue to regularly communicate with families regarding students' absences for significant health needs.

JAL TRUANCY

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

sed on the Examination of the Habitual Truancy Data, respond to the following:

w many students were identified as habitual truants?

0 Students were habitually truant

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

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JATION AND DROPOUT RATE – High Schools Only Not Applicable

L SAFETY/ SUSPENSIONS
pension – In school and out of school suspensions
ool Safety – Suspension for Sexual Harassment, Harassment, and Bullying
mplete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses of
lying/ harassment. Calculate the annual change by taking difference of 2016-27 and 2017-28 and dividing by 2016-2017.
oresent as + or - based on increase or decrease of data.

ble 9				
SPENSIONS				
	All Students			
bgroup	**2015-2016**	**2016-2017**	**2017-2018**	**Percent Change from 2017 to 2018**
tal Referrals	38	75	45	- 40%
Suspensions	7	13	1	- 92%
School				

it of School				
xual Harassment Offenses	0	0	0	N/A
rassment/Bullying Offenses	0	0	0	N/A

it on the number of suspensions for your school related to these incidents and provide a plan to reduce that number, if
le.

gh consistent implementation of Tier II strategies and bi-monthly team meetings, students with behavioral issues will be
y monitored. Tier II team members will use problem solving, data collection, and research based interventions to support
ints.

LEARNING

A. Complete the chart with KRA results.

en Readiness Assessment								
	2015-2016		**2016-2017**		**2017-2018**		**2018-2019**	
	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated	Total Number	Percent Demonstrated
Literature	21/39	54%	11/31	35%	13/35	37%	15/26	58%
cs	15/39	38%	8/31	26%	5/35	14%	14/26	54%
dations	25/39	64%	19/31	61%	27/37	73%	13/26	50%

velopment	24/39	62%	13/31	42%	14/37	38%	18/26	69%

B. Complete the chart for composite scores of KRA. Complete the percent of change by subtracting 2017-2018 from 2018-2019. Indicate the percent as a gain (+) or a loss (-).

Score Results									
	2015-2016		**2016-2017**		**2017-2018**		**2018-2019**		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Change in %
ed	21/39	54%	9/31	29%	13/35	37%	16/26	62%	+ 25%
g	14/39	36%	15/31	48%	15/35	43%	5/26	19%	- 24%
	4/39	10%	7/31	23%	7/35	20%	5/26	19%	- 1%

on the examination of the 2018-2019 R4K Kindergarten Readiness Assessment Data:

ribe the school's plans, including any changes or adjustments that will be made, for ensuring the progress of students who
kindergarten with Emerging Readiness or Approaching Readiness as determined by the Maryland Kindergarten Readiness
ssment. Include a discussion of the best practices your school has implemented to address the achievement gaps found in
indergarten Readiness Assessment data and the data that will be collected to show that the best practices have been
tive.

ial **Foundations:**

- Use of "Drive Your Brain" Activities to build metacognition, self-regulation and self-directed learning, executive function, higher-order thinking, and mindfulness
- Calming stations/sensory interventions

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- Use of Second Step curriculum
- MIndfulness lessons facilitated by school psychologist
- Opportunities to visit MIndful Moments Room
- School based counselling through the Health Department
- A focus on classroom routines and schoolwide expectations (in line with PBIS and school-wide behavioral expectations)
- Use of visuals for students with special needs to communicate their feelings, wants, and needs.

guage and Literacy:

- Use of "Drive Your Brain" Activities to build metacognition, self-regulation and self-directed learning, executive function, higher-order thinking, and mindfulness in order to build stamina with classroom ELA routines.
- Implementation of Reading Strategies from the book The Reading Strategies Book by Jennifer Sarrevallo
- Use of phonemic awareness routines from Phonemic Awareness: The Skills That They Need to Help Them Succeed!
- Incorporation of daily oral language development exercises to build vocabulary
- Strategic planning of small group intervention
- Making connections to 1st Grade for vertical alignment
- Use of kinesthetic approach for learning letters and handwriting

thematics:

- Use of "Drive Your Brain" Activities to build metacognition, self-regulation and self-directed learning, executive function, higher-order thinking, and mindfulness to sustain attention and persevere through problem solving
- Consistent use of Eureka curriculum (Tier I program) and strategies across general and special education settings
- The use of concrete representations to meet students' developmental learning needs before the use of written and pictorial representations in the mathematics setting
- Use of formative practices to identify and meet student needs

sical Well-Being and Motor Development:

- Integration of physical movement breaks throughout the day
- Integration of movement activities into core content

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- Use of research based handwriting program, Handwriting Without Tears, to increase fine motor abilities in writing
- Use of interactive centers that address weaknesses in fine motor development

a Collection Practices
- Team planning to review and discuss formative assessment data and student progress.
- Basic skills screener and checklists maintained by classroom teachers to track student progress
- Math Planning and Progress meetings held quarterly to determine training needs for Pre-K and K teachers. Data Sources: Monthly Progress and Planning Meeting Minutes, Eureka assessments
- Implementation of Eureka Math in Pre-K and Kindergarten to align instructional tools, methods, and vocabulary; and ensure coherence across grades. Data Sources: Monthly Progress and Planning Meetings, benchmark assessments, Eureka End of Module assessments.
- Classroom teacher and reading specialist deliver reading interventions. Data source: DIBELS, fidelity protocols for specific programs
- Close monitoring of DIBELS screening and progress monitoring data in kindergarten. Use of fidelity protocols to assess implementation of research-based ELA practices and intervention programs. Data sources: DIBELS and progress monitoring, Skills checklists, fidelity protocols, ELA Protocol/Checklist, QPS screener, mid-unit assessments from Fundations

ribe how the school is working in collaboration with their local preschool partners (i.e., Judy Centers, Preschool Special ation; Preschool Expansion sites; Head Start; Child Care Programs) to ensure that children are entering kindergarten ionstrating readiness".

- Collaboration with Head Start throughout the year if issues surface regarding individual students, joint registration held at the school, IFSP development and communication during spring articulation meetings. Dual enrollment of student in Pre-K/Head Start.
- Collaboration with Kids Korner, private child care center housed in the school, to include them in school-level activities during the school year and accommodate for space in the summer. Provide option for students to attend half day in their program and half day Pre-K.
- Special Educators and early childhood staff are included on the School Leadership Team.

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- Students from Cash Valley with IEPs are provided opportunities to attend the Judy Center Summer Program if determined appropriate by the team.
- Cash Valley provides a regional program for 3-year-old children to ensure access to inclusive settings for early childhood students with special needs
- Cash Valley is a regional setting for early childhood students with special needs who require a more restrictive setting with transitioning experiences into inclusion.
- Team planning and Professional Learning Communities include Pre-K General Education Teachers and Special Education Teachers.
- Support from Child Find clinic to identify students with developmental delays and provide plans for growth

MIC PROGRESS

ryland remains committed to addressing significant gains and progress for all students. As part of the 2017 Bridge to ellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, ectives and strategies to determine their effect on student achievement and classroom practices. Schools in Allegany County required to do the same.

