

**Allegany County Public Schools
2018 – 2019 School Improvement Plan**

School: Cresaptown

Principal: Scott Llewellyn

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INTEGRATED EDUCATIONAL FRAMEWORK

Mission, Vision, and Core Values

Mission Statement

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

Utilize a team approach to differentiate instruction based upon individual needs.

Ensure each student experiences success, feels cared for, and feels positive about their involvement at Cresaptown Elementary.

Challenge students to utilize critical thinking skills and problem solving strategies by focusing on rigorous and high quality instruction.

Enhance instruction by providing teachers with professional growth.

Vision

Cresaptown Elementary is a child oriented learning community dedicated to help reach full academic and social potential.

Core Values

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

Instruction

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

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School Climate

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

Positive Partnerships

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

High Expectations

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

A. VISION, MISSION, CORE VALUES, AND LEADERSHIP

1. What is the role of the principal in the School Improvement Process at your school? ***The principal is the head of the School Leadership Team and the instructional leader for our school. He analyzes and interprets schoolwide data to be used in developing meaningful activities to promote student achievement. Grade level team meetings are held regularly with the principal and professional development activities are created to meet school improvement goals in mind.***
2. What is the purpose of your school leadership team in the School Improvement Process? ***Our team has the following Mission Statement: The Cresaptown School Improvement Team is comprised of stakeholders who are invested in the continual success of our school community. Through open communication we will work collaboratively to identify needs, actively problem solve, and select activities to enhance instruction that will make a positive impact on student learning. We meet once per month to use data to guide decisions on curriculum, professional development, instructional programs, staffing, and student groupings.***

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3. Does your school improvement team (SIT) represent your entire school community, including parents/guardians? ***The SIT is represented by a teacher at each grade level, a resource teacher, both administrators, the special education teachers, and a parent representative.***
4. What additional opportunities exist for everyone in your school community to meaningfully participate in decision-making processes? ***There are two scheduled staff meetings each month for staff members to voice concerns. Additionally, the principal meets with the PTO at least once per month. The parent representative is invited to attend the School Leadership Team meeting held each month.***
5. What is the process for developing a shared understanding and commitment to the vision, mission, and core values within the school and community? ***Teachers and staff worked in cooperative groups at the beginning of this school year to review the mission and vision of Cresaptown School. We updated the school vision and developed a set of core values. All staff members collaborated and agreed upon the vision, mission, and core values of Cresaptown Elementary. Administration met with the PTO at their beginning of the year meeting to review and discuss the school's mission, vision, and newly-added core values. A Coffee with the Principal was planned for Mr. Llewellyn to meet with parents/guardians to share and gather additional input.***
6. When did the last periodic, collaborative review of the vision, mission, and core values by stakeholders occur? ***Stakeholders reviewed and participated in updating the vision, mission, and core values at the beginning of the 2018-19 school year.***
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 school's mission and vision did not adequately address the needs of all students and has been adjusted and changed as a result. After looking at the State Education and FARMS subgroups, it was determined that these two subgroups were not making adequate progress. At the beginning of the 2018-19 school year, teachers and staff developed a set of core values to assist with our focus on instruction and maintaining high expectations. These decisions are based upon assessment data that shows the need for an improved concentration on small groups, better utilization of inclusion/co-teaching, and best practices in instruction.***

B. Culture, Climate, and Inclusive Community

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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 parent experiences of school life. School climate refers to a school’s social, physical, and academic environment. It refers to 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 (Gruenert, 2008).

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

- 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 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.

ative or bulleted form, address your school’s climate, culture, and inclusive community.

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

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

Teachers also strive to build positive relationships with students so that they feel welcome and comfortable in their surroundings. Trust is evident and students feel emotionally safe when seeking support. Teachers know and understand the unique emotional needs of their students, and demonstrate care and empathy when working with each child. Classroom dialogue promotes respect of diverse perspectives and each student is encouraged to engage in activities to his/her full potential. Teachers use specific instructional strategies that engage all students and create an inclusive atmosphere. We take pride in successes at our school and support one another in our roles as leaders and co-learners.

Health, well-being, and safety are also priorities in our school. Safety drills are reviewed and practiced to create a culture of preparedness which students and staff feel confident in making effective decisions in the event of an emergency situation. Staff members are always in reminding students of our PRIDE Rules (Be Responsible, Be Respectful, Be Ready to Learn, and Be Safe). We work to provide behavioral supports for all students, helping us to consistently achieve Gold-Level status for our school-wide PBIS program. This achievement is partially attributed to the PBIS team analyzing and discussing monthly discipline data for use in creating and/or modifying school behavior programs and incentives. Emphasis is placed on a positive approach to discipline helping to create a safe place to support the academic, physical, and emotional needs of students. Cresaptown staff and students model and adhere to the four school rules of Being Respectful, Safe, and Ready to Learn. Students work to earn positive incentives, such as *Pride Tickets*, when demonstrating examples of these school rules in action.

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C. Student and/or Staff Engagement Action Plan

Student and/or Staff Engagement Action Plan

<p>Key areas of needed improvement: What are the issue (s) that needs addressed?</p>	<ul style="list-style-type: none"> • Mutual respect between staff and students • Communication with parents (sometimes unclear and stated at higher-levels of understanding; needs to be clear/concise & more parent friendly)
<p>Activities: What steps will be taken to obtain the desired outcome(s).</p>	<ul style="list-style-type: none"> • Teaching respectful language for all areas of the building as part of our PBIS program. Student language will be reinforced through staff modeling. Visual reminders will be posted in appropriate areas to serve as reminders of respectful communication. PRIDE tickets will be given as an incentive. Appropriate consequences will be applied. • Clear communication will be increased through digital fliers, letters home, social media, etc. Parents will be encouraged to join the PTO as well as their Facebook page. Communications will be clear, concise, and written in a language that is easily understood by parents. When necessary, translations will be sent to parents who speak another language. Important fliers/activities will be communicated to parents, and the messaging system will be used to extend reminders of events and activities.

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<p>ve leader and team: Who is responsible and involved in the work?</p>	<ul style="list-style-type: none"> ● All staff will play a role in communicating expectations for respectful behavior and providing reinforcement and support to students. ● Administration, teachers
<p>Resources: What investments (people, money, time, etc) will be needed to support the initiative(s) (strategies/activities) to achieve the desired outcome(s)?</p>	<ul style="list-style-type: none"> ● We will provide students with examples of appropriate words/phrases/body language that can be used to teach & reinforce “respectful talk.” This list will be converted into charts/visual reminders to be posted throughout areas of our school. Staff members in various areas (cafeteria workers, nurse, bus drivers, etc.) will be encouraged to hold the same level of expectation for all students. ● Staff members will work together to increase clear communication with parents whether written or oral; Blackboard phone messaging system will be a continuing tool for communication.
<p>Outcomes: What are the major events or accomplishments for this?</p>	<ul style="list-style-type: none"> ● We will see/hear respectful talk & actions occurring throughout the school building among students and staff. Behavior will be positively impacted and instances of redirection and disruption of activities will occur. ● Communications will increase between school & home; PTO participation will increase, volunteer/parent involvement will increase

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<p>Performance Metrics: What will you use to gauge progress on your action steps and to determine if the identified goal has been met?</p>	<ul style="list-style-type: none"> ● Staff Engagement Survey; informal observations; discussions during Team Meetings; Staff will see/hear a growing mutual respect between themselves and students; The number of students who do not earn participation in PBIS incentives, based upon respectful behavior, will decrease. ● Positive response from parents regarding communication between home/school; increased parental involvement in classroom/school activities
<p>Timeline: Include dates for implementation of action steps.</p>	<ul style="list-style-type: none"> ● August 29 - staff will begin implementation of schoolwide teaching/modeling respectful languages and behaviors; will be ongoing all year ● Ongoing, Monthly newsletters