SH LANGUAGE ARTS

ding/ELA Data Overview

ng Term Goal: To prepare 100% of students to be college and career ready by graduation.
ort Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.
eading – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015, 2016, 2017, 2018 Data Results.

	2015							2016							2017							2018						
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
0		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
	48	16	33.4	17	35.4	15	31.3	38	9	23.7	12	31.6	17	44.8	27	3	11.1	8	29.6	16	59.3	41	13	31.7	9	22	19	46.4

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	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5	
or																												
f any																												
n or ander	44	16	36.4	14	31.8	14	31.8	29	6	20.7	9	31	14	48.3	22	2	9.1	7	31.8	13	59.1	39	12	30.8	9	23.1	18	46.1
aces																												
ion																												
als	25	11	44	10	40	4	16	24	8	33.3	5	20.8	11	45.8	20	3	15	8	40	9	45	23	10	43.4	6	26.1	7	30.4
	20	7	35	6	30	7	35	20	3	15	5	25	12	60	15	2	13.3	4	26.7	9	60	14	3	21.4	4	28.6	7	50
	28	9	32.1	11	39.3	8	28.6	18	6	33.3	7	38.9	5	27.8	12	1	8.3	4	33.3	7	58.3	27	10	37	5	18.5	12	44.4

	2015				2016				2017				2018			
	Total	Level 1 or 2	Level 3	Level 4 or 5	Total	Level 1 or 2	Level 3	Level 4 or 5	Total	Level 1 or 2	Level 3	Level 4 or 5	Total	Level 1 or 2	Level 3	Level 4 or 5

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	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%
	27	3	11.1	10	37	14	51.8	51	5	9.8	13	25.5	33	64.7	34	4	11.7	7	20.6	23	67.6	22	2	9	3	14	17	77
Alaska																												
erican																												
ny																												
Other																												
	24	2	8.3	9	37.5	13	54.1	42	4	9.5	8	19	30	71.4	28	4	14.3	4	14.3	20	71.4	18	2	11	2	11	14	78
icient																												
s	15	3	20	7	46.7	5	33.3	28	5	17.8	9	32.1	14	50	21	3	14.3	4	19	14	66.7	14	2	14	2	14	10	71
	13	1	7.7	5	38.5	7	53.9	22	2	9	5	22.7	15	68.1	20	2	10	5	25	13	65	13	1	8	2	15	10	77
	14	2	14.3	5	35.7	7	50	29	3	10.3	8	22.6	18	62.1	14	2	14.3	2	14.3	10	71.4							

2015	2016	2017	2018

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	Total #	Level 1 or 2 #	Level 1 or 2 %	Level 3 #	Level 3 %	Level 4 or 5 #	Level 4 or 5 %	Total #	Level 1 or 2 #	Level 1 or 2 %	Level 3 #	Level 3 %	Level 4 or 5 #	Level 4 or 5 %	Total #	Level 1 or 2 #	Level 1 or 2 %	Level 3 #	Level 3 %	Level 4 or 5 #	Level 4 or 5 %	Total #	Level 1 or 2 #	Level 1 or 2 %	Level 3 #	Level 3 %	Level 4 or 5 #	Level 4 or 5 %
	49	15	30.6	12	24.5	22	44.9	27	7	25.9	6	22.2	14	51.8	52	9	17.3	14	26.9	29	55.8	39	3	8	4	10	32	82
any																												
ler	45	14	31.1	10	22.2	21	46.6	25	6	24	6	24	13	52	43	6	14	11	25.6	26	60.5	33	3	9	4	12	26	79
ficient																												
ls	25	10	40	7	28	8	32	14	7	50	3	21.4	4	28.5	28	6	21.4	10	35.7	12	42.9	23	2	8	3	13	18	79
	29	9	31	6	20.7	14	48.2	13	2	15.4	2	15.4	9	69.2	23	2	8.7	6	26.1	15	65.2	21	2	10	0	0	19	91
	20	6	30	6	30	8	40	14	5	35.7	4	28.6	5	35.7	29	7	24.1	8	27.6	14	48.3	18	1	6	4	22	13	72

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lyze the data results for ELA 3-5; 6-8; 10 to determine underperforming areas.
lude FARMS, SE and other selected focus subgroups in your analysis.

alyze Data Results and Strategy Implementation from 2017-2018 SIP. Were the identified goal(s) met? If so, how will the goal sustained?

Describe the gains made in focus areas.
- Although the gap between FARMS scores did not improve from last year, there were substantial overall increases in scores for All Students. In grade 5, the gap between FARMS and nonFARMSs ….Considering the growth in overall scores, the subgroup gaps did not substantially widen.
- Grade 4 scores increased overall. In 2017, all students scored 67.6% in the Level 4 or Level 5 proficiency range. In 2018, scores increased to 77% in the Level 4 or Level 5 range.
- Grade 5 scores increased overall. In 2017, all students scored 55.8% in the Level 4 or 5 proficiency range. In 2018, scores increased to 82.0% in the Level 4 or Level 5 range.

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?
- Use of multiple media (video clips, SMARTBoard, ConnectEd, etc). throughout reading instruction.
- Use of quick writes and organizers to activate background knowledge.
- Students were provided choices of tools to produce writing (Word, Power Point, Pencil, online thesaurus, graphic organziers, etc.)
- Learning goals and success criteria to promote knowledge of expectations and optimize motivation
- Consistent use of flexible groups, partner work, and peer collaboration during reading and writing instruction.

ablish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps.
Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports.
Implement data from the DMRS in the Goal Planning Process.
Use the ACPS Goal Planning Process
Please include the following:
What is the issue?

24

- The gap in the number of FARMS students scoring a Level 4 or 5 compared to nonFarms is not decreasing at every grade level.

What data support the need for a resolution to the identified issue?
- PARCC scores indicate a discrepancy between the FARMS subgroup and non FARMS students at each grade level.
   Grade 3   2016 - no gap, 2017 - 14.3% gap, 2018 - 36.3% gap
   Grade 4   2016 - 14.7% gap, 2017 - 5% gap, 2018 - 16.1% gap
   Grade 5 2016 - 23.3% gap, 2017 - 13.0% gap, 2018 - 9.2% gap
- PARCC scores indicate a discrepancy between the scores of students with IEPs compared to nonIEP students. Although the subgroup data is not reflected due to insufficient numbers to make a subgroup, individualized data reports indicate discrepancy in scores compared with non-IEP students.

Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?
   Goal: Increase the number of students in the FARMS and Special Ed subgroups meeting or exceeding expectations (Level 4 or 5) on PARCC
   Alignment with ACPS initiatives: ACPS has been focusing on implementing MTSS to ensure effective Tier I instruction and Tier II and Tier III interventions for students. The goal areas align with the district's focus on implementing the GRR framework, as well as specialized instruction and identifying appropriate goals for students with IEPs.

What is currently preventing the identified goal from being attained?
- Students experiencing trauma lack the focus necessary to navigate rigorous tasks throughout school day.
- Students require extensive support with executive functioning skills.
- Structures are needed to help students internalize reading strategies and apply them to grade level text
- Students are not used to sustained reading and writing.
- Students in primary grades are not used to navigating technology for reading, writing, and responding to prompts.
- Resources and research based practices need to be streamlined and more consistent across grades

What outcome(s) will determine the identified goal has been met?
- PARCC assessment scores will be analyzed
- Grade level data meetings will include discussion on students not making progress on DIBELS screening and progress monitoring, Rdg Inventory screener, grade level assessments, and/or web based individualized pathways.

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What resources are not currently available to meet the identified goal?
  The following items are not fully in place, but were begun with action planning in the 2017-2018 school year and will continue until full implementation.
- Strategic plan to teach goal setting with students and families
- Staff training on using mindfulness activities to help students focus, set goals, and persevere through rigorous tasks.
- Strategic plan for new teachers to understand and implement research based teaching practices (UDL, FAME, Growth Mindset).

 What steps will be taken to fully implement the plan in the effort to reach the identified goal
- Grade 2-3 students will join grades 4 and 5 in incorporating web based reading programs into the instructional day.
- An action plan will be followed to implement mindfulness and growth mindset strategies.
- Teachers will participate in FAME and FALT to strategically build sustainability in use of research based formative practices (learning goals, success criteria, goal setting, peer feedback, self monitoring) to support Tier I instruction.
- Leadership and instruction by school psychologist will be offered to assist staff with implementing mindfulness activities.
- Students will participate in brief daily writing activities and weekly sustained writing tasks.
 How will implementation be monitored to reach the identified goal?
- Quarterly data meetings will be held to determine student progress
- Pre and post surveys through FALT
- PLC meetings will focus on success of implementation strategies and sustainability
- In SLE classrooms, the Core Board will be utilized to increase receptive and expressive communication
- Teachers will incorporate station teaching to establish routines that will meet individual needs and increase concept development

c. **To Be Completed when 2019 PARCC data is available**

 Based on the implementation outcome (s), has the identified goal been reached?
 If the identified goal has been reached, how will capacity be sustained?

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versal Design for Learning for ELA.
w will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies used in last year's
an to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategies for each UDL
inciple/mode that will be used consistently during instruction to reduce barriers to learning and provide positive academic
tcomes for all students.

13	
Principle/Mode	**Representation – This is how the teacher presents the information.**
s of Representation: ing the learner s ways of acquiring ation and knowledge.	Use of web based reading programs and multi-media resources throughout reading instruction Students given choice of auditory supports to access stories and support fluency and comprehension Use of various graphic organizers for daily quick writes and extended writing pieces
s for Expressions: ing the learner tives for strating their edge and skills (what ow).	**Expression/Action- This is how the student will demonstrate their knowledge.**
	Use of various methods (kinesthetic, auditory, visual) to support Tier II and Tier III interventions Use of structured goal setting activities to aid students in making improvements in reading Student choice of graphic organizers when planning writing
s for Engagement:	**Multiple Options for Engagement**

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o learners interests, *ge them* *riately, and motivate* *o learn.*	Use learning interest inventories to provide opportunities for students to read stories of interest at a specific lexile level
	Teachers provide learning goals and success criteria to promote knowledge of expectations and optimize motivation
	Consistent use of flexible groups, partner work, peer collaboration during reading and writing instruction

EMATICS

h Data Overview

ng Term Goal: To prepare 100% of students to be college and career ready by graduation.

ort Term Goal: To reduce the gap for FARMS, Special Education and other low performing subgroups.

ath – Proficiency Data (Elementary, Middle and High Schools)

Complete data charts using 2015, 2016, 2017, 2018 Data Results.

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	2015							2016							2017							2018						
	Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5		Total	Level 1 or 2		Level 3		Level 4 or 5	
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%	#	#	%	#	%	#	%
	47	16	34.1	21	44.7	10	21.3	38	12	31.6	12	31.6	14	36.8	27	5	18.5	6	22.2	16	59.2	41	13	31.7	7	17.1	21	51.2
,																												
any																												
, der																												
	43	16	37.3	17	39.5	10	23.3	29	8	27.1	9	31	12	41.4	22	5	22.7	4	18.2	13	59.1	39	13	33.3	7	17.9	19	48.7

ls	25	12	48	11	44	2	8	24	10	41.7	8	33.3	6	25	20	5	25	5	25	10	50	23	10	43.4	5	21.7	8	34.7
	20	7	35	9	45	4	20	20	5	25	7	35	8	40	15	2	13.3	4	26.7	9	60	14	5	35.7	2	14.3	7	50
	27	9	33.3	12	44.4	6	22.2	18	7	38.9	5	27.8	6	33.4	12	3	25	2	16.7	7	58.4	27	8	29.6	5	18.5	14	51.8

	2015						2016						2017						2018					
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%	Tot al #	#	%	#	%	#	%	Total #	#	%	#	%	#	%	Tot al #	#	%	#	%	#	%
	27	4	14.8	10	37	13	48.1	51	4	7.9	9	17.6	38	73.6	34	7	20.5	5	14.7	22	64.7	22	2	9.0	2	9.1	18	81.8
laska																												
rican																												
ny																												
ther																												
	24	3	12.5	10	41.7	11	45.8	42	4	9.5	6	14.3	32	76.2	28	6	21.5	4	14.3	18	64.2	18	1	5.6	2	11.1	15	83.3

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cient																										
15	3	20	6	40	6	40	28	4	14.3	6	21.4	18	64.3	21	5	23.8	4	19	12	57.2	14	2	14.2	1	7.1	11	78.6
13	2	15.4	3	23.1	8	61.5	22	2	9.1	7	31.8	13	59.1	20	4	20	3	15	13	65	13	2	15.4	1	7.7	10	76.9
14	2	14.3	7	50	5	35.7	29	2	6.8	2	6.9	25	86.2	14	3	21.4	2	14.3	9	64.3							

	2015						2016						2017						2018					
	Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5		Total #	Level 1 or 2		Level 3		Level 4 or 5	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%
	49	14	28.6	19	38.8	16	32.7	27	4	14.8	11	40.7	12	44.4	52	12	23	21	40.4	19	36.6	39	5	12.8	3	7.7	31	79.5
Alaska																												
erican																												
ny																												
Other																												

31

	45	12	26.6	18	40	15	33.3	25	4	14.8	11	40.7	12	44.4	43	10	23.2	16	37.2	17	39.6	33	5	15.2	2	6.1	26	78.8
icient																												
s	25	12	48	6	24	7	28	14	3	21.4	7	50	4	28.6	28	11	39.2	12	42.9	5	17.9	23	4	17.4	3	13.0	16	69.6
	29	9	31	9	31	11	37.9	13	2	15.4	3	23.1	8	61.5	23	6	26.1	8	34.8	9	39.1	21	2	9.5	2	9.5	17	81.0
	20	5	25	10	50	5	25	14	2	14.3	8	57.1	4	28.5	29	6	20.7	13	44.8	10	34.4	18	3	16.7	1	5.6	14	77.8

lyze the data results for Math 3-5; 6-8; Algebra I to determine underperforming areas.

:lude FARMS, SE and other selected focus subgroups in your analysis.

alyze Data Results and Strategy Implementation from 2017-2018 SIP.