SCHOOL DEMOGRAPHICS

A. Staff Demographics

Table 1			
School-based Personnel	Part Time	Full Time	Total
Administrators		2	2
Teachers		19	19
Itinerant staff	8		8
Paraprofessionals	6	4	10
Support Staff	2	3	5
Other	12	3	15

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Total Staff	28	31	59
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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: <ul style="list-style-type: none"> ● Certified to teach in assigned area(s) ● Not certified to teach in assigned area(s) 	100%	100%	100%	100%	100%
For those not certified, list name, grade level course	n/a	n/a	n/a	n/a	n/a
Number of years principal has been in the building	2	3	4	5	6
Teacher Average Daily Attendance	95.6%	95.3%	95.7%	92.4%	

B. Student Demographics

Table 3				
SUBGROUP DATA				
SUBGROUP	2015-2016 TOTAL	2016 – 2017 TOTAL	2017-2018 TOTAL	2018-2019 TOTAL
American Indian/Alaskan Native	≤10	n/a	n/a	n/a
Hawaiian/Pacific Islander	n/a	n/a	n/a	n/a

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African American	≤10	≤10	≤10	≤10
White	339	332	296	300
Asian	≤10	≤10	≤10	≤10
Two or More Races	11	15	16	17
Special Education	47	54	51	64
LEP	n/a	n/a	n/a	n/a
Males	191	192	165	170
Females	167	167	154	156
Total Enrollment (Males + Females)	358	357	319	326
Farms (Oct 31 data)	53.72%	54.78%	50%	n/a

C. Special Education Data 2018-2019 School Year (As of September 30, 2018)

Table 4					
Disability	TOTAL	Disability	TOTAL	Disability	TOTAL
01 Intellectual Disability	1	06 Emotional Disturbance		12 Deaf-Blindness	
02 Hard of Hearing		07 Orthopedic Impairment		13 Traumatic Brain Injury	

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03 Deaf		08 Other Health Impaired	11	14 Autism	2
04 Speech/Language Impaired	26	09 Specific Learning Disability	13	15 Developmental Delay	11
05 Visual Impairment		10 Multiple Disabilities			

ATTENDANCE

Table 5	2017-2018	
School Progress Attendance Rate	All Students AMO = 94.0%	
Grade Level – School Level Data	Attendance Rate	MET Y/N
All Students	95.0%	Y
Grade 1	94.6%	Y
Grade 2	94.9%	Y
Grade 3	94.9%	Y
Grade 4	94.7%	Y
Grade 5	95.5%	Y

Complete the table and then calculate the annual change by taking difference of 2016-17 and 2017-18 and dividing by 2017. 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	94.8%	94.4%	94.8%	94.8%	0%

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Hispanic/Latino of any race	97.3%	94.9%	94.7%	94.0%	-.01%
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a
Asian	93.1%	≥ 95.0%	96.2%	93.7%	-.03%
Black or African American	91.9%	89.5%	92.2%	92.8%	+.01%
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	n/a
White	94.9%	94.5%	94.9%	95.0%	+.001%
Two or more races	93.8%	93.1%	93.2%	91.5%	-.02%
Special Education	91.6%	92.3%	93.5%	93.6%	+.001%
Limited English Proficient (LEP)	n/a	n/a	n/a	n/a	n/a
Free/Reduced Meals (FARMS)	93.8%	93.6%	93.5%	93.7%	+.002%

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

Our challenges include the following subgroups: Asian, African-American, two or more races, Special Education, and FARMS

Describe 2-3 strategies/processes that will be used to ensure sufficient progress and include a timeline.

Special Education subgroup attendance data will be monitored monthly and discussed at School Leadership Team meetings. Ms. Little, Director, will monitor the students in this subgroup for individual motivation and rewards for good attendance. Ms. Little is also using the Connect program with certain students who have been identified with attendance concerns. The Pupil Service Team will monitor student attendance and hold parent conferences when needed. Parents are automatically called to notify them of their child's daily absences. In addition, school personnel will make phone calls to parents to check on students for absences. Students are rewarded quarterly during a school assembly for perfect attendance with a certificate and a pencil.

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HABITUAL TRUANCY

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

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

How many students were identified as habitual truants? Cresaptown Elementary had 0 students that were habitually truant in the 2018 school year.

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

Phone calls are made daily to students who are absent. The pupil service team meets with parents to develop plans. The counselor creates incentives to encourage attendance. Daily announcements are made to recognize classrooms with perfect attendance.

SCHOOL SAFETY/ SUSPENSIONS

Discipline data indicates that there was a decrease in the number of office referrals between the 2016-2017 and the 2017-2018 school year. The number of referrals decreased from 120 to 73. Of the 73 office referrals last year, 70% (51 referrals) were office referrals. This is an 18% increase from the previous school year. In addition, 10% (7 referrals) resulted from disruption of the classroom environment and 8% (6 referrals) resulted from issues occurring on the playground. Since data does indicate an increase in the percentage of bus referrals, this will be a main area of focus to implement strategies to promote positive behavior.

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behavior. This will be done through the implementation of possible activities such as Bus of the Week, booster incentive daily communications with bus drivers and students. We will continue to focus our modeling and teaching expectations appropriate behavior in the classroom, on the bus, and on the playground to support the demonstrated need in these areas well.

Suspension – In school and out of school suspensions

School Safety – Suspension for Sexual Harassment, Harassment, and Bullying

Complete the table for in school and out of school suspensions, offenses pertaining to sexual harassment, and offenses bullying/ harassment. Calculate the annual change by taking difference of 2016-17 and 2017-18 and dividing by 2016-17. Represent as + or - based on increase or decrease of data.

Table 9				
SUSPENSIONS				
Subgroup	All Students			
	2015-2016	2016-2017	2017-2018	Percent Change from 2017 to 2018
Total Referrals	95	120	73	40%
All Suspensions	21	6	0	100%
In School	3	0	0	0%
Out of School	18	6	0	100%
Sexual Harassment Offenses	0	0	0	0%
Harassment/Bullying Offenses	0	0	0	0%

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

In the 2015-16 school year, there were 18 out of school suspensions and 0 for sexual harassment, harassment and bullying. During the 2016-17 school year, Cresaptown Elementary School had 6 out of school suspension and there were 0 suspensions for sexual harassment, harassment and bullying. During the 2017-18 school year, Cresaptown Elementary had 0 total suspensions. We plan to continue to use the PBIS program to manage behavior in our school, model positive behaviors, and reward examples of positive behaviors throughout the school. We also plan to implement restorative practices as presented to the Assistant Principal and School Counselor which focuses on understanding how behavior affects others, and using cooperative strategies to take action to repair harm and to make changes to be proactive so that behaviors do not reoccur.

EARLY LEARNING

A. Complete the chart with KRA results.

LO								
Kindergarten 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
Language & Literature	55	47.3%	50	26%	55	27.2%	44	31.8%
Mathematics	55	47.3%	50	38%	55	23.6%	44	43.1%
Foundations	55	69.0%	50	78%	55	34.5%	44	45.4%

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al Development	55	67.3%	50	52%	55	38.1%	44	27.2%
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B. Complete the chart for composite scores of KRA. Complete the percent of change by subtracting 2017-2018 from 2019. Indicate the percent as a gain (+) or a loss (-).