Were the identified goal(s) met? If so, how will the goal be sustained?
- Although the gap between FARMS and Non-FARMS, and Special Ed and Non-Special Ed decreased in Grades 4 and 5, there remains a discrepancy. Grade 3 FARMS and Special Ed subgroups continue to show a gap.

    2018 PARCC Scores
    Grade 3: FARM/Non-FARM Gap: 36.4%
    Grade 4: FARM/Non-FARM Gap: 8.9%
    Grade 5: FARM/Non-FARM Gap: 24.2%

Describe the gains made in focus areas.

- Based on score comparisons between the FARMS subgroup and All Students, there was a decrease in the gap. In grade 4, the 2017 gap was 7.6% in 2018 the gap was 3.2%   In grade 5, in 2017 the gap was 23.7%, in 2018 the gap was 9.9%. Grade 5 scores increased substantially for ALL Students: 36.6 % scored a level 4 or 5 in 2017, and 79.5% scored a level 4 or 5 in 2018.

Based on this year's data, describe the UDL strategies in the 2017-2018 plan that proved most effective?

- Representation: Teacher modeling to develop metacognition and video/SMART Board instruction to engage learners
- Expression: Student choice of strategies/products to demonstrate understanding
- Engagement: Use of technology for practice and assessment, modified student pathways on online programs to challenge all learners, and student goal-setting and monitoring

ablish Focus Areas

Use The Five Whys to determine the Root Cause(s) and the ACPS Goal Planning Process to address Achievement Gaps. Determine focus standards by using the Evidence Statement Analysis through Pearson Access Next published reports. Implement data from the DMRS in the Goal Planning Process.

Use the ACPS Goal Planning Process
ase include the following:

What is the issue?

- The gap in the number of FARMS students scoring a Level 4 or 5 compared to nonFarms is not decreasing at every grade level.

What data support the need for a resolution to the identified issue?

- PARCC scores indicate a discrepancy between the FARMS subgroup and non FARMS students at each grade level.
    Grade 3   2016 FARM/All Students - 11.8%, 2017 FARM/All Students - 9.2% gap, 2018 FARM/Non-FARM - 36.4% gap
    Grade 4   2016 FARM/All Students - 9.3%, 2017 FARM/All Students - 7.6% gap, 2018 FARM/Non-FARM - 8.9% gap
    Grade 5   2016 FARM/All Students - 15.8%, 2017 FARM/All Students - 23.7% gap, 2018 FARM/Non-FARM - 24.2% gap

33

- PARCC scores indicate a discrepancy between the scores of students with IEPs compared to nonIEP students.

    Although the subgroup data is not reflected due to insufficient numbers to make a subgroup, individualized data reports indicate discrepancy in scores compared with non-IEP students.

Does the identified goal align with an initiative of the ACPS? If so, how/why does it align?

Goal: Increase the number of students in the FARMS and Special Ed subgroups meeting or exceeding expectations (Level 4 or 5) on PARCC

Alignment with ACPS initiatives: ACPS has been focusing on implementing MTSS to ensure effective Tier I instruction and Tier II interventions for students. The goal areas align with the district's focus on implementing the GRR framework, as well as specialized instruction and identifying appropriate goals for students with IEPs.

What is currently preventing the identified goal from being attained?

- Students experiencing trauma lack the focus necessary to navigate rigorous tasks throughout school day.
- Students require extensive support with executive functioning skills in order to sustain attention and focus through rigorous, real world problems.
- Time and resources for implementing research based Tier II interventions are lacking.
- Younger students (grade 3) are not accustomed to navigating through the complex tasks and technology that are part of the PARCC assessment.
- Some students lack reading skills necessary to closely read and understand / break down word problems . The severity of some students' disabilities make it difficult for them to access to the curriculum and assessment.
- Classroom modes of differentiation and accommodation are difficult to replicate in the testing setting.
- Resources and research based practices need to be streamlined and more consistent across grades

What outcome(s) will determine the identified goal has been met?

- PARCC assessment scores will be analyzed
- Grade level data meetings will include discussion on students not making progress on Imagine Math, benchmark scores, grade level assessments, and/or web based individualized pathways.

What resources are not currently available to meet the identified goal?

The following items are not fully in place, but were begun with action planning in the 2017-2018 school year and will continue until full implementation.

34

- Strategic plan to teach goal setting with students and families
- Staff training on using mindfulness activities to help students focus, set goals, and persevere through rigorous tasks.
- Strategic plan for new teachers to understand and implement research based teaching practices (UDL, FAME, Growth Mindset).
- Tier II intervention programs are not available.
- Strategic plans to incorporate teacher and peer feedback techniques and formative practices.
- Planning for incorporation of problem solving tasks that are rigorous and scaffolds for struggling learners.

What steps will be taken to fully implement the plan in the effort to reach the identified goal

- Grade level teams will establish a schedule for practicing modeling and reasoning tasks throughout the year. A focus on error analysis tasks will be targeted.
- An action plan will be followed to implement mindfulness and growth mindset strategies.
- Teachers will participate in FAME and FALT to strategically build sustainability in use of research based formative practices (learning goals, success criteria, goal setting, peer feedback, self monitoring) to support Tier I instruction.
- Leadership and instruction by school psychologist will be offered to assist staff with implementing mindfulness activities.
- Grades 2 and 3 will increase use of web based programs for math activities and instruction.
- Continue action plan for providing intervention supports through small group re-teaching practices.
- SLE teachers will incorporate station teaching to meet individual needs and increase concept attainment.

How will implementation be monitored to reach the identified goal?

- Quarterly data meetings will be held to determine student progress.
- Monthly reasoning and modeling tasks will be scored by math specialists and results shared during data meetings.
- Progress monitoring reports from web based programs will be analyzed and used to determine progress and interventions.
- Pre and post surveys through FALT
- PLC meetings will focus on success of implementation strategies and sustainability

Be Completed when 2019 PARCC data is available

35

Based on the implementation outcome (s), has the identified goal been reached?
If the identified goal has been reached, how will capacity be sustained?

ersal Design for Learning for MATH.

w will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies used in last year's
n to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategies for each UDL principle/mode
t will be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all
dents.

15	
Principle/Mode	**Representation –How the teacher presents the information.**

36

s of Representation: ing the learner s ways of acquiring ation and knowledge.	-SMART board instruction to engage learners -Use of manipulatives to work from concrete to abstract -Incorporate games to practice math concepts -Teacher modeling to develop metacognition
s for Expressions: *ing the learner utives for strating their dge and skills (what ow).*	**Expression/Action- How the students demonstrates their knowledge.**
	-Use of models and graphic organizers to scaffold conceptual understanding -Student choice of strategies/products to demonstrate understanding -Use of Number Talks and Problem Sets to allow opportunity for students to show their thinking and problem solving process.
s for Engagement: *o learners interests, ige them riately, and motivate o learn.*	**Multiple Options for Engagement**
	-Use of technology for practice and assessment (Imagine Math, Zearn, ScootPad, Moby Max) -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) for goal setting, clarifying targets, success criteria, collaborative groups, peer feedback, and self assessment.

CE

Science section will be omitted for the 2018-2019 year as the transition is made to the NGSS and MISA.

istrative Leadership

CIPAL'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and baseline

lence (See SLO rubric)

rincipal SLO 1

1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

ELA, with focus on standards relating to informational text (RI 2, 7,8,9). Grades 3 and 4 will be the focus based on the

discrepancy in the grade 3 scores on PARCC compared to grades 4 and 5. Instructional practices will be monitored
in both grades to determine effectiveness for the current grade 3 students and to track progress of last year's grade
3
(current grade 4) students.

2. Describe the information and/or data that was collected or used to create the SLO.

Overall, PARCC score trends indicate that scores for grade 3 students are not increasing at the same pace as the

for grades 4 and 5. A substantial discrepancy in grade 3 ELA scores exists compared to grades 4 and 5. The Evidence
Statement Analysis Reports indicate a deficit in students' ability to respond to questions and write about

nal

text in grade levels 3 and 4.

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

By focusing on these standards, students will be engaged in instructional activities that foster ability to read and
make
inferences in order to: find key details, determine main idea, and write essays to explain their thinking and defend
responses. Students will be provided opportunities for daily writing, instruction with extended writing pieces for
information, and interaction with digital text. Additionally, teachers will increase use of research based formative
practices and goal setting to help students understand expectations for written responses and essays as well as ways
to achieve mastery.

4. Describe what evidence will be used to determine student growth for the SLO.

A pre and post test that focuses on the targeted standards will be given to all students. A score increase of at least
half the gap from the pre to the post test will be expected. Ongoing monitoring will include analysis of writing task
scores, RI screening scores, DIBELS reports, and scores from Read Theory and Read Works web based programs.

Principal SLO 2

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1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.

    Math, with a focus on standards related to multi-step and real world problem solving, including geometry standards involving area and perimeter. Grades 3 and 4 will be included in the SLO. Grades 3 and 4 will be the focus based on the discrepancy in the grade 3 scores on PARCC compared to grades 4 and 5. Instructional practices will be monitored in

    h

    grades to determine effectiveness for the current grade 3 students and to track progress of last year's grade 3 (current grade 4) students.

2. Describe the information and/or data that was collected or used to create the SLO.

    Overall, PARCC score trends indicate that scores for grade 3 students are not increasing at the same pace as the scores

    grades 4 and 5. A substantial discrepancy in grade 3 math scores exists compared to grades 4 and 5. Evidence Statement Analysis reports indicate a discrepancy in reasoning and modeling, specifically when solving problems involving area and perimeter.

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?

    Students will be provided consistent practice with rigorous problem solving tasks that require them to think critically, manipulate information, accurately solve problems, explain their work, and conduct error analysis of other's work. Teachers will utilize research based formative practices to help students understand learning progressions, success criteria, and use of peer feedback structures with math activities. Students will be involved in mindfulness and growth mindset activities to help them sustain focus on rigorous problem solving tasks.

4. Describe what evidence will be used to determine student growth.

    Scores from the post assessment will be compared to the pre-assessment. Students will be expected to increase their scores by at least half the gap. Ongoing monitoring will include analysis of Imagine Math reports, exit tickets, mid module reviews, task scores, and web based program reports.

-TIERED SYSTEM OF SUPPORT

clude a copy of your **MTSS Practice Profile. This profile can be attached to the end of the Plan. Make sure to** ur goal planning process to show the integration and linkage between your goal planning process and your rities.

d upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected?

ed MTSS Plan

.   **How will the priority/ priorities be addressed?**

See attached MTSS Action Plan pages 51-58

.   **What district support is needed to address your priority/priorities?**

- Funding for teams to meet for half day periods with specialists (Leadership, Grade Levels)

- Support with finding / using Tier II math interventions

- Consistent support from Special Education Specialist

IVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

to COMAR 13A.08.06.01 defines Positive Behavioral Interventions and Support program (PBIS) means the research-based, proach method adopted by the State Board to:

Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and
Improve the link between research –validated practices and the environments in which teaching and learning occur.

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

- Formation of Tier II Team to analyze SRSS data, make recommendations for interventions, and monitor student progress
- Training for staff in CICO procedures and mentoring
- Increase school-wide booster activities that connect to growth mindset and mindfulness practices
- School Psychologist facilitating mindfulness lessons with students in primary grades and leading a book study on mindfulness for teachers.

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

- The Check In / Check Out 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 II Team recommendations
- Mentoring without CICO is provided to boost success of identified students
- Identified students meet with the LAP teacher before school to participate in calming / mindfulness activities
- Students have opportunities to visit the Mindful Moments Room built into their daily schedule.
- Consultation with mental health counselors to align strategies for identified students who are in the care of mental health professionals.

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III; Title I Schools
RENT/FAMILY ENGAGEMENT

mmunity Engagement Needs

scribe in a narrative your school's parental/community engagement. Support with data (i.e. volunteer hours, percent of nily/parent participation from sign in sheets, type and number of parent activities, etc.). Title I schools must analyze information m the Title I Parent Interest Survey.

h Valley has a successful parental/community engagement program. In 2017-2018, weekly volunteer workshops were held to support sroom instruction. We are working to increase the number of volunteers who regularly attend having as many as 8 adults this year. 128 lts attended Grandparents' Day on September 29, 2017. 79 adults attended ELA with Families and learned how to "drive their brains" on vember 20, 2017. 16 adults made gingerbread houses with pre-k on December 19, 2017. 43 people attended Family Fun/Community areness event on April 10, 2018. This event was held with partner, Grace Baptist Church, and provided information on dangers of ondhand smoke and more. Problem Solving with Parents/Family was held on April 13, 2018, and 70 adults attended. 38 attended Move Day on June 7, 2018. We are proud of these and other events we offer to families to help build parent capacity, so people will better be e to support their children academically at home.

s school year, our parent/family engagement activities include: Grandparents' Day held on September 28, 2018 with 209 adults attending, oblem Solving with Parent/Family" and Annual Title I Meeting held on October 19, 2018 with 79 adults attending and Parent Teacher nference Day held on October 2, 2018 with 140 adults attending. In addition, we will again offer Super Science Week in the spring and e Book/One School to bring our whole school community together!

h Valley is always striving to better communicate with parents by providing monthly principal newsletters containing vital school and de level information. Parents/family members have also been invited to participate on decision-making teams.

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Parent Advisory/ Title I Parent Committee 2018-2019

Name	Grade Level Representation	Position
Jillian Fradiska	K	PAC Representative, Parent
Jennifer Rinker	Pre-k, 2, 4, 5	PAC Alternate, Parent
Jana McCumber	3	Parent
Clarissa Lang	1	Parent
Hina Khan	1, 3	Parent
Shannon Pennington	Special Educator	Family Involvement Chairperson, 2017-2018
Tara Rowley	Teacher, grade 5	Family Involvement Chairperson, 2018-2019
Jackie Enright		Principal
Laura Biser		Family Engagement Coordinator

'Grade Level Representation" column, identify the grade level being represented by this parent. Under the "Position" column, identify the resentative and alternate for the county Parent Advisory Council with "PAC." Identify the other members as Parent, Teacher, Member, and so forth. **The parent committee must represent a cross section of the school community. Title I schools must have tions from all grade levels.**

Cash Valley's PARENT/FAMILY ENGAGEMENT PLAN

Expectations

wide Title I school, Cash Valley's Parent/Family Engagement Plan meets and exceeds the requirements of the Title I, Part A, Section 1115
Student Succeeds Act of 2015 (ESSA).