11

Site Score Results

	2015-2016		2016-2017		2017-2018		2018-2019		Change in %
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
strated	29	52.7%	23	46%	13	26%	15	34.1%	+8.1%
aching	23	41.8%	20	40%	22	44%	19	43.2%	-0.8%
ing	3	5.5%	7	14%	15	30%	10	22.7%	-7.3%

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

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

The Maryland Kindergarten Readiness Assessment (KRA) was given during the 2018-19 school year. At Cresaptown Elementary School we had 15 students who scored Approaching Readiness, 10 students who scored Emerging Readiness, and 0 whose results were non-scorable. Our kindergarten teachers are utilizing UDL, differentiated instruction, and flexible groups in their classrooms. Reading intervention is also being used for students identified as intensive or strategic on the DIBELS Next Assessments. ELA and Math benchmarks are given throughout the year and data will be collected to track student growth in those subject areas. A variety of movement songs and activities are used at various times during the school day to help increase body awareness and gross motor skills. Small groups are utilized each day to increase fine motor skills in the area of cutting and coloring. During physical education and outdoor students play to develop large muscle coordination. Our pre-K and kindergarten classrooms are utilizing various technologies to support student learning. Students have access to a computer lab, laptops, Smartboards, and a Smart Table. Our Kindergarten teachers assess students each nine weeks on their letter recognition, letter sound knowledge, sight word knowledge, number recognition, fine motor skills, handwriting, as well as other important kindergarten skills as identified in the Common Core State Standards. Our Pre-K and Kindergarten program successfully completed the Maryland State Department of Education’s Early Childhood Validation process during the 2018-19 school year.

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

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town Elementary School has 2 half-day pre-K classrooms as well as students who participate in the Head Start program. Our kindergarten teachers collaborate with our pre-K teacher and the head start program as needed throughout the school year. During the 2018-19 school year, town also has a full day HRDC pre-K classroom in our building. This classroom has 12 students, 1 classroom teacher and 2 instructional assistants.

ACADEMIC PROGRESS

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

A. ENGLISH LANGUAGE ARTS

1. Reading/ELA Data Overview

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

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

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

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

	2015	2016	2017	2018
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	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 or 4 or 5		
	#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%		#	%
White	43	37.2	12	27.9	15	34.9	55	18	32.7	12	21.8	25	45.5	47	19	40.4	3	≤10	3	21.3	18	38.3	51	20	39.2	≤10
Indian or Native American	n/a						n/a							n/a									n/a			
Black or African American	n/a						n/a							n/a									n/a			
Hispanic or Latino	≤10		≤10	50	≤10	50	n/a							n/a									n/a			
Latino of other race	≤10				≤10	100	n/a							n/a									n/a			
Native Hawaiian or Other Pacific Islander	n/a						n/a							n/a									n/a			
Two or more races	38	42.1	≤10	23.7	13	34.2	52	17	32.7	12	23.1	23	44.2	43	16	37.3	≤10	3	23.3	17	39.6	51	20	39.2	≤10	
Other races	≤10		≤10	100			≤10	≤10	50			≤10	50	≤10	≤10	75				≤10	25	N/A				
Education	≤10	≤10	80	≤10	20		≤10	≤10	42.5	≤10	25	≤10	12.5	14	≤10	71.4	≤10	7.1	≤10	4	21.4	≤10	≤10	0	100	
English Language Learners (LEP)	n/a						n/a							n/a									n/a			
Adjusted RMS	22	50	≤10	27.3	≤10	22.7	33	14	42.4	≤10	21.2	12	36.4	21	≤10	42.8	≤10	3	33.3	≤10	8	23.8	31	17	54.8	≤10

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18	≤10	33.4	16.7	≤10	50	22	≤10	22.7	27.3	11	50	26	≤10	30.8	26.9	11	42.3	24	≤10	37.5	≤10
25	≤10	40	36	≤10	24	33	13	39.4	18.2	14	42.4	21	11	52.4	14.3	≤10	33.4	27	11	40.7	≤10

	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		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%			#	
White	54	14	26.0	14	25.9	26	48.1	49	11	22.5	17	34.7	21	42.9	60	12	20	16	26.7	32	53.4	50	16	32	≤10			
American Indian or Alaska Native	n/a							n/a						n/a								n/a						
Hispanic or Latino	n/a							n/a						≤10					≤10	100		n/a						
Black	n/a							≤10		≤10	100			n/a								≤10						
Two or more races	n/a							≤10		≤10	100			n/a								n/a						
Asian or Pacific Islander	n/a							n/a						n/a								n/a						
Other races	52	13	25	14	26	25	48	44	10	22.7	15	34.1	19	43.2	55	11	20	14	25.5	30	54.5	44	13	29.6	≤10			
Two or more races	≤10	≤10	50			≤10	50	≤10	≤10	33.3			≤10	66.7	≤10	≤10	33.3	≤10	66.7			≤10	≤10	60	≤10			

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ation	≤10	≤10	57.2	≤10	14.3	≤10	28.6	≤10	≤10	55.5	≤10	22.2	≤10	22.2	13	≤10	53.9	≤10	46.2			14	≤10	57.2	≤10
lish .EP)	n/a							n/a							n/a							n/a			
ed Meals	32	14	43.8	≤10	25	≤10	31.2	21	≤10	28.5	≤10	47.6	≤10	13.8	33	≤10	27.3	11	33.3	13	39.4	24	≤10	37.5	≤10
	25	0	36	≤10	24	≤10	40	20	≤10	10	≤10	35	11	55	22	≤10	13.6	≤10	13.6	16	72.7	25	≤10	28	≤10
	29	0	17.2	≤10	6	16	55.2	29	≤10	31	≤10	34.5	≤10	34.5	38	≤10	23.7	13	34.2	16	42.1	25	≤10	36	≤10

	2015								2016								2017								2018			
	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	Total #		
	#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%				#	%
is	55	12.8	21.18	32.7	45.25	57	13.8	22.14	24.6	30.30	52.7	52	18.6	34.≤10	15.4	26	50	55	0	≤10	7.3	19						
ndian or ive	n/a					n/a						n/a							n/a									
	n/a					n/a						n/a							≤10									
rican	≤10				≤10	100	n/a						≤10	0	100				n/a									
atino of	n/a					≤10	0	100					≤10						n/a		≤10	100	n/a					

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Asian or Pacific Islander	n/a							n/a						n/a						n/a						
	54	12	22.2	18	33.3	24	44.4	54	11	4	13	24.1	30	55.6	47	15	9	≤10	17	24	51.1	50	0	8	17	
Free Lunch	n/a							≤10	0	50	≤10	50			≤10	0	66.7			≤10	33.3	≤10			≤10	
English Learners	≤10	0	80	≤10	20			≤10	0	75	≤10	5	≤10	5	≤10	0	85.7	≤10	3	14		≤10	0	42.9	≤10	
English Learners (LEP)	n/a							n/a						n/a						n/a						
Reduced Meals	27	≤10	33.3	≤10	29.6	≤10	37	32	11	4	11	4	≤10	2	22	12	5	≤10	2	18	27.3	26	0	11.5	≤10	
	31	≤10	≤10	≤10	25.8	20	64.5	26	≤10	0	19.2	≤10	8	13	50	21	0	9.5	≤10	19	15	71.4	21	0	4.8	≤10
	24	≤10	37.5	≤10	41.7	≤10	20.8	31	≤10	0	25.8	≤10	4	17	54.9	31	16	6	≤10	9	11	35.5	34	0	8.8	15

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

- a. Analyze Data Results and Strategy Implementation from 2017-2018 SIP. Were the identified goals met? If so, the goal be sustained? Based on DIBELS results, our students in grades K-3 showed growth when comparing the school year to the 2017-18 school year. 87% of students met their growth targets in DIBELS in grades 1-3. Third grade students' ELA scores improved on PARCC with a greater number of students obtaining Level 4 or 5.

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In order to sustain this goal, we will continue to utilize the *Phonemic Awareness in Young Children* program (grades K-3), skills journals, *Treasures* phonics lessons and fluency reads, RAZ-Kids, Read Works, Common Literacy, and DIBELS results periodically throughout the school year.