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

– Shared decision-making opportunities

– Annual meeting to explain the schoolwide Title I program

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

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

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

accepts the Allegany County Public Schools Parent Involvement Policy and has aligned its school level Parent/Family Engagement Plan with
s Parent/Family Engagement Plan.

ering opportunities to build parent capacity in school decision making, in understanding academic standards, and in

sing skills to support academics at home, the school will meet all goals on PARCC 2018-2019.

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Action Plan

equirements	Description of Activities/Actions/ Initiatives	Date(s)	Whom should you contact for more information
Shared Decision Making The School Improvement Plan (SIP)is developed with input from parents	Parent representatives on SIT and other decision - making teams collaborate with school staff on the development of the plan. A notice is sent to all parents regarding the opportunity to review the plan prior to submission to the Central Office.	Spring Meeting, May 23, 2018, June 2018, Action Team Meetings	Mrs. Enright, principal Mr. Horne, assistant principal
The SIP is available for parent review and input at any time	A synopsis of the SIP and any revisions are shared with parents. Parents are informed of the opportunity to review and comment on the plan at any time.	Principal's newsletter, December 2018	Mrs. Enright, principal
The Parent/Family Engagement Plan is developed with input from parents.	A committee that includes at least one parent representative from each grade level will meet in April or May to review the current year's plan and make revisions. The Leadership Team will review the proposed plan. In the fall, parents of all students will have an opportunity to review the plan and provide feedback. The final plan is submitted to the Leadership Team for approval.	Spring Meeting, May 23, 2018 Annual Title I Meeting, October 19, 2018	Mrs. Enright, principal Mr. Horne, assistant principal
The Parent/Family Engagement Plan is distributed to all parents.	A summary of the Parent/Family Engagement Plan is distributed to all families after the Central Office has	Principal's newsletter,	Mrs. Enright, principal

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	approved the SIP.	January 2019	
With parents, develop a written Home-School Compact(s) supporting instruction that is signed by teachers, parents, and students.	A committee that includes a least one parent representative from each grade level will meet in April or May to review the current year's Parent-School Compact(s) and make revisions. The proposed compact(s) will be reviewed by the SIT. In the fall, parents of all students will have an opportunity to review the compact(s) and provide feedback. Comments will be reviewed and revisions made as needed. The final compacts will be submitted to the Leadership Team for approval.	Spring Meeting, May 23, 2018, Annual Title I Meeting, October 19, 2018	Mrs. Enright, principal Mr. Horne, assistant principal
al Meeting Schools hold parent meetings at east annually to inform parents of the school's role in mplementing Title I, the parent's rights, and ways the school will provide for parental/family engagement.	The Annual Title I Meeting was held in coordination with "Problem Solving for Parents" event on Friday, October 19, 2018. A powerpoint presentation was shared to inform parents of the school's role in implementing Title I, the parent's rights, and ways the school will provide for parental/family engagement. Parents were invited to give input.	October 19, 2018	Mrs. Enright, principal Mr. Horne, assistant principal
ing Parental Capacity Provide assistance to parents in understanding the state's academic content standards and student academic achievement standards, state and local academic assessments.	Back to School Splash/Meet the Teacher event was held on August 23, 2018. 52 adults attended. *PTA Parents' Guides to Student Success,* grade level standards, were distributed on October 2, 2018. 140 adults attended Parent Conference Day on October 2, 2018. A second Parent Conference Day is scheduled for March 4, 2019.	August 23, 2018 October 2, 2018 March 4, 2019	Mrs. Enright, principal Mr. Horne, assistant principal Teachers
	Volunteer workshops are held weekly.	Mondays	Mrs. Biser, Family

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Provide materials and parent trainings/workshops to help parents improve their children's academic achievement.	Grandparents' Day presentation was held. 209 adults attended. Problem Solving with Parent/Family was held. 79 adults attended. Super Science Week and One Book/One School will also be planned.	September 28, 2018 October 19, 2018 TBD	Engagement Coordinator Mrs. Enright, principal Mr. Horne, assistant principal
Educate school personnel on how to work with parents as equal partners in their child's education.	An email, with article including tips for communication with parents, will be sent to teachers prior to conference day.	Prior to March 4, 2019	Mrs. Enright, principal
Coordinate and integrate programs to increase parent involvement such as the Judy Center and other community resources like the Health Dept., Library, 21st Century After-School Program, Head Start, etc.	The Family Support Network provides newsletters containing tips for families of children with disabilities. Workshops are also offered. Frostburg State University provides interns, theater events, science speakers, field trip opportunities, etc. The LaVale Library provides information. Kids Korner onsite daycare partners with the school. Head Start teachers participate in transition meetings. The Health Department provides flu vaccine clinic and dental sealant clinic at the school.	Monthly Ongoing Ongoing Ongoing spring/fall October 2018	Mrs. Enright, principal Mrs. Knight, secretary Teachers
Ensure information is presented in a format and/or language parents can understand.	½ page flyers, monthly principal's newsletters, PTO Facebook page, school website, and parent letters are provided. The school Family Engagement Coordinator also reaches out by phone and/or e-mail.	Ongoing Monthly	Mrs. Enright, principal Mr. Horne, assistant principal Mrs. Knight, secretary Mrs. Biser, family engagement coordinator
Ensure accessibility for parents	Cash Valley Elementary School is a wheelchair	Ongoing	Mrs. Enright, principal

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with limited English proficiency, parents with disabilities, and parents with other hardships to fully participate in parent/family engagement opportunities.	accessible building, and the staff participates in the work of the Maryland Coalition for Inclusive Education.		Mr. Horne, assistant principal Teachers
ew the Effectiveness The effectiveness of the school's parental/family engagement activities will be reviewed.	Evaluations are summarized following parent activities, and results are share with teams and used to improve future events. Parents also review the plan and give input at meetings.	Ongoing Spring Meeting, May 23, 2019 Annual Title I Meeting, October 19, 2018	Mrs. Enright, principal Mr. Horne, assistant principal Team Chairs
e Epstein's Third Type of nvolvement Volunteering	● Weekly volunteer workshops ● Decision-making teams ● Holiday Gift Shop ● Field Day ● Book Fair ● Mobile Science Lab ● Spirit Nights ● Box Tops for Education ● Yearbook	Ongoing	Mrs. Biser, family engagement coordinator PTO Teachers

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V.

al Community for Teachers and Staff- Standard 7

mes to closing the achievement gap for any group of students, we know that focused and targeted professional learning is a ture of the school improvement effort.   What school based professional learning will be/has been coordinated this year to ur school's achievement gaps?

fessional Learning Title: FAME (Formative Assessment for Maryland Educators) and FALT (Formative Assessment for Leadership Teams)
e (s): October 2018 - May 2019
ation and Time: Cash Valley Elementary, Monthly
nded Audience: FAME - Teachers at CA who have not yet had the training, FALT - Teachers who will serve as coaches and practitioners for assisting ' FAME members and increase sustainability of formative practices in the school.

at changes are expected to occur in the classroom as a result of this professional learning?
 Increased understanding and use of research-based formative assessment components / processes that connect with goal setting,
 mindfulness, and GRR framework.
at knowledge and skills will the participants attain in this professional learning to make these changes happen?
 Participants will gain / extend knowledge and use of the components of formative practice - Learning Progressions, Learning Goals and
 Success Criteria, Feedback that Feeds Forward, Goal Setting and Student Self Assessment, Enriching Classroom Discourse (planning for,
 asking, and engaging students in effective questioning, Creating a School-wide Culture of Intentional Learning
 Participants will help school leaders and instructional teams to build teacher capacity, help support teacher practice, and put learning into the
 hands of students.
 Participants will learn about the research behind formative assessment, develop evidence of implementation tools, and practice strategies
 for modeling elements of formative assessment process.

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v will you measure the implementation of the the knowledge and skills in the classroom?
and Post Surveys provided through MSDE
nmunity of Practice Meeting discussions / feedback from observations. movement of elements from categories on Evidence of
lementation Chart - Seldom / Sometimes / Frequently
l of year goal attainment levels from PLC teams

nt Plan

will the plan be shared with the faculty and staff?

ted activities and areas of need will be reviewed as specific activities for the plan are determined. The planned activities will be
ved for input during grade level team meetings and/or staff meetings before submission of the plan. The completed plan will be
ly shared at a staff meeting. Leadership Team representatives will meet with their respective grades to discuss components and
any questions to the Leadership meetings. Leadership representatives will be responsible for disseminating any subsequent
es to the plan to their grade level teams. Faculty members will receive a reference sheet which outlines the SIP strategies to be
d as a quick reference when planning.

will student progress data be collected, reported to, and evaluated by the SIT?

rship Team: Responsible for the overall implementation of the instructional activities and data analysis to determine effectiveness.
sentatives will collect data for benchmarking and monitoring purposes. Data from other teams will be shared monthly at
rship Team meetings.

Climate Team: Monitors discipline and school-wide positive behavior systems to facilitate a safe and orderly environment with a
on "time on task" so that teachers can implement the key instructional strategies necessary for increased student achievement.
ll referral data is monitored. The Tier II Team analyzes data from referrals, screeners, and Tier II interventions, as well as data from

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ensory Room and Mindful Moments Room.

y / Community Involvement Team: Assumes leadership of parent involvement activities and ensures updates to the SIP are
ded to parents to achieve a stronger focus and increase efficiency at meetings.

will the SIP be revised based on student progress and the method(s) used to measure student progress?

   DIBELS: Data will be collected by the reading intervention teacher and instructional specialist. In depth analysis of DIBELS results
ccur during Intervention Cycle Meetings. Instructional strategies and interventions are adjusted based on data.
   Reading benchmark data and RI data will be collected by a Leadership Team member and shared at a monthly meeting
   Math benchmark data and Imagine Math data will be collected by a Leadership Team member and shared at a monthly meeting.
analysis will be conducted at grade level team meetings, led by the math specialist and / or the principal.
   Attendance data will be collected by the school counselor, shared with Pupil Service Team, and then reviewed at a Leadership
meeting.
   Discipline referral data, screening data, and CICO data will be collected by the Tier II Team Facilitator (AP) and reviewed at
rship Team meetings.

eadership Team will analyze benchmark data to determine the degree of implementation and effectiveness of identified activities
rofessional development included in the plan.

role will classroom teachers and/or departments have in implementing and monitoring the plan?

oom teachers will be responsible for implementing strategies for each content area. Content instructional specialists and / or
histrators will conduct collaborative staff meetings to share plans for strategy implementation, offer professional learning sessions,
etermine methods for monitoring ongoing progress on implementation.

will the initial plan be shared with parents and community members?

itial plan will be shared with parents by including highlights of the plan in the monthly school newsletter. A copy of the plan in its

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ty will be available in the office and on the school's web page. An overview and outline of the plan will be shared with parents

a winter parent meeting. Plan revisions will be posted on the web site. Parents will also have an opportunity to learn about and

ve implementation of key ELA and Math strategies through participation in planned parent involvement events.

will revisions to the SIP be presented to the staff, parents, and community?

ons to the plan will be shared with staff members through Leadership Team members and during grade level team meetings.

ts and community members will be apprised of revisions by viewing the web site.

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

ath and reading specialists will provide assistance by working with classroom teachers on implementation of instructional

ies. They will also collaborate with the principal to plan for professional development activities that support the implementation of

ctional practices. The Title I Specialist will support teachers with resources and activities aligned to SIP goals. A team from the

al Office will meet with the principal and Leadership Team members to review their evaluation of the plan and offer suggestions for

vement.

e approximate dates and/or calendar for sharing, monitoring, and revising the plan.

	Data	Person Responsible
18	All teaching staff involved in data analysis and problem solving process	Principal, AP
018	Key elements of plan shared with staff after Leadership Team review	Principal, Leadership Members
018	Plan reviewed by Central Office staff and feedback given to school team. Rubric results shared with staff	Central Office Team, Principal, Leadership Team Member

19	Quick Reference Sheet of SIP components developed for staff	Principal
19	Key components of SIP shared in newsletter	Principal
19-19	Monthly Review of SIP / MTSS Plan Progress and Data by Leadership Team	Principal Leadership Team Members
19	Data reports reviewed to analyze SIP effectiveness	Leadership Team / Staff

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Allegany County Public Schools
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Use this page to identify the members of the School Improvement Plan's team. Please include their affiliation/title.

Name (Print and Sign)	Affiliation/Title
Jacqueline Enright	Principal
Derek Horne	Assistant Principal
Chris Sibley	Teacher, Kindergarten
Rebecca Murphy	Teacher, Grade 1
Amy Rice	Teacher, Grade 2
Sonja Belcher	Teacher, Grade 3
Amy Eber	Teacher, Grade 4
Jim O'Neal	Teacher, Grade 5, Title I
Missy Krukowsky	Reading Intervention Teacher
Shannon Pennington	Inclusion Special Educator
Cresta Kowalski/Dennis Loar	SLE Special Educator
Krista Trenum	Reading Specialist

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: An opportunity identified by the team in order to achieve their vision.

: A purposefully selected intervention or collection of activities that leads to the accomplishment of the priority.

YING THE UNDATION hy/What?	INSTALLATION Where/How?	INITIAL IMPLEMENTATION How are we learning?	FULL IMPLEMENTATION How are we sustaining?
n Options	Prepare People and Systems	Try Out the Practice	Student and System Outcomes Show the Practice Works
se Practice	Train	Reflect and Recommend Improvements in Practice and System	Competent, Organized, Well Led System for Practice

know what options (practices) exist for this priority.

agree on which practice we want to implement.

have people and systems prepared to implement this practice.

have well-trained people who will be trying-out this practice.

have tried out this practice.

have reflected and recommended improvements in the practice and systems that support it.

have student and system outcomes that show this practice is working.

have a competent, organized, well led system for this practice.