Describe the gains made in focus areas.

When looking at Mr. Llewellyn's SLO data, 114/131 students met their growth target on DIBELS in grades 1-3. During the 2017-18 school year, 91% of first grade students, 78% of second grade students, and 78% of third grade students met the targets for improving their DIBELS scores. In kindergarten, students achieving *Core* on DIBELS grew from 55% to 56%, students growing from 43% to 48%, grade 2 students grew from 49% to 62%, and grade 3 students grew from 65% to 66% comparing the 2016-17 school year to the 2017-18 school year. Third grade students scoring a Level 4 or 5 on PARCC grew from 38.3% in the 2016-17 school year to 47% in the 2017-18 school year.

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

During the 2017-18 school year, classroom teachers used a variety of teaching strategies to meet the needs of all types of learners: auditory, visual, and kinesthetic. Strategies included: posting Purposes, use of vocabulary walls, interactive notebooks, organizers, etc. Teachers in grades PreK-3 also implemented the program *Phonemic Awareness in Young Children*, with groups of students, to provide an additional means of skill acquisition. Flexible grouping was utilized at all grade levels to appropriately challenge students and meet individual needs.

b. Establish 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? Only 5 out of 28 students in special education passed PARCC.
- What data support the need for a resolution to the identified issue? 0% of students with IEPs in 3rd grade, 35.7% of students with IEPs in 4th grade, and 0% of students with IEPs in 5th grade received a 4 or 5 on PARCC.

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- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align? Yes, it aligns with the Common Core State Standards.
- What is currently preventing the identified goal from being attained?
 - Special education students were not intervened well enough.
 - Special education students' interventions were not consistent and students only received intervention in reading and not writing.
 - The interventions students received are not rigorous enough to compare to the rigor of PARCC.
 - Students need writing strategies that are consistent across grade levels.
 - Assessments need to be consistent and rigorous to meet students needs.
- What outcome(s) will determine the identified goal has been met?
 - Fall and Spring Research Simulation Tasks will be used to analyze students' writing growth using the PAI scoring rubric for Prose Constructed Response items.
 - More students with IEPs in grades 3-5 will increase their level on PARCC ELA by one.
 - More FARMS students in grades 3-5 will have Met or Exceeded on PARCC ELA.
 - More Males in grades 3-5 will have Met or Exceeded on PARCC ELA.
- What resources are not currently available to meet the identified goal?
 - Due to class sizes exceeding, laptop cart numbers, we could use more laptops for students to use.
 - Adequate PARCC prototype practices are not available to prepare students for PARCC online.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
 - Professional development on Jennifer Serravallo's Reading and Writing Strategies books.
 - Co-planning between classroom teachers and special education teachers will consistently occur on a weekly basis.
 - Professional development on TLC Writing Strategy will improve essay writing.
 - Professional development on using the "bucketing" strategy from the Data Based Questions training.
 - Develop intervention groups with specialized instruction for students in grades 4 and 5 to focus on reading and in writing.
- How will implementation be monitored to reach the identified goal?
 - We will use grade level team meetings to monitor plans/implementation.

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- The administration will use classroom walk-throughs and observations to determine if strategies are being

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?

3. Universal Design for Learning for ELA.

How will UDL be used in the classroom to support attainment of your goals? Reflect upon the strategies last year’s plan to determine the effectiveness of the strategies. Edit the list accordingly. List 3-5 strategies for each UDL principle/mode that will be used consistently during instruction to reduce barriers to learning and provide positive academic outcomes for all students.

Table 13	
DL Principle/Mode	Representation – This is how the teacher presents the information.
<i>Means of Representation: Providing the learner various ways of acquiring information and knowledge.</i>	<ul style="list-style-type: none"> ● Students have opportunities throughout the day to use technology to learn and share in ● Classroom teachers use a variety of teaching strategies (such as vocabulary walls, interactive notebooks, book reports, and weekly essays) to meet the needs of all types of learners including visual, and kinesthetic. ● Classroom teachers in grades Pre-K - 3 are implementing the program <i>Phonemic Awareness for Young Children</i> with identified groups of students in their classrooms based on DIBELS. This curriculum is teacher-guided with student’s oral response to a variety of phonemic awareness skills. ● TLC (Topic, Least 3, Closing) will be used by grade level teachers to help guide students in writing weekly essays. ● Teachers will post their content purpose, language purpose, and social purpose in the classroom to use during ELA instruction.

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<p>Means for Expressions: <i>Providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i></p>	<p>Expression/Action- This is how the student will demonstrate their knowledge.</p> <ul style="list-style-type: none"> ● Students use written and oral expression to communicate their understanding. ● Students will have opportunities to see writing examples using TLC modeled by the teacher. Students can then practice with peers, using the models, and using a checklist, before writing independently. ● Students will be provided long term opportunities to communicate knowledge. ● Students complete a variety of writing assignments throughout the year covering narrative writing, research evidence writing, and literary analysis writing that allow the student to demonstrate their knowledge and understanding using a variety of text. At the end of the school year, students will review their writing samples and the writing pieces will be added to each student's portfolio. ● The TLC (Topic, Least 3, Conclusion) writing model will be used school-wide for students to prepare for the rigor of PARCC writing expectations. ● Students will have the opportunity to answer Text Dependent Questions during weekly writing tests as well as PARCC released test, and Scholastic News practices. These students will answer the Part A question and Part B supporting fact type of questioning. ● In addition students will have technology options which support ELA such as Raz-kid Literacy, Spelling City, readworks.org, commonlit.org, Accelerated Reader, Reading Comprehension, Read theory, Starfall, ConnectED, PebbleGo and Scholastic News.
<p>Means for Engagement: <i>Providing into learners interests, challenge them appropriately, and motivate them to learn.</i></p>	<p>Multiple Options for Engagement</p> <ul style="list-style-type: none"> ● Students will be guided to select a variety of activities in order to achieve the content objectives. ● Students work in flex groups based on need for support, student abilities, and opportunity for challenge. ● Students in grades 4-5, utilize Discovery ED to complete tasks that require students to read nonfiction text and respond to questions. ● Students in grades 2-3 will utilize Raz-kids and Readtheory which require students to read and respond to questions. ● Students use a variety of online and music resources to engage in learning: <ul style="list-style-type: none"> ○ Scholastic News, readwritethink.org, PebbleGo, Pebble Go Next, Raz-Kids, C

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Literacy, ConnectED, Jack Hartmann and Dr. Jean Music, Starfall, Accelerate The Learning Station, and Spelling City.

B. MATHEMATICS

1. Math Data Overview

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

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

Math – 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	
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%					
ts	43	15	34.	14	32.	14	32.	55	16	29.	16	29.	23	41.	47	20	42.	≤10	9	14.	20	40	51	18	35.	12

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Indian or Alaska Native	n/a							n/a						n/a						n/a							
	n/a							≤10					≤10	100	n/a					n/a							
African American	≤10			≤10	50	≤10	50	n/a						n/a						n/a							
Hispanic/Latino of any race	≤10			≤10	100			n/a						n/a						n/a							
Native Hawaiian or Other Pacific Islander	n/a							n/a						n/a						n/a							
	38	14	36.8	12	31.6	12	31.6	52	15	9	15	8	22	42.3	43	18	8	41.	≤10	6	20	46.6	51	18	35.3	12	
Other races	≤10	≤10	80	≤10	10	≤10	10	≤10	0	50	≤10	50			≤10	0	50	≤10	50				n/a				
Education	≤10	≤10	80	≤10	10	≤10	10	≤10	0	75	≤10	12.5	≤10	12.5	14	0	5	71.	≤10	7.1	≤10	4	21.	14	10	71.4	≤10
English (LEP)	n/a							n/a						n/a						n/a							
Special (RMS)	22	11	50	≤10	27.3	≤10	22.7	33	12	3	≤10	24.2	13	39.4	21	0	6	47.	≤10	19	≤10	4	33.	31	16	51.7	≤10
	18	≤10	33.3	≤10	33.3	≤10	33.3	22	0	7	≤10	40.9	≤10	36.3	26	12	1	46.	≤10	5	11	11	42.3	24	≤10	37.5	≤10
	25	≤10	36	≤10	32	≤10	32	33	11	3	≤10	21.2	15	45.5	21	0	38	≤10	19	≤10	8	42.	27	≤10	33.3	≤10	

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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		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%			#	
	54	19	35.2	16	29.6	19	35.2	49	11	22.5	17	34.7	21	42.9	60	13	21.7	33	55.2	24	40.0	49	17	34.7	11			
Median or Mean	n/a							n/a						n/a								n/a						
Standard Deviation	n/a							n/a						≤10						≤10	100	n/a						
Percentage of Students	n/a							≤10			≤10	100		n/a								≤10						
Percentage of Hispanic or African American	n/a							n/a						n/a								n/a						
Percentage of Students with Disabilities	52	18	34.6	15	28.8	19	36.5	44	≤10	22.7	15	34.1	19	43.2	55	13	23.7	21	38.2	21	38.2	43	14	32.6	≤10			
Percentage of Students with Special Needs	≤10	≤10	50	≤10	50			≤10	≤10	33.3	≤10	66.7		≤10	≤10			≤10	66.7	≤10	33.3	≤10	≤10	60	≤10			
Percentage of Students with English Language Learners	≤10	≤10	57.1	≤10	28.6	≤10	14.3	≤10	≤10	55.5	≤10	22.2	≤10	22.2	13	≤10	46.2	≤10	53.8	≤10	22.2	13	≤10	46.2	≤10			
Percentage of Students with Individualized Education Programs (IEP)	n/a							n/a						n/a								n/a						

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Food Meals	32	16	50.1	≤10	31.3	≤10	18.8	21	≤10	28.5	≤10	47.6	≤10	23.8	33	≤10	30.3	14	42.4	≤10	27.3	24	≤10	33.3	≤10
	25	13	52	≤10	20	≤10	28	20	≤10	10	≤10	35	11	55	22	≤10	18.1	≤10	40.9	≤10	40.9	24	≤10	29.2	≤10
	29	0	≤10	20.7	11	37.9	12	41.3	29	0	≤10	31	≤10	34.5	≤10	34.5	38	≤10	23.7	14	36.8	15	39.5	25	≤10

	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		
		#	%	#	%	#	%		#	%	#	%	#	%		#	%	#	%	#	%		#	%			#	%
Students	55	14	25.4	20	36.4	21	38.3	57	2	1	18	6	27	3	52	14	9	26.1	12	23.1	26	50	55	0	≤10	12.7	13	
Indian or Native	n/a							n/a							n/a								n/a					
Special Education	n/a							n/a							n/a								≤10					
At-Risk	≤10			≤10	100			n/a							≤10	0	100						n/a					
Percentage of Students	n/a							≤10			≤10	100			≤10								≤10	100	n/a			

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Asian or Pacific Islander	n/a							n/a						n/a						n/a					
	54	14	25.9	19	35.2	21	38.9	54	1	20.4	16	29.6	27	50	47	12	25.5	≤10	21.3	25	53.2	50	≤10	14	13
Free Lunch	n/a							≤10	≤10	50	≤10	50			≤10	≤10	33.3	≤10	66.7			≤10			
Special Education	≤10	≤10	70	≤10	30			≤10	≤10	62.5	≤10	12.5	≤10	25	≤10	≤10	57.2	≤10	28.6	≤10	14.3	≤10	≤10	57.2	≤10
English Learners (EL)	n/a							n/a						n/a						n/a					
Free Breakfast	27	≤10	25.9	≤10	37	≤10	37	32	≤10	28.1	16	50	≤10	21.9	22	≤10	36.3	≤10	31.8	≤10	31.8	26	≤10	15.4	≤10
	31	≤10	16.1	11	35.5	15	48.4	26	≤10	23	≤10	34.6	≤10	42.3	21	≤10	23.8	≤10	19	12	57.1	21	≤10	9.5	≤10
	24	≤10	37.5	≤10	37.5	≤10	25	31	≤10	19.4	≤10	29.0	16	51.6	31	≤10	29	≤10	25.8	14	45.2	34	≤10	14.7	≤10

2. Analyze the data results for Math 3-5; 6-8; Algebra I to determine underperforming areas. Include FARMS, SE and other selected focus subgroups in your analysis.

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

Were the identified goal(s) met? If so, how will the goal be sustained? Students in fourth and fifth grades scoring a Level 4 on PARCC increased from the 2016-17 school year to the 2017-18 school year. 86% of students met their growth fractions. In order to sustain this goal, we will continue to utilize the Imagine Math program, daily number talks, math strategy notebooks, iReady Math, and IXL.

Describe the gains made in focus areas.

- Fourth grade students scoring a 4 or 5 on PARCC increased from 40% in 2016-17 to 42.9% in 2017-18.
- Fifth grade students scoring a 4 or 5 on PARCC increased from 50% in 2016-17 to 63.6% in 2017-18.
- Mr. Llewellyn's SLO focused on Numbers and Operations - Fractions in grades 4-5. In fourth grade, on standard 4.NF.1-2 29 out of 45 or 64% of students exceeded the state average. In fifth grade, on standard 5.NF.1-2 33 out of 48 students exceeded the state average and on standard 5.NF.3-7 36 out of 55 or 65% of students exceeded average.

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

Students were given opportunities to use interactive programs, such as IXL and iReady, to reinforce math skills and build a knowledge base for the identified goal(s). Classroom Number Talks were utilized to provide a platform for students to verbally share their learning and understanding of math concepts. Students also communicated their understanding through written expression to explain process and product. Problem-solving models were shared and students practiced these models before solving/explaining independently. Flexible math groups provided for individualized practice and enrichment of math skills based upon need.

Establish 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

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Please include the following:

- What is the issue? Why: We are not intervening enough with students that have IEPs or that are FARMS. There is a downward spiral from one grade to the next. The curriculum is not rigorous enough in the grade levels. There is not an adequate intervention currently in place. There are not enough PARCC-like math practice questions available for primary grades.
- What data support the need for a resolution to the identified issue? 0/7 or 0% of students with IEPs in grade 3 Met or Exceeded on PARCC math. Only 4/14 or 28.6% of students with IEPs in grade 4 Met or Exceeded on PARCC math. Only 1/7 or 14.3% of students with IEPs in grade 5 Met or Exceeded on PARCC math. Only 9/31 or 29% of FARMS Met or Exceeded on PARCC math. Only 9/24 of FARMS in grade 4 Met or Exceeded on PARCC math. Only 15/26 or 57.7%, of FARMS in grade 5 Met or Exceeded on PARCC math. Only 9/27, or 33.3%, of grade 3 males Met or Exceeded on PARCC math. Only 9/25, or 36%, of grade 4 males Met or Exceeded on PARCC math.
- Does the identified goal align with an initiative of the ACPS? If so, how/why does it align? Yes, it aligns with the Common Core State Standards.
- What is currently preventing the identified goal from being attained?
 - Math interventions are currently not available.
 - Co-Planning/Co-teaching is not being utilized consistently.
 - There is no consistency across grade levels due to lack of math series.
 - There is not enough modeling and reasoning happening during the math block.
 - The math benchmarks do not provide enough data availability to reflect on teaching practices.
- What outcome(s) will determine the identified goal has been met?
 - More students with IEPs in grades 3-5 will have Met or Exceeded on PARCC math.
 - More FARMS students in grades 3-5 will have Met or Exceeded on PARCC math.
 - More Males in grades 3-5 will have Met or Exceeded on PARCC math.
- What resources are not currently available to meet the identified goal?
 - A math series that aligns with the Common Core State Curriculum across grade levels
 - Adequate staff numbers
 - Math intervention program
 - Enough technology for every classroom

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- Software that adequately bridges student understanding from pencil/paper to PARCC testing on the computer.
- What steps will be taken to fully implement the plan in the effort to reach the identified goal?
 - Co-teaching will be consistent by making changes in schedules.
 - Co-planning will happen every Monday.
 - School-wide professional development on best practices for writing in math.
 - Vertical planning will happen throughout the year to discuss effective grade-level spiraling.
 - Grade 4 will be divided into 3 smaller groups to decrease the teacher/student ratio.
- How will implementation be monitored to reach the identified goal?
 - Students will be identified for extra support during co-planning.
 - Math skills journals will be utilized to measure students' modeling and reasoning.
 - CUBES (circle, underline, box, equation, step-by-step) will be utilized school wide to help solve multiple problems.
 - PARCC released items will be practiced throughout the year to allow students to become familiar with the PARCC format.

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?

3. Universal Design for Learning for MATH.

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

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DL Principle/Mode	Representation –How the teacher presents the information.
<i>Means of Representation: Providing the learner various ways of acquiring formation and knowledge.</i>	<ul style="list-style-type: none"> ● Students have opportunities throughout the day to use technology to learn and share in (ex. Imagine Math, iReady, IXL) ● Classroom teachers use a variety of teaching strategies (such as vocabulary walls, skill to meet the needs of all types of learners: auditory, visual, and kinesthetic. ● Teachers will post their content purpose, language purpose, and social purpose in the to use during math instruction.
Means for Expressions:	Expression/Action- How the students demonstrates their knowledge.
<i>Providing the learner alternatives for demonstrating their knowledge and skills (what they know).</i>	<ul style="list-style-type: none"> ● Students use written and oral expression to communicate their understanding. ● Students will have opportunities to see models of how to solve math problems and write examples of explanations. Students will then practice together using the models before math problems and writing explanations independently. ● Students participate and share their understanding through Number Talks. ● Students will be provided long term opportunities to communicate knowledge. (ex. Math assessments, Math Talks) ● Students will be using CUBES (Circle, Underline, Box, Equation, and Step-by-Step) to solve multi-step problems similar to problems they will see on PARCC.
Means for Engagement:	Multiple Options for Engagement
<i>Providing into learners interests, challenge them appropriately, and motivate them to learn.</i>	<ul style="list-style-type: none"> ● Students will be guided to select a variety of activities in order to achieve the content ● Students work in flex groups based upon need for support, student abilities, and opportunity for challenge. ● Students work independently and at their own pace and instructional level while using Math. ● Students will interact with videos during iReady lessons in grades 4 and 5. ● Students use a variety of online and music resources to engage in learning: <ul style="list-style-type: none"> ○ Math Magician, IXL, Multiplication.com, Pearson Success Net videos, Learning Station videos, Dr. Jean and Jack Hartmann music, and the Learning Station.

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C. SCIENCE

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

Administrative Leadership

PRINCIPAL'S SLOs- Please make sure your SLOs are based on critical needs identified through your data review and based on evidence (See SLO rubric)

A. Principal SLO 1

1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
The content focus of the SLO is to increase students' ability to read informational text and then show understanding through writing in research simulation task.

2. Describe the information and/or data that was collected or used to create the SLO.
Data from the 2018 PARCC scores was collected and showed the need to increase student's ability to read and understand the rigor required by the assessment. Last year's PARCC assessment scores indicated that Cresaptown scored below state and district averages in grades 3, 4, and 5 and that our school showed growth in each of those grade levels compared to the previous year. However, when the PARCC data is analyzed closer, our scores indicated the need for improvement in the subgroups of students with disabilities and economic disadvantages. In grade 3, only 35.5% students with disabilities scored proficient compared to the 54.5% of students who did not have a disability. In grade 4, 35.7% students with disabilities score proficient compared to the 61.1% of the students without. In grade 5, 0% of the students with disabilities scored proficient compared to the 66.7% of students without. The economic disadvantage subgroup showed similar results and show a need for improvement. In grade 3, there was a gap of 29% in the FARM versus non-FARM students.

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students. In grade 4, the gap was 23% and in grade 5, the gap was 15.5%. PARCC released items will be used to students in the fall and in the spring in grades 3-5. Students in grades 1 and 2 will be using PARCC like tasks from Treasures Reading Series and articles from Readworks. During the fall assessment, the need to focus on this skill clearly shown when assessing students using the PARCC writing rubric. In grades 4 and 5, students are assessed seven point scale. Of the 95 students in grades 4 and 5, only 10 of the 95 students or 10.5% scored at a proficient 6 or 7. In grades 1-3, students are assessed using a six point scale. Of the 151 students assessed, only 1 of 151 s or less than 1% scored at a proficient level of 5 or above.

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
The goal planning process showed that our school needed to improve strategies to intervene with students by p them with more opportunities to perform tasks at the rigor in which the PARCC assessment requires. We realize need to have students in grades 1-5 to have practice at these tasks.
4. Describe what evidence will be used to determine student growth for the SLO.
Assessments in the fall and spring will be compared to show student growth.

B. Principal SLO 2

1. What is the content focus of the SLO? Describe and explain the student group (s) selected for the SLO.
The content focus of the SLO is to increase students proficiency when working with fractions in grades 4 and 5.
2. Describe the information and/or data that was collected or used to create the SLO.
On the PARCC assessment, Cresaptown has been outperformed by the district during the past three years. In 2016 by three percent (39% vs. 43%) , 2017 by three percent (40% vs 43%). And in 2018 by 6% (43% vs. 49%). Grade five scores have cons been above the state and district during the past four years. An assessment developed by the school has indicated the nee

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growth as well. In fourth grade all 54 students scored 40% or below on the pretest. In grade five, all 46 fifth graders scored 50% on the pretest.

3. How does the SLO support the Goal Planning Process and School Improvement Goals and Strategies?
This SLO was developed based upon analyzing data from three years of PARCC and having the School Leadership Team go through the process of the ACPS Goal Planning Process. Strategies were based on district level initiatives and research based instructional strategies.
4. Describe what evidence will be used to determine student growth for the SLO.
School developed benchmarks will be used to determine individual student growth. PARCC results will be used to analyze

MULTI-TIERED SYSTEM OF SUPPORT

Include a copy of your MTSS Practice Profile. This profile can be attached to the end of the Plan. Make sure you include your goal planning process to show the integration and linkage between your goal planning process and your priorities.

Based upon the results of the MTSS Practice Profile, what are the priority/priorities that the MTSS team selected? Tier II and Tier III Behavior has been selected as our priority for the 2018-19 school year. It is our plan to grow a functioning Tier II/III Behavior Team this school year that will address the needs of students requiring specific behavioral supports.

- a. **How will the priority/priorities be addressed? A Tier II and Tier III behavior team will be developed consisting of school administration, teacher representatives, guidance counselor, special education teacher, county behavioral specialist, school psychologist, and the PPW. The PBIS team and the behavior support team will identify the students in need of Tier II and Tier III support and develop working plans to implement strategies to address student needs. Additional training will be given to the individuals implementing the strategies.**

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- b. What district support is needed to address your priority/priorities? Support from the behavior specialist and training/support for Tier II and Tier III intervention programs.**

POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS OR BEHAVIOR MANAGEMENT SYSTEMS

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

- a. 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
- b. Improve the link between research –validated practices and the environments in which teaching and learning occur.

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

- Continue to focus on bus behaviors and recognize buses with zero referrals as the bus of the week.
- Continue to support the bus drivers in rewarding positive behaviors.
- Continue to model behavior expectations in all locations throughout the school: classroom, hallway, cafeteria, playground, restrooms.
- Continue to recognize students for demonstrating positive behaviors by distributing school-wide Pride Ticket incentives which then be redeemed for tokens to be used at the Token Tower for a reward.
- Students will have the opportunity to participate in monthly grade-level or school-wide booster activities as a reward for positive behavior.
- Implement Tier II strategies, including the Check-In/Check-Out program, for students needing additional behavior support
- Implement informal behavior plans for students needing additional Tier II level support.

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

Social Stories

Check in and Check Out

Mentoring

Counselor Sessions - individual and small group

Behavior Contracts

n XI: Non-Title I Schools / and Community Engagement

Parent/Community Involvement Needs

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

Cresaptown School's parent involvement remains strong as parents and grandparents are given numerous opportunities to participate on committees; attend many PTO and school conducted functions; learn about various reading and math interventions and strategies; and communicate with the school through assignment notebooks, newsletters, school website, emails, telephone calls, daily take home folders, and conferences.

Cresaptown parents can participate in a wide variety of extracurricular activities with their child(ren). We strive to obtain greater participation so that parents can unite with the Cresaptown staff to further strengthen the positive home-school relationship. In addition to special events, Cresaptown School and the PTO will continue to provide opportunities for volunteers to assist with Career Day, field trips, school fundraisers, Santa's Secret Workshop, regularly-scheduled volunteer workshops, and other needs as they arise. Due to a large number of grandparents, many caretakers, or actively involved in the day to day care of the child(ren), the term parent also includes grandparents.

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town School works to maintain a strong business relationship with Martin's, McDonald's Bel Air, the Cresaptown Eagles, and the Cre
nprovement Association.

fferent volunteers helped Cresaptown during the 2017-18 school year. Volunteers spent time attending and assisting with the extra
es on the following pages. One of our largest activities attended by parents and community members is Back to School Night in Augu
32 families in attendance.

Parent Advisory Committee 2018 - 2019

Name	Position
Joyanna Tabb	Representative
Ashley Perrin	Alternate

in Title I Parent Involvement Plan

nder the "Position" column, identify the school's representative and alternate for the county Parent Advisory Council with "PAC." Ide
ner members as Parent, Teacher, Community Member, and so forth. **The committee must represent a cross section of the school cc**

Cresaptown PARENT INVOLVEMENT PLAN

Expectations

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

- I – Shared decision-making opportunities
- II – Opportunities to build and increase understanding, communication, and support between home and school
- III – Formal and informal evaluation of the effectiveness of parent/family engagement activities
- IV – Activities that promote a positive environment of high expectations shared by home and school

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

Action Plan

Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you for more inform.
<p>Shared Decision Making</p> <p>The parent involvement plan is developed with input from parents.</p>	<p>School Leadership Team - Team includes parent/community members which have input on the different activities planned for the students.</p>	<p>Monthly</p>	<p>Meredith Irons - Leadership Chair</p>

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<p>Building Parental Capacity</p> <p>Provide assistance to parents in understanding the State’s academic content standards and students academic achievement standards, and State and local academic assessments.</p> <p>Provide materials and parent trainings/ workshops to help parents improve their child’s academic achievement</p> <p>Ensure information is presented in a format and/or language parents can understand.</p> <p>Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	<p>Parent Conferences - Materials are shared with parents during parent conference day that include standards, strategies and assessments.</p> <p>Back to School Night - Classroom teachers introduce students and parents to their new classrooms.</p> <p>Parent Newsletter & School Website - Parents will receive a monthly newsletter updating them on activities happening in the school. The school website will be updated with information throughout the year.</p> <p>Orientation - Parents of PreK and Kindergarten meet staff and are given information and packets to work with their child. This preparation will help improve their child’s academic achievement.</p> <p>Reading/Math Day (Curriculum Information Sessions) - Parents/Grandparents observe and participate in Common Core curriculum based reading/math activities that will focus on PARCC preparation.</p> <p>Grandparents Day - Grandparents will be invited to participate in an activity with their grandchild.</p> <p>Assignments Notebooks & Daily Take Home Folders - Teachers use assignment notebooks and daily take home folders to communicate daily with parents about their children’s assignments, behavior, and upcoming</p>	<p>October and March</p> <p>August</p> <p>Monthly</p> <p>August and May</p> <p>February</p> <p>September</p> <p>Daily</p>	<p>Classroom Teach</p> <p>Classroom Teach</p> <p>Mandy Abe and :</p> <p>Pre-K & Kinderg</p> <p>Guidance Counse Administration</p> <p>Meredith Irons</p> <p>Classroom Teach</p> <p>Classroom Teach</p> <p>Tracey Little, Sch</p>
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	<p>events.</p> <p>Career Day - A variety of speakers from diverse careers will share information about their career path.</p> <p>Food Drive - Students, parents, and staff donate food to needy families in the area through the Union Rescue Mission.</p> <p>Recycling Plastic Bags - Students and parents collect Allegany County plastic bags to be recycled so they don't go to our landfills.</p> <p>Art/Tech/Science/AEP Expo - AEP students demonstrate their inquiry projects. Art projects are chosen and displayed. Classroom technology projects are demonstrated. Science/Interest projects are created by students in grades K-5 (at home) and displayed. Many of these projects are an extension of a curriculum interest.</p>	<p>Spring</p> <p>January</p> <p>November-April</p> <p>May</p>	<p>Office Staff & Faculty</p> <p>Scott Llewellyn</p> <p>Susan Willingham Troutman, Office Faculty</p>
Requirements	Description of Activities/ Actions/Initiatives	Date(s)	Who should you for more information
<p>Review the Effectiveness</p> <p>Effectiveness of the school's parental involvement activities will be reviewed.</p>	<p>Effectiveness of Cresaptown Elementary School's parental involvement is reviewed by the evaluation and calculation of each activity at school leadership team meetings.</p>	<p>Monthly</p>	<p>Office Staff/Merri School Leadership</p>

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<p>Other School Level Parent Involvement Initiatives Based on Epstein's Third Type of Involvement: Volunteering</p>	<p>Homeroom Parents/Chaperones - Homeroom parents coordinate activities for the students or attend field trips as chaperones.</p> <p>Parent Volunteers - Parents laminate, collate miniature books and classroom papers. Parents also volunteer to help with the Book Fair and other school activities.</p>	<p>Ongoing</p>	<p>PTO Members</p>

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

We have held a reading/math night for the last four years. Attendance has declined every year. In order to increase attendance from more families, we are going to change the time of the event to during the school day. Our hope is that with changing the time we will increase attendance. This day will occur in February 2019.

Third and fifth grade teachers are implementing a new math resource this school year called iReady. Teachers are sending home informational letters at the beginning of each unit.

During parent conferences, classroom teachers will share DIBELS data results and progress with parents. October 2018 and March 2019.

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on XII.

Professional Community for Teachers and Staff- Standard 7

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

Professional Learning Title: Graphic Organizers for Student Learning

Date (s): November Faculty Meeting

Location and Time: Cresaptown Elementary School Library 8 AM

Grade Level Team Meetings

Intended Audience: 1-5 Grade Level Teachers

What changes are expected to occur in the classroom as a result of this professional learning?

- Teachers will be introduced to organizers and strategies to promote better reading, writing and math understanding.
- Students will utilize TLC for writing essays, Bucket strategy for reading, and CUBES for understanding multi-step word problems.
- Students will be better prepared for PARCC reading and PARCC math tests when using the same strategies school-wide.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

TLC helps students develop essays where they are creating thoughtful topics, using transition words and details to support their topic, and a concluding sentence which wraps up the final part of the essay. Teachers will be asked to adapt the TLC in their grade levels and practice with students.

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week. The TLC strategy is designed to be used with a text dependent writing.

The “Bucket Strategy” will be utilized to help students organize their writing. Students will label their ideas within various passages on a particular topic. Students will then fill in their buckets with details from the passages and as they are complete they will cross out any information that they do not want to include in their final product. The “bucketed” information will then become paragraphs for their final typed essay.

CUBES helps students solve multi-step word problems (similar to PARCC). Each grade level can modify their use of CUBES to meet their needs. Students will be C- Circling the numbers and labels in the problem, U- Underline the question(s) being asked. B- Box the operation clues to solve the problem. Students will be writing the E- equation to solve the problems. S- Step by Step- the student will be explaining how they found their answer.

How will you measure the implementation of the knowledge and skills in the classroom?

All of the strategies above will become common tools and acronyms in grades 1-5.

Students will be utilizing the strategies and increasing performance in all subject areas of instruction.

Professional Learning Title: PLC/Book Study - *The Growth Mindset Coach* by Annie Brock and Heather Hundley

Date (s): Monthly during Faculty Meetings

Location and Time: Cresaptown Elementary School Library - 8 AM

Intended Audience: All teachers and staff

What changes are expected to occur in the classroom as a result of this professional learning?

- Through implementation of researched-based lessons & activities, students will be encouraged and empowered to build/strengthen a growth mindset.
- Improved scores & increased involvement in the classroom is expected as a result of this movement of change.
- It is expected that classrooms will become more growth-oriented environments that foster perseverance and persistence.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

- Teachers and staff will participate monthly in a PLC during which time team members will share expertise gained from *The Growth Mindset Coach* book study. Teams are responsible for presenting a chapter of the book which is also aligned to a month during the school year. Each month offers a variety of skills and strategies that can be used, within the school setting, to assist in developing students.

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students' growth mindsets.

How will you measure the implementation of the knowledge and skills in the classroom?

- Beginning this year, we are implementing a new award during our quarterly awards assembly called the “Paws-itive Mindset Award” (trop award will recognize a student in each homeroom that has displayed a strong work ethic, persistence, and a growth mindset during the quarter. Teachers will be monitoring students throughout each nine weeks, considering those who have embraced the mindset and have shown meaningful progress within the school setting.

Professional Learning Title: Co-Teaching and Co-Planning Models

Date (s): August 2018 Staff Development

Location and Time: Cresaptown School

Intended Audience: Grade Level Teachers/Inclusion Teachers, Instructional Assistants

What changes are expected to occur in the classroom as a result of this professional learning?

- Instructional Planning using data to target subgroups.
- Consistency in Co-Teaching models within the classroom setting
- Shared responsibility for instruction and management
- Increased communication of student needs in relation to curriculum, assessment, accommodations/modifications, and instructional strategies

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

- Develop a schedule for co-planning meetings for teachers to plan.
- Teachers will utilize best co-teaching methods when working with groups.
- Groups will be identified to target instruction to students.

How will you measure the implementation of the the knowledge and skills in the classroom?

- Co-Planning and Co-Teaching will be evident in daily planning
- Team meetings provide additional time to discuss implementation and/or concerns regarding Co-Planning/Co-Teaching
- Administration will observe implementation during walk-throughs and formal observations

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Professional Learning Title: Book Studies on Reading and Writing Strategies in the Classroom using books by Jennifer Serravallo

Date (s): Wednesday, October 17th and then monthly during the first Wednesday faculty meeting of the month.

Location and Time: Cresaptown Elementary School

Intended Audience: Grade Level Teachers/Inclusion Teachers

What changes are expected to occur in the classroom as a result of this professional learning?

- Students will learn and use suggested strategies in all subject areas. These step-by-step strategies will help them become more proficient at reading and writing across the disciplines.
- Teachers will use these strategies to help adjust instruction and meet individual student needs during whole group, small group and individual interactions
- Improved scores will be evident on classwork and assessments when reading and/or writing are expected tasks.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

- Teachers will learn how to use the Jennifer Serravallo books to quickly and easily locate strategies for reading and writing.
- These strategies are flexible and can be used in any instructional format to complement and extend lessons that include reading and writing.
- Once students are assessed, and individual goals are set, a strategy (or multiple strategies) can be selected to assist students in meeting their reading and writing targets.

How will you measure the implementation of the knowledge and skills in the classroom?

- Teachers will use these strategies in daily lessons and in co-teaching situations.
- Administration will observe these strategies during walk-throughs and through formal observations.
- Student scores on assignments, as well as on formative and summative assessments, will be monitored.

Professional Learning Title: Grade 5 iReady Math

Date (s): November, December and January

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Location and Time: Grade Level Team Meetings

Intended Audience: Teachers in grade 5

What changes are expected to occur in the classroom as a result of this professional learning?

- Teachers will use the resources using the iReady materials during daily math instruction.

What knowledge and skills will the participants attain in this professional learning to make these changes happen?

- Teachers will learn how to integrate interactive videos, hands on materials, and iReady materials in instruction to supplement grade math curriculum.

How will you measure the implementation of the the knowledge and skills in the classroom?

- Teachers will use the iReady resources in creating daily lesson plans.
- Administration will observe resources being utilized in walk-throughs and formal observations.
- Student scores on post lesson quizzes, benchmarks and 5th grade math PARCC will increase.

1 XIII.

ement Plan

How will the plan be shared with the faculty and staff?

The initial plan will be shared with faculty during a faculty meeting in January and future faculty meetings as needed.

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

ELA and Math benchmarks will be given using the Engrade computer program. Classroom teachers will be able to view their own classroom data and share at team meetings. The reading intervention teacher will collect DIBELS data to share with appropriate grade

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level teachers, action team chairs, and SIT. Data from county intervention specialists will be shared at grade level team meetings.

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

The SIP will be revised as the Climate/PBIS and the School Leadership Team analyze data. Adjustments will be made when necessary.

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

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

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

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

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

The staff will be notified of changes to the plan during faculty meetings, team meetings, and/or staff development meetings. Parents and community members will be notified of changes to the SIP at PTO meetings and/or Action team meetings.

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

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






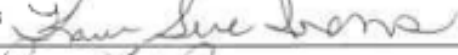
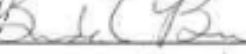
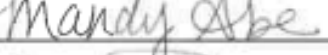
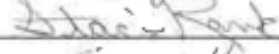
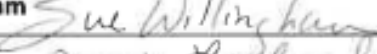
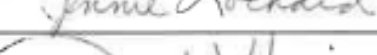
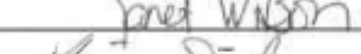
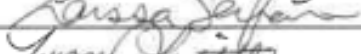
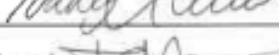
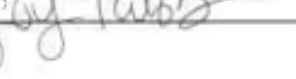
What are the approximate dates and/or calendar for sharing, monitoring, and revising the plan.

The School Improvement Team meets the first Wednesday of every month in the school library. The SI team will share, monitor, and revise the plan throughout the school year.

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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
Scott Llewellyn 	Principal
Staci Noah 	Assistant Principal
Meredith Irons 	2nd grade Teacher, SIP Chair
Lidia Sweeney 	Pre-K Teacher
Debra McElvie 	Kindergarten Teacher
Karen Sue Irons 	1st Grade Teacher
Kenda Bauer 	3rd Grade Teacher
Mandy Abe 	4th Grade Teacher
Staci Rank 	5th Grade Teacher
Susan Willingham 	Media Specialist
Jennie Lockard 	Reading Specialist
Doret Wilson 	Special Education Teacher
Kerissa Seifarth 	Special Education Teacher
Tracey Little 	School Counselor
Joy Tabb 	Parent Representative