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: Increase effectiveness of Tier I Instruction in Reading and Math

corporate strategies to support metacognition, executive functioning, goal setting, and formative

Action Step	Who	By When	Status Update / Next Steps
FOUNDATION			
session using information k, Helping Students to Drive for teaching lessons from the text.	Classroom Teachers	October 2017	- Power point presented. Books distributed to each teacher - Connections to GRR and UDL established at PL session - PLC focus for September - using the text components to support instruction
training from Reading PL ions on Jennifer Saravallo's ading Strategies Book. information from math reka module study sessions	Content Specialists Principal	November 2017- April 2018	- Monthly PLC focus. - Conduct tuning protocols to discuss related student work/strategy instruction - Invite parents to classrooms to observe/participate in lesson related to metacognition/executive functioning
NG			

rent/community awareness of	Principal Teachers	November 2017 - June 2019	- Include articles regarding metacognition, executive functioning, goal setting in principal's monthly newsletter
onsistently incorporate focused olving metacognition, growth cutive functioning, and actices to meet the needs of	Teacher		- Conduct family involvement events incorporating activities that promote executive functioning, mindfulness, and goal setting
hologist teaching mini-lessons n Mindfulness practices hologist facilitating book study on Mindfulness for Teachers ners participate in FAME CoP meetings	-School Psych.	Sept. - June 2018 - 2019	-Teachers use planned framework for implementing activities, increase use of growth mindset / goal planning
aff meetings to address practices with GRR and FAME ogress Novice Teachers participate in ctice observations of identified s" and conduct co-planning	-Principal, FALT Participants -FALT Members	- Feb, April, June 2019	-Mini-lessons for grades K and 1 in 1st semester -Monthly book study sessions -Staff Meetings - Feb, April, June
		-Bi-monthly	- Observations bi-monthly starting in November

SCHOOLWIDE IMPLEMENTATION			
gularly incorporate of formative practice in their ion. (learning goals and success tive feedback, goal setting,	-Teachers, Admin	Daily	-Walk-throughs -PLCs / Instructional Rounds

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assessment structures, stioning by teachers and nts) < for training of new teachers monitoring of formative ormalized plans for instruction to develop n, executive functioning, and are included in grade level nplemented daily.	-Leadership Team -Grade Level Teams		

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rovide a 3 Tier System of Support in Mathematics

engthen Tier I by utilizing research based programs and practices

Action Step	Who	By When	Status Update / Next Steps
FOUNDATION			
y Meetings w E. Hampton w) ining Sessions	All Teachers	Spring/Summer 2016	After initial meetings, created plan for Progress and Priority visits/meetings for 2016/2017 year
dies / Planning Meetings for ,K,1,2,5 ghs conducted nning Meeting to determine	Grade level teachers, special	- 2016/2017 school year -July 2017 -2017-2018	- Information regarding strategies aligned with Eureka shared with parents on Mighty Math Day - PLC meetings (Eureka focus embedded)

	educators, math specialist, Admin -SLE Tchrs, Specialists	School year -Aug 2018- June2019	- Instructional Rounds conducted - Compared Tier I programs, examined alignment of Eureka with ACPS Unit work and benchmarks -Planning sessions in summer 2018, bank of resources begun
dies/ Planning Meetings for ,k,1,2,3,4,5 to examine pacing d create resources to ation teaching in SLE r core content areas			

NG

	-All teachers, Math Specialists, Admini.	- 2017-2018 school year - February-May 2018 -Jan-June 2019 - January,March June 2018 -January 2019- June 2019	- Eureka Webinar information and Module Videos, consultation w Eureka fellows when permitted -Specialist support - Marzano's Protocol to conduct rounds - Staff Meeting Activities -Quarterly Math Data Mtgs
dies/Pacing Meetings - Grades us on pacing, alignment, d differentiation ath pacing and planning ensure alignment to standards l Rounds m Discussions / Planning - soning and modeling practices, n of components, formative tacognitive strategies implement station teaching in areas to individualize nd meet student's need.			

SCHOOLWIDE IMPLEMENTATION

	Leadership Team Teachers	June 2018 June 2019	**-** Review assessment data, Walk-through and Instructional Rounds notes - Determine implementation for 2018-
ta to determine ion success view/Planning Meeting			

			2019, 2019-2020
sed practices/vocabulary used			

: Provide a 3 Tier System of Support in Mathematics (cont.)

nplement Tier II intervention through small group re-teaching sessions

Action Step	Who	By When	Status Update / Next Steps
FOUNDATION			
methods of group and ection tical staff meetings	Grade Level Teachers	January 2018	- Leadership Team Meeting - Focus
on plan for each grade level to Review and revise in uarterly Intervention Cycle Math	Leader-ship Team Admin	January 2018 Mid February 2018 Jan-June2019	- Teams use designated materials to conduct sessions -Data collection by specialist
NG			
eding Tier II support targeted groups ch grade level submitted and eam meetings	Teachers	Mid January 2018	
SCHOOLWIDE IMPLEMENTATION			

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: Increase effectiveness of Tiered Instruction in ELA

mplement common research based practices consistently across grades and levels

Action Step	Who	By When	Status Update / Next Steps
FOUNDATION			
col for effective ELA m (Tier I and II) with all share fidelity protocols for ventions and research based d for differentiation (Tier II and ng interventionists, special d classroom teachers. use of Core Vocabulary Board ommunication ys for SLE teachers to ation teaching during content	-Principal, Interventionist, Reading specialist	November 2016 January 2017 -2017-2018 August 2018	- Tier I protocol shared at PL session in August - Enlist support from SWIFT TA team to gather protocols for research based practices. (**Not developed**) - Print out fidelity protocols with support from the district Reading Committee - Review and discuss all protocols at Leadership Mtg in November/December **(completed)**

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for administrators and ...use protocols during walk-	-Principal, reading specialist	January 2017	Conduct overview at staff meeting after Leadership Team reviews. **(completed)**
...s incorporate station teaching ...on for at least one content	-SLE Teachers Specialist	-2nd Semester 2019	-PLC focus area, Support from specialist

...NG

...ors document practices ...ELA walk-through protocol	Admin, Rdg Specialist	February -May 2017	- Continue use of protocol documents during walk-throughs as check-in on fidelity
...esources and practices being ...grade level. Identify research ...es and components within ELA	-Rdg Specialist Admin Leader-ship Team SLE Teachers, Specialist	-November 2018-April 2019	-Create charts of ELA block per grade. Review content standards across grades. Identify common, research based practices to be used across grades.
...cation teachers consistently ...ractices using the Core Board		2018-2019 2nd Semester 2019	- PLC focus area, Incorporated into SLOs

SCHOOLWIDE IMPLEMENTATION

...ring Intervention Cycle ...guide practices/strategy ...ion	Admin Reading Specialist	April 2018 2018-2019	-Data used to guide teacher practice and interventions
...ed on standards conducted at ...year to create a long range	Admin Leader-	Annually (May-	-Standards and data used to continually guide instruction, resources and practices

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ementing research based programs within the ELA Block	ship Team	Aug)	based on research utilized consistently across grades

